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ALLIED CONTROL COMMISSION
Education Subcommittee

To bring the Italian elementary schools into harmony with modern thought and practice, to make them respond to the personal, social and economic needs of Italy, we must start with the training of elementary school teachers.

The old program of the Scuola Magistrale did not provide adequate preparation - it was too academic, historical and theoretical. We cannot immediately change the methods of the cultural part of the Magistrale program; but it is hoped that the professional courses - philosophy, psychology and pedagogy - can be made more useful, brought into closer relation with the experience and needs of the students and the necessity for improving the elementary school.

Changes in the professional courses of the Scuola Magistrale must take into account the training and experience of the professors and the actual conditions of the schools today.

They cannot be revolutionary as to be impractical; yet the urgency of the times makes it both necessary and possible to effect greater changes than could be possible under normal conditions.

What these changes can and should be, and what immediate steps should be taken must be decided by persons who know well the actual conditions and possibilities of the Scuola Magistrale.

A commission has therefore been organized composed of a University Professor of Pedagogy, the Preside of a Scuola Magistrale, a professor of Pedagogy from a Scuola Magistrale and an elementary school teacher recently trained in a Scuola Magistrale. This commission is given full responsibility and authority for the preparation of a new program for the professional courses of the Scuola Magistrale.

In order to give direction to such change as will be made there must be a clear vision of the kind of preparation of elementary teachers that we should like gradually to bring about. Our goal must be clearly before us even through plan for this year may contemplate only the first steps toward that goal.

As an illustration of the type of thinking involved in picturing the goal, a group of American Educators in the Education Division of the Allied Military Government have prepared the following suggestions. They are fully aware, however that the type of idealized Scuola Magistrale described

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in this sketch may be out of harmony with Italian through and conditions.

In no sense should this sketch be considered a mandate or even advice - it is a very tentative suggestion designed to stimulate the thinking of the commission. It is hoped that the commission will prepare for its own guidance a much better and more realistic schema for the type of Scuola Magistrale which should some day exist in Italy. Then, with this goal in mind, it is hoped that the commission will prepare a practical program for this year - a program that will take the first steps in the direction of the more ideal, and therefore more remote, program.

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SUGGESTIONS FOR PROFESSIONAL EDUCATION OF TEACHERS

1. Premises:

The professional education of teachers should be in accordance with the pedagogical and psychological principles which they themselves are expected to apply in teaching children. Therefore:

- a. It should be based on their own concrete experience.
- b. It should guide them to form general concepts of the purposes and technique of education, growing out of their experience and applicable to the teaching of children.
- c. It should approach most reading and lectures inductively; that is, when problems arise and students need knowledge to solve them, they will be given appropriate reading and lectures centered around the problems.
- d. Through guided observation it should afford opportunity for students to acquire direct knowledge of children of the ages they will teach.
- e. It should afford students the opportunity to practice the application of the principles they learn; this application to consist of practice teaching under competent guidance.

2. Integration of faculties of philosophy, psychology and pedagogy. The ~~purposes~~ ^{professors} of these faculties will form a commission to plan a unified program based on the age, capacity and needs of the students and upon their personal experience at home, in the community and in school, and upon their observation and practice teaching. This program will center on problems which the students have been brought to recognize in their own lives or through observation of other young people and children.

The commission will decide, from time to time, what problems must surely be faced by the students, and will guide discussion and observation

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The commission will decide, from time to time, what problems must surely be faced by the students, and will guide discussion and observation in such a way as to confront the students with such problems. The commission will also decide, for a few weeks at a time, the approximate order in which problems will be brought up; but in making this decision they will be guided, at least in part, by the interests and experiences of the students. The whole program will be kept flexible so that it can be adjusted to student needs.

For each problem each faculty will decide what light it can throw on the subject. Thus the same problem will be studied in terms of purpose and relation to broad ends of education (philosophy) in relation to whatever scientific data may have bearing on it (psychology); and in relation to the practical method of solving it (pedagogy). The students' reading will be in reference books or assigned pages in text books, which will bear directly on the problem and the professors' lectures will likewise be focussed on the same problem.

In short, the method of approach in all three faculties, instead of the former historical and systematic one, will be that of using their material to shed light on real problems.

The commission representing the three faculties will prepare a report on what knowledge and ability the students should gain from the new program, and the examination at the end of the course will be in terms of this report.

3. Specific functions of faculties:

a. Philosophy. The professor of philosophy will attempt to help students to discover the purposes of education. He will bring out the idea that education is not mere academic knowledge but consists of: (1) the development of each child's full potentialities, physical, mental and emotional; (2) the discovery and encouragement of individual capacities, talents, interests, initiative and originality; (3) the training in socially useful skills, such as reading, writing and arithmetic; conventions, such as grammar and orthography; and knowledge in science, history, and geography; and (4) the development of a sense of social responsibility and skill in cooperative and democratic planning and action. He will rely little on the history of philosophy and on philosophic systems, but place his emphasis on finding those statements by the world's philosophers which will shed direct light on the problems and discussions of the students and will orient and synthesize their thinking.

b. Psychology. The professor of psychology will use little of the

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b. Psychology. The professor of psychology will use little of the historical or systematic approach. He will, however, make the results of experimental psychology available to the students as these bear on the students' problems. In connection with problems they are facing, the students will be given pertinent knowledge, related to practical life situations, in such fields as the following: stimulus and response; conditioned reflexes, and habit formations; the objective approach of the psychology of behavior; the need for considering the total organism and its response to environment as shown by such

a physiological approach as that of Sherrington and by the psychological approach of Kohler and Koffko and their psychology of Gestalt; and especially the work of the last few decades in mental hygiene and psychiatry. Each of these things will be brought out as it has direct bearing on actual problems being faced by the students in their discussions, observations, and practice teaching.

c. Pedagogy. The professor of pedagogy will keep in close touch with the faculties of philosophy and psychology so that he can help students to work out practical applications of what they have learned in the other courses. The methods of Froebel, Pestalozzi, Herbart, etc., and the more modern teachings of Dewey, Kilpatrick, Clapton, Decroly, Montessori, etc., will not be studied as things in themselves, but used where needed to illuminate practical situations. A history of pedagogy is of relatively little value; but the way the best thinkers have met situations which present problems to the students can be interesting and practically useful. Primarily, the class in pedagogy should consist in an analysis of the work observed in class rooms and of the work of practice teaching.

4. Class room method: In the class rooms of the faculties of philosophy, psychology, and pedagogy, there will be much more student participation and discussion than formerly, much less lecturing by the professor. Using the method of Socratic discussion, the professor will guide the students toward an analysis of their own home and school experience as learners -- what things they wanted to learn and why: (theoretical and practical things, intellectual, artistic, and manual skills, personal and social knowledge and adjustment); how they had succeeded in learning these things or where they had failed to learn them, and why. From this discussion, problems will be formulated by the students under the guidance of the professors. (It is from such problems that the commission will prepare its program). Through reading and lectures in all three classes the students will obtain light on their problems and this will be brought to

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When classes are too large for good discussion, they will be subdivided into sections, each under an able student leader, and the professor will go from discussion group to another to guide and help.

Each discussion group may also be made responsible for getting certain types of information and then reporting its findings to the whole class.

In general, the more the students can be stimulated and guided to observe, think, analyse and plan for themselves, the more effective the teaching will be. The professor should be first a stimulator of this activity, second a guide and helper, third a source from whom the students can draw information, and finally the one who helps the students to coordinate and synthesize their results and to direct them toward practical application.

5. Observation and practice teaching. The foundation of teacher training should be observation of the best possible teaching in actual schools, and practical participation in such teaching. The first responsibility of the director of a scuola magistrale. Therefore, with the help of the faculty of pedagogy, the Provveditore agli Studi, and the Chief Inspector, will be to find elementary schools within reach of the Scuola Magistrale where students will be able to observe and do practice teaching. The best teachers in these schools will be selected as supervisors of observation and practice teaching. If possible provision will be made for some extra compensation for these supervising teachers because of their added responsibility; but if extra compensation is not possible, or until it is, teachers will be asked to take this responsibility as a service to the profession, and will be given as high recognition for it. (over)

During the first two years in the Scuola Magistrale students will be assigned to these supervising teachers for gradually lengthening periods of observation. They will go in small groups to observe specific things which have been discussed in the classes of philosophy, psychology, and pedagogy, using time assigned to these subjects, and whenever possible, accompanied by their professors. The professors will keep in close touch with the supervising teachers so that the discussions and observations may be coordinated. Conferences between students and supervising teachers will be arranged so that

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Conferences between students and supervising teachers will be arranged so that students can ask questions and so that supervising teachers can explain their problems and practice.

During the second two years of the Scuola Magistrale the observation will be replaced by practice teaching. Students will be assigned to supervising teachers as assistants for gradually lengthening periods -- beginning with

about 2½ hours per week and increasing until, during the last half of the fourth year; students spend half of each school day as practice teachers. Regular planning and discussion periods will be arranged between supervising teachers and their student assistants, and these will be coordinated with the class room discussions in the Scuola Magistrale.

During the practice teaching, students will be given steadily increasing responsibility, until, during the last half year, they are practically in full charge of the classes they teach, receiving suggestions and guidance from the supervising teachers but actually in charge of the children.

In general, the observation and practice teaching will be the experimental foundation of the entire pedagogical training. The faculty of philosophy will try to give orientation and purpose to this work; the faculty of psychology will try to give it the necessary scientific background; and the faculty of pedagogy will try to help students with methods and techniques of applying their philosophy and psychology in the elementary class room.

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These supervising teachers
will have regular conferences
with the professor of pedagogy
to enable the teachers to improve
their own methods and to be
of the greatest possible assistance
to their student-teachers, and to
enable the professor of pedagogy to
keep his course practical and
closely related to classroom problems.

The first of these conferences will be held at the beginning of the semester and will be devoted to a general discussion of the course and the methods to be used. The second conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used. The third conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used. The fourth conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used. The fifth conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used. The sixth conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used. The seventh conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used. The eighth conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used. The ninth conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used. The tenth conference will be held at the end of the semester and will be devoted to a general discussion of the course and the methods to be used.

INTRODUZIONE

Per armonizzare il pensiero e l'azione moderna con la scuola elementare italiana in modo che risponda ai bisogni personali, sociali ed economici dell'Italia, e' necessario cominciare con la preparazione dei maestri delle scuole elementari. Il vecchio programma della Scuola Magistrale non dava adeguata preparazione - era troppo accademico, troppo storico e teorico. Non possiamo, tuttavia, cambiare immediatamente i metodi della parte culturale del programma della Scuola Magistrale; si spera, pero', che i corsi professionali e il corso di filosofia, psicologia e pedagogia possano rendersi piu' utili e possano essere messi in piu' stretta relazione con l'esperienza e i bisogni degli studenti e la necessita' di migliorare la scuola elementare.

Si deve tener conto nei cambiamenti dei corsi professionali della scuola Magistrale, della preparazione, dell'esperienza dei professori e delle attuali condizioni della scuola di oggi. Non si possono portare riforme tali che siano impraticabili, per tuttavia l'esigenza dei tempi rende necessario e possibile apportare cambiamenti piu' grandi di quanto non sarebbe possibile in tempi normali. Quali siano e quali debbano essere questi cambiamenti e quali misure debbano prendersi immediatamente, bisogna che cio' venga deciso da persone che conoscano bene le condizioni e le possibilita' attuali della Scuola Magistrale. E' stata, quindi, istituita una commissione composta di un professore universitario di pedagogia, di un preside di scuola Magistrale, di un professore di pedagogia di scuola Magistrale e di insegnanti di scuole elementari recentemente preparati nella Scuola Magistrale. A questa Commissione e' stata data piena autorita' e responsabilita' per la preparazione di un nuovo programma per i corsi professionali della Scuola Magistrale. Al fine di dare un indirizzo a detti cambiamenti che dovranno essere apportati, e' necessario che si abbia una chiara visione del tipo di preparazione dei maestri delle scuole elementari che noi vorremmo gradualmente effettuare. S'impone, quindi, avere chiaro innanzi a noi lo scopo che ci proponiamo anche se il nostro piano di azione per quest'anno riguarda soltanto i primi passi verso questa meta. Per illustrare il pensiero di riforma che la meta che ci proponiamo contiene, un gruppo di Educatori Americani della Sottocommissione per l'Educazione del Governo Militare Alleato ha fatto alcune proposte. Essi educatori, tuttavia, si rendono pienamente conto che il tipo di una Scuola Magistrale ideale descritta in questo appunto possa non armonizzarsi col pensiero e con le condizioni italiane. Non si deve affatto considerare questo schema come obbligatorio, ne' lo si deve prendere come un avviso. E' puramente un tentativo di suggerimento inteso a stimolare il pensiero della Commissione. Si spera che la Commissione stessa vorra' preparare come sua guida uno schema di tipo di scuola Magistrale migliore e piu' realistico che dovra' un giorno esistere in Italia. In appresso avendo questa meta in mente, si spera altresì che la Commissione vorra' preparare per quest'anno un programma di azione - programma che prendera' i primi provvedimenti nella direzione di un piu' ideale e quindi piu' remoto programma di azione.

ALLIED CONTROL COMMISSION
Sottocommissione per l'Educazione

PROGRAMMA PER LA SCUOLA MAGISTRALE

INTRODUZIONE

Il seguente programma per l'insegnamento della Filosofia, della Psicologia e della Pedagogia nella scuola magistrale è caratterizzato da un indirizzo completamente nuovo. Un cambiamento radicale è essenziale se i maestri elementari della Italia di domani dovranno introdurre nella scuola un tipo di educazione più moderna, più scientifica e più democratica atta a preparare i fanciulli a divenire cittadini efficienti ed attenti.

Bisogna, tuttavia, riconoscere che molti docenti non hanno né il tempo né la preparazione e neppure l'energia per attuare i cambiamenti suggeriti qui. Questo programma, però, non è obbligatorio. Se il Preside di una Scuola Magistrale e gli insegnanti di Filosofia, Psicologia e Pedagogia decideranno che l'introduzione del nuovo programma non è attuabile in questo momento né è desiderabile nella loro scuola, essi saranno liberi di seguire il programma dell'anno precedente sfrondato, naturalmente, di tutti gli elementi fascisti.

Tuttavia si spera che molte scuole magistrali, desidereranno, per lo meno, di cominciare a lavorare ed a sperimentare gli indirizzi dettati nelle seguenti pagine.

ALLIED CONTROL COMMISSION
Education Subcommittee

L'istruzione professionale degli insegnanti delle Scuole Elementari dovrebbe essere strettamente collegata ai principi psicologici e pedagogici in base ai quali gli studenti delle Scuole Magistrali a loro volta insegneranno.

Perciò la loro educazione dovrebbe:

- a) essere basata sulla concreta esperienza personale;
- b) deve guidarli alla formazione di solidi concetti sugli scopi e sulla tecnica dell'insegnamento, concetti che nascano dalla loro esperienza e che siano applicabili nell'insegnamento dei bambini.
- c) Le lezioni e le letture dovrebbero essere per lo più trattate induttivamente, cioè, allorché si presenta un problema per la risoluzione del quale gli studenti hanno bisogno di maggiori conoscenze, bisogna dar loro letture e conferenze che trattino quel problema.
- d) Con oculatazza bisogna cercare il mezzo per dare agli studenti una conoscenza diretta dei bambini della stessa età di quella dei bambini ai quali insegneranno.
- e) Dovrebbe dare agli studenti la possibilità di esercitarsi ad applicare quei principi che essi apprendono. Questo si potrebbe attuare facendo esercitare gli studenti ad insegnare dietro una guida competente.

2. Integrazione delle materie di Filosofia, Psicologia, Pedagogia.

I Professori in queste materie formeranno una commissione per stendere un programma unico tenendo presente l'età, le capacità ed i bisogni degli studenti, le loro esperienze a casa, nella scuola e nella comunità, il loro spirito di osservazione e la loro esperienza di insegnamento.

Questo programma si focalizzerà sui problemi che gli studenti hanno già incontrato nella loro stessa vita o che hanno osservato in quella di altri giovani e bambini.

La Commissione deciderà di volta in volta quali problemi debbano essere affrontati dagli studenti e guiderà la discussione e le osservazioni in maniera da portare gli studenti a diretto contatto con essi.

La Commissione deciderà a distanza di settimana, l'ordine approssimato secondo il quale verranno trattati questi problemi. Ma nel prendere queste decisioni, essa si lascerà guidare, almeno in parte, dagli interessi e dall'esperienza degli studenti. Tutto il programma rimarrà piuttosto elastico cosicché possa essere adattato alle necessità degli studenti.

Per quanto ogni facoltà può decidere quanta illustrazione darà ad un problema in causa, pure uno stesso problema sarà studiato tenendo presente gli scopi e le relazioni di detto problema con gli intenti ultimi della educazione (Filosofia), la relazione con qualsiasi dato scientifico che possa avere influito su di esso (Psicologia), la relazione col metodo pratico per risolverlo (Pedagogia). Gli studenti avranno da leggere libri che abbiano riferimento con i problemi da studiare o pagine assegnate di libri di testo che li portino direttamente su di un dato problema. Ugualmente i Professori faranno le loro conferenze mettendo a fuoco il problema stesso.

In breve, il metodo d'insegnamento per tutte e tre queste Facoltà, invece di essere come prima storico e sistematico, consisterà nell'usare le cognizioni di Filosofia, Psicologia o Pedagogia per illuminare dei problemi.

La Commissione rappresentante le tre Facoltà di Filosofia, Psicologia, e Pedagogia, riferirà che van-taggio in attitudine e conoscenza hanno avuto gli alunni dal nuovo programma, e l'esame alla fine del corso si attuerà.

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al contenuto di questa relazione.

3. Funzioni specifiche delle Facoltà.

a) Filosofia. Il Professore di Filosofia cercherà di aiutare gli studenti a ritrovare gli scopi dell'educazione; egli dimostrerà chiaramente che l'educazione non è una pura conoscenza accademica ma consiste:

- 1) Nello sviluppo di tutte le potenzialità fisiche mentali ed emotive del fanciullo;
 - 2) nella scoperta e nell'incoraggiamento delle capacità, dei talenti, degli interessi e delle originalità individuali.
 - 3) nell'addestrare i bambini ad attività utili nella vita sociale: come il leggere, lo scrivere e l'aritmetica; a convenzioni come la grammatica e l'ortografia; ed alla conoscenza delle scienze della storia e della geografia.
 - 4) Nello sviluppo del senso di responsabilità sociali e dell'attitudine a far piani di cooperazione e di attuarli. Il Professore di Filosofia si soffermerà poco sulla storia della Filosofia e sui sistemi filosofici dando maggiore risalto alle affermazioni filosofiche che illumineranno direttamente i problemi e le discussioni degli studenti orienteranno e sintetizzeranno il loro pensiero.
- b) Psicologia. Il Professore di Psicologia tratterà poco la parte storica e sistematica. Egli comunque, farà in modo che i risultati di Psicologia sperimentati siano utili agli studenti a seconda di quanta parte questi risultati abbiano nei problemi degli studenti.

In relazione ai problemi che essi affrontano il Professore impartirà nozioni attinenti ai problemi stessi e collegate alle situazioni della vita pratica nei seguenti campi: "stimoli e reazioni", "riflessi condizionati", e "formazione delle abitudini", avvicinamento obiettivo alla psicologia di comportamento, il bisogno di considerare l'organismo totale e la sua risposta all'ambiente, come dimostra l'accostamento fisiologico di Sherrington e l'avvicinamento psicologico di Gestalt di Kohler e Koffka e specialmente il lavoro degli ultimi 30 anni nei campi della igiene mentale e della psichiatria.

Ciascuna di queste cose deve essere spiegata ogni qualvolta pesi direttamente sui problemi attuali di fronte ai quali si trovano gli studenti nelle loro discussioni, osservazioni e insegnamento pratico.

c) Pedagogia. Il Professore di Pedagogia si manterrà sempre in stretto contatto con le Facoltà di Filosofia e Psicologia in modo da aiutare gli studenti nella applicazione pratica di ciò che hanno imparato negli altri corsi. I metodi di Froebel, Pestalozzi, Herbart ecc. e dei più moderni Dewey, Kilpatrick, Claparede, Decroly, Montessori ecc, non saranno studiati come cose a se' ma saranno usati allorché sono necessari per illuminare delle situazioni pratiche. Una storia della Pedagogia è relativamente di poco valore, ma il modo con cui i migliori pensatori hanno affrontato molte situazioni ancor problematiche per gli studenti, può essere interessante ed utile.

Soprattutto l'ora di Pedagogia dovrebbe consistere nell'analisi di ciò che si è osservato nelle classi e nell'insegnamento pratico.

4) Metodo di insegnamento in classe.

Nelle classi delle facoltà di Filosofia, Psicologia e Pedagogia vi sarà una maggiore partecipazione degli studenti e più discussione di prima, mentre i Professori terranno meno conferenze.

Servendosi del metodo Socratico di discussione i Professori guideranno gli studenti all'analisi della loro esperienza di alunni a scuola ed a casa. Quali cose abbiano voluto imparare e perché (cose teoriche e pratiche, attività intellettuali artistiche e manuali, nozioni personali e sociali e relativo adattamento), e se sono riusciti ad imparare queste cose o perché ed in che

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cosa non vi sono riusciti.

Attraverso queste discussioni i problemi saranno formulati dagli studenti stessi sotto la guida dei professori. E' tenendo presente questi problemi che la commissione stendera' il suo programma. La lettura e le conferenze in tutte e tre le classi aiuteranno gli studenti a far luce sui loro problemi e cio' che dagli studenti con questi mezzi viene appreso deve attraverso la discussione socratica essere fatto presente a questi problemi.

Se le classi fossero troppo numerose perche' si possa discutere bene, saranno suddivise in sezioni ciascuna sotto la direzione di un abile studente ed il professore andra' da un gruppo di discussione all'altro per aiutare e far da guida.

Si puo' anche incaricare un gruppo di fare delle ricerche sulle cause di un problema per poi riferirle a tutte le classi.

In linea generale quanto piu' si puo' stimolare e guidare gli studenti alla osservazione, alla riflessione, all'analisi, ed al far dei progetti, tanto piu' efficace sara' il loro insegnamento.

Il Professore quindi deve essere prima uno stimolatore di questa attivita' poi una guida ed un consigliere, una fonte di informazioni, infine deve aiutare gli studenti a coordinare e sintetizzare i loro risultati e dirigerli ad una pratica applicazione di essi.

506 Osservazione ed insegnamento pratico.

Alla base di un addestramento all'insegnamento dovrebbe essere l'osservazione di un ottimo insegnamento e la partecipazione ad esso da parte dello studente.

Perciò la prima responsabilita' del direttore di una scuola magistrale, aiutato dalla facolta' di Pedagogia, dal Provveditore agli Studi e dall'Ispettore Centrale e' di trovare una scuola elementare nei pressi della scuola magistrale dove gli studenti possano osservare ed esercitarsi ad insegnare. I migliori insegnanti di queste scuole elementari saranno scelti come superiori per curare che gli studenti osservino ~~addestramento~~ e si esercitino all'insegnamento.

Se e' possibile, si provvedera' ad un compenso extra da dare a questi insegnanti superiori come gratifica delle loro aumentate responsabilita'. Ma se e' impossibile fornire loro un compenso extra, e finche' non e' impossibile, agli insegnanti superiori verra' chiesto di assumere queste responsabilita' come una parte del loro lavoro professionale e verra' dato loro un degno riconoscimento per questo lavoro.

Questi insegnanti superiori avranno regolari conferenze col professore di Pedagogia per dare possibilita' agli insegnanti di migliorare il loro metodo e di essere del massimo aiuto agli studenti loro assistenti e per dare possibilita' al professore di Pedagogia di tenere il suo corso strettamente connesso ai problemi delle classi nelle scuole e per permettergli di servirsi di esempi pratici.

Durante i primi due anni di scuola magistrale gli studenti saranno assegnati a questi insegnanti per periodi di osservazione che diventeranno a mano a mano piu' lunghi. Andranno a piccoli gruppi ad osservare cose specifiche precedentemente discusse nell'ora di filosofia, pedagogia e psicologia usando tempo prefissato a questo scopo ed accompagnati ogni qualvolta sia possibile dai loro professori. I professori si terranno a stretto contatto con gli insegnanti superiori in modo che vi sia coordinazione tra le loro discussioni e osservazioni. 020

Si organizzeranno conferenze a cui parteciperanno gli studenti e

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gli insegnanti in modo da dare agli studenti la possibilita' di fare domande ed ai maestri superiori di spiegare i loro problemi e le loro pratiche.

Durante i secondi due anni della scuola magistrale il tirocinio all'insegnamento verra' sostituito all'osservazione. Gli studenti saranno assegnati agli insegnanti superiori come assistenti per dei periodi di tempo che diventeranno man man piu' lunghi, e saranno in principio di due ore e mezza per settimana finche' nell'ultima meta' d'anno arriveranno a mezze giornate.

Periodi di discussione e di progettazione saranno anche organizzati tra gli studenti e gli insegnanti superiori, ma questa attivita' sara' coordinata con le ore di discussione della scuola magistrale.

Durante la pratica di insegnamento agli studenti verra' data responsabilita' sempre crescente finche' a fine dell'ultimo anno ad essi sara' completamente affidato l'insegnamento pur ricevendo sempre guida e consiglio dagli insegnanti superiori.

Insomma l'osservazione e la pratica all'insegnamento saranno le basi sperimentali di tutto l'addestramento pedagogico.

La Facolta' di Filosofia cerchera' di dare orientamento e scopi a questo lavoro, la facolta' di psicologia cerchera' di dare le necessarie basi scientifiche e la facolta' di Pedagogia cerchera' di aiutare gli studenti mostrando loro metodi e maniere di applicare la loro filosofia e psicologia nelle classi elementari.

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9E 11.12
REPORT OF THE ELEMENTARY SCHOOL COMMITTEE
AVELLINO PROVINCE

The undersigned Committee was called on 6 April 1944 in the Office of the Provveditore and took into examination the following subjects regarding School. The Committee having fixed the under-mentioned problems, made the following proposals:

Problems taken into examination:

- 1) Educational Organization
- 2) Didactic organization pre-elementary, elementary, post-elementary Education.
- 3) Programs text books, school terms, school hours.
- 4) Extra curricula institutions.
- 5) Preparation of teachers, foundations of libraries.
- 6) School buildings, school furniture, school-material.
- 7) Extra curricula activities.
- 8) Juridical and economical position of teachers.

In view of that fact the civilization of this century which should be called the century of the common people, as the Vice President of the U.S. Wallace said in his speech delivered on May 8th in New York is mainly founded on work, we propose that elementary school might be more efficient by means of particular help and by adding three more classes in each school, and two sections of kindergarten in every Comune or important village, so that people might get sufficient education in order to be able to reach a higher grade of efficiency in their work and claim their own rights in the future society governed by free democratical institutions.

I. SUBJECT - SCHOLASTIC ORGANIZATION

- 1) Are there improvements to be made to the local administration of Elementary Education System?
- 2) It is thought that the provincial offices now in operation may be retain such as they are at present. Only a scholastic Inspector not inferior to degree 8th should be added to the office the Provveditore.

2)

It is thought fit that the different District Circles should be re-organized. They should include the present rural schools which are divided into areas and give more power and autonomy to the Didactic Director.

II. SUBJECT -DIDACTIC ORGANIZATION- pre-elementary, elementary and post-elementary Education.

- 1) How long pre-elementary, elementary and post-elementary Education must last?
Pre-elementary Education should be for children from 4 to 5 - Elementary Education from 6 to 11 - post-elementary from 12 to 14. This age should be considered as the last limit for compulsory education guaranteed either by the Scholastic Patronage or by inflicting severe sanctions.
- 2) On what the pre-elementary, elementary and post-elementary education should consist?
Pre-elementary education should have a recreating character and prepare children for the elementary schools.
Elementary Education should have an eminently practical character. In order to make it more efficient it would be necessary to encrease the number of autnomoms classes especially in rural schools. It would be eliminated in such a way the inconvenience of one teacher for more than one class.
Post-elementary Education should have a scientific experimental and training character. Moral and religious Education should be at the basis of elementary school programs.

III. SUBJECT. PROGRAMS, TEXT BOOKS, SCHOOL-TERM, SCHOOL-HOURS.
Do Elementary school-programs fit democratical principles? The present elementary schools programs contain in their general lines, with some change, the same principles found in the programs approved by M.D. of 28-9-1934 which are not very different from those approved by M.O. of 11-11-1923.

They are inspired to the spirit of realistic pedagogy that is no longer fit to new educational exigencies which, on the contrary, need to give life and school an entirely realistic and democratic character.

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- 2) Which are the parts needing improvement? It is not only necessary to modify some parts of the existing programs, but it is necessary to prepare new ones on new basis in harmony with the principles of a sound and temperate realism.

Religious teaching should be the basis of the moral formation of Italian Youth.

- 3) How are to be compiled and by whom are to be chosen textbooks?

The compilation of text books should be left free to all the men who work for the School as the only true competent in children psychology.

From the second class up to the last the "so called" novel book" should be preferred. It should be an anthology of poems and passages accurately chosen from the work of great Italian authors.

It is suggested that this anthology might contain the selections from folklore songs and poems from the district to whom it is referred. The choice of these text books should be done very carefully by the teachers who are going to use them. The text for the first class may be that compiled either according to the simultaneous system (global method) or that of succession, leaving the teachers free in their choice.

By whom is school-time table to be compiled?

It should be compiled by the Provveditore in view the exigencies of his own province. It should generally comprehend a period for the enrollment (September 15-30) a period of lessons (October 1 June 30) and a period for reports, examinations (July 1-15) and closing-terms work.

Is the actual school, time-table to be retained or does it need improvement?

School time-table proved to answers to the needs of the whole province as experience has till now, proved, it is a good thing therefore that it is compiled by the highest provincial authority; that is the Provveditore.

The present school time is without break. This is considered as the fittest to modern home and civil life.

Every class, however, must have not less than 25 school hours a week, it is necessary therefore that there should no longer schools with several classes otherwise the work of a teacher is unfruitful.

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4. SUBJECT. PRO-SCHOOL INSTITUTIONS. Which institutions are to accompany the work of a school?

The institutions that school wants are: Patronato Scolastico: a very important assistance office. Post-school Institution libraries for teachers and for pupils and a Didactic Museum.

5. SUBJECT. Preparation of the teachers - Foundation of libraries.

Does the present Normal School really fit the renewed cultural and technical exigences that the new programs require of teachers?

Our personal experience, till now proves that Normal Schools does not form good teachers, because it aims only to a cultural humanistic instruction neglecting specific teaching that is the development of didactic abilities by means of personal apprenticeship and those peculiar dispositions to teaching that once formed the principal characteristic of a clever teacher.

It is necessary to renew the programs of the many subjects taught in the above mentioned schools and to emphasize the teaching of Natural science of pedagogy and especially of didactic methods. It would be necessary in any case to reinstate personal apprenticeship under more modern points of view, only for those who intend to become teacher:

Is the way of appointment to be modified?

The concorso magistrale should aim not only to their the cultural preparation of teacher, but above all to their professional preparation and their dispositions for such a task. For this reason the choice of teachers should be made by experienced and honest officials in the elementary school.

How is the preparation ^{of} teachers to be bettered?

The education that teachers receive in this School must be finished improved and encreased as culture is a living thing and must be renewed and improved.

It is necessary then that every school should have a library to give the teachers the opportunity of studying and experimenting. These institutions should be founded not only with the contributions and the activity of school but also and above all with funds granted by Government.

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6. SUBJECT; SCHOOL BUILDINGS. School furniture, didactic material. Are the present conditions of school buildings, school furniture and didactic material satisfactory? Unfortunately the present conditions of schools buildings are really critical, without expecting all from the state whose principal task will be that of rebuilding schools. It is necessary to make reliance upon local initiatives of private people and diverse local offices.
7. SUBJECT. YOUTH ACTIVITIES. By whom are Youth Activities to be directed?
Gymnastics considered as a form of activity to be developed during school hours of extra of it. This is a task that should concern only elementary school personnel, the same as happened with the teachings of religion and singing. It is necessary to do so for three reasons: to obtain a more efficient didactic activity and to leave the teacher his own dignity and lastly to avoid interference between school and other educational offices.
8. SUBJECT. JURIDICAL AND ECONOMICAL CONDITIONS OF TEACHERS.
What must be the juridical and economical conditions of teachers in relation to the new tasks and new exigencies of present-life?
The Committee proposes to re-study the conditions of the teachers in order to improve and guarantee the best teachers and to eliminate without delay those who do not give sufficient guarantee of activity, diligence and efficiency. In regard of the economical conditions of the teachers it is thought that the present condition should be improved in view of the present cost of life and also in comparison with the position of the other employees whose diploma are equivalent. The career should be developed without restrictions independently of the number of the places fixed for each class that the "ruoli" should be opened instead of being shut.
The teachers who have been qualified very good for a period not inferior to 10 years, should be put in conditions of being appointed "presidi, without a concorso as it happens with the professors of High School who are chosen and then appointed Presidi.

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REPORT OF THE MEDIA SCHOOL AVELLINO PROVINCE

On the 17th April 1944 at 6 p.m. in the house of Prof. Cavaliere Augusto, Preside of the R. Istituto Tecnico Inferiore Borgo Ferrovia, Avellino, a meeting of the media school teachers was called by Prof. Cavaliere to discuss and modify proposals already presented and approved in the meeting on April 13.

The Committee is presided by the Preside Prof. Cavaliere Augusto, the Preside Benevento, the Professors Francioni, di Marzo, Barbieri and Bruno, attend the Preside Cillo is absent but he has justified his absence and is substituted by Prof. Troncone M.

After discussing and examining all the different subjects the members of the Committee present the following proposals:

- 1) To better the economic conditions both of titular temporary teachers, so that they might have the possibility of keeping their positions with dignity.
- 2) To let every temporary teacher to be visited ever fortnight by the head-master. For those subjects in which the head-master has no competence a professor he trusts may be appointed.
- 3) To exchange views (for the uniformity of programs and didactic work without complains) between the last grade of the elementary school teachers and those of the first grade of the Media School.
- 4) To modify programs for the last grade of the elementary school and those of the Media School.
- 5) To change hours for a better distribution of school subjects for each class.
- 6) Each class cannot have more than 30 (thirty or thirty-five) pupils.
- 7) To appointed temporary teachers a Committee formed of the R. Provveditore and the head-masters should be made in order to point the list of the temporary teachers take into account their didactic capacities of the teachers and reistatement of their previous teaching.
- 8) Of the information notes written and issued by the Presidi, at least the classification should be made known to the teachers interested.
- 9) To abolish the High Seats.
- 10) To abolish all the facilities granted by the Fascist laws to married women.
- 11) Women who have the necessary qualities should be appointed or named being ~~is~~ unmarried, to the position of preside, directress etc.
- 12) To abolish the closed "ruoli" in the Media School and to give the faculty to the professors who for several years have been classified excellent to be promoted to higher grades on these request, after having been inspected or before inspection in the new school. To such rights should be first those teachers that have already had the "abilitazione" or the validity of having taught in the said grade successfully.
- 13) To annex the Media School to higher courses or grades and name numerous vice preside depending on the importance of the school with clear legal position and therefore increase their rank. On this question all members do not agree. Some propose the separation of the Media School giving various reasons of practical experience, especially, those brought by the present war condition that may last a long period as, for example, dividing the school for lack of school building etc. other members the majority, do not propose the annexation, first because the Media School is finished and for a logical consequence and for the uniformity of didactic ideas the lower grades will depend ^{more} on the higher ones; then for the reason of dignity of the teachers which will be diminished in a school that has about the same grades of the elementary schools.
- 14) The abolition of the United Schools (as ENIMS) which now give no results might be transferred into private schools.

After reading and approving the above report, the meeting ends at 8 p.m.

Signed by members

013

PROPOSALS FOR THE FUTURE PROVISION OF THE "SCUOLA MEDIA SUPERIORE"

- 1 - Financial improvement of Teachers and reinstatement of "ruoli aperti".
- 2 - Prohibition to teachers to give private lessons.
- 3 - State School and redemption of it from local office.
- 4 - Abolishment of Pareggiate and Private Schools.
- 5 - Abolishment of School taxes.
- 6 - Unification of "Liceo Classico and Scientifico".
- 7 - Reinstatement of the apprenticeship for the "Istituti Magistrali" and consequent annexation of an Elementary Course.
- 8 - Establishment of a common propaedeutic period of 2 years for the "Istituti Tecnici" and of a period of 3 years for specialization.
- 9 - Distinct difference among some subjects in "Licei and Istituti Magistrali".
- 10 - Yearly qualifications of teachers no longer the secret.
- 11 - Abolishment of the difference between small and large school-seats.
- 12 - Position in the "ruoli" of qualified temporary teachers who have been on active service for at least 5 years.
- 13 - Annexation of Media School to the different Superior course under a single principal, with distinction of programs inherent to the various kinds of Institutes.
- 14 - Elimination of all kinds of administration and establishment of a unique general office and various sections for each school center.
- 15 - Election of Presidi to be made by the Council for a period of 3 or 5 years, according to the course of studies.
- 16 - Reformation of Provveditorati.
- 17 - Dismissal of all Provveditori who have been appointed only for fascist merits.
- 18 - Prohibition of all kinds of fund-collecting in schools.
- 19 - Teachers of physical education should depend on the Heads of School.

After reading the above mentioned proposals the Principal of the "Istituto Magistrale" drew the attention of the members of the Committee on question n.4 and said that in an atmosphere of liberty, private schools cannot be abolished. Anyway, private schools should be deprived of issuing diplomas which have legal value. The Principal proposes moreover the following subjects:

- 20 - Reinstatement of a Regional "Ispettorato Tecnico" for a more secure control of teacher's professional and technical knowledge.
- 21 - Reconstitution of old colleges annexed to the "Istituti Magistrali"

In regard of question No 9 Prof. Papa proposes that all types of schools should be composed an 8-year course, and that they should be grouped as follows:

LICEO CLASSICO AND ISTITUTO MAGISTRALE
ISTITUTI TECNICI AND LICEI SCIENTIFICI

One Popular School resembling the old Scuola Tecnica which suited the all exigencies of people who intended to become employees in offices of minor signifiante.

Avellino, 18 April 1944.

THE SECRETARY
(signed)

THE COMMISSION

THE PRESIDENT
(signed)

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