

Unclassified E.O. 12356 Section 1.3/END No.

785016

ACC

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ADULT EDUCATION
NOV. 1945 - FEB. 1946

Memorandum

①

To - Ex. Comm. :

In this file, at 6, 9 and 10 are the report from
 Sgt. Hansen and my letter to HPIA, with draft of proposed
 letter to Minister of War, which we discussed last
 night and you asked to see.

(WOW) and Hansen
 at last

21 Dec. 45

48

Return to Educ. Sub. Com.

2251

Report

13/2/1946/

to: Lt. Col. C. Wasburne
from S/Sgt. R. Hauser.

on activities of ADULT EDUCATION.

Sir,

I beg to report:

2286

1/Lectures to Military Personnel
outside courses on citizenship.

Two lectures were given by me following an invitation by Co. Liuzzi, A/Chief of Staff of the Italian Army. Attendance: in lecture A abt. 60 Army M.O.s
in lecture B abt. 300 Officers
containing 2 courses, one course for full colonels and future corps-commanders, the other from Lt/Col. downwards.

Reaction: The auditorium was - again - rather hostile at the beginning but both talks based on the idea to make no propaganda but make them think for themselves and to make propaganda for own thinking, auto-discipline and especially the explanation that the specialist was a danger to democracy if not checked by the politician and vice versa, all this went down very well, specially in a lively debate in both cases. The Col. Commandant asked after the lecture whether anybody present could tell what was my own personal political opinion but nobody could.

2/Lecture at the "Dante Alighieri" Union. Attendance abt. 300. Mostly intellectuals. Very lively debate on Adult education as help to democracy. Attacked as intellectuals who live in an ivory tower away from the people which needed their help found these intellectuals wildly agreeing and abt 40 names were given of people who wanted to help.

3/Lecture to a group of International students organisation. Abt. 30 of all different countries, (Tatars and Frenchmen, Italians, Yugoslavs etc.) Lively discussion.

4/Regular course for students of the university in Rome. Attendance abt. 20 in order to see reactions and form a nucleus for further work. It appears that it is easier in Italy to get a rather hostile group to change their mind and make them enthusiastic about self-thinking and democracy in form of adult education than cynical and pampered sons of their fathers. This small group does very well but apparently the students as a whole are still more or less fully imbued with a lot of fascist and chauvinist spirits according to discussions and opinions voiced by the s/a group.

5/Course for teachers of high-schools. This course has started first with a general discussion on new forms of education, the second greater lecture on the United Nations and the school, held together with Miss Watson from the UNA, attached to this Sub-Com. and an Italian professor. Attendance at first meeting 30, at second abt. 120.

6/In order to help Democratic Adult Education steps were undertaken to write pamphlets etc. which are now to be translated etc. Contact between Adult Education Organisation abroad and Italy was established.

7/Educational guidance to Hitler-victims was given.

Sir,

Hauser.



MINISTERO DELLA GUERRA
IL SEGRETARIO PARTICOLARE
DEL MINISTRO

Roma, 7 febbraio 1946

Gen. A. 1946

Caro Signor Ministro.

per incarico del Ministro della Guerra, Le comunico
che la Legazione del Sud Africa ha autorizzato
il Serg. Ganser ad interessarsi anche per il
prossimo corso di cultura intensiva che avrà
inizio il giorno 8 marzo p.v.

Si è spedita l'occasione per inviare i miei
migliori saluti.

Suo

Braccetti

2280

Mare, 1450000
Comandante All'asta
Sottocommissione per l'educazione
Via Veneto

ROSA

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/174/00

ED/96/3.0/10

25 January, 1946

SUBJECT : Lectures by Staff Sgt. Hauser.

TO : Ministry of War,
(Attention General Lissai).

1. Your letter of 18 January to Prof. Riccardo Hauser requests that he give three or four lectures on democratic culture at Messina.

2. Since the Education Subcommittee is soon to cease its functions, permission to use Sgt. Hauser's services must be obtained from the South African Command which will have full responsibility for Sgt. Hauser's work in connection with the Italian Army. Any future requests for Sgt. Hauser's services should therefore be addressed to

Officer Commanding USF
South African Legation, Rome.

3. Your request of 18 January has been referred to the above address and has been approved by South African Command.

4. The Education Subcommittee is glad to lend Sgt. Hauser's services to the South African Command so that he may give the lectures you request. He is therefore free to accept your invitation.

2284

CARLTON F. WASHINGTON
Lt. Col., A.U.S.
Director of Education

HEADQUARTERS ALLIED COMMISSION

APO 394

Office of the Executive Commissioner

17 GEN 1946

15 January 1946

Ref: 8251/455/BC

SUBJECT: Citizenship Courses, Italian Army

TO : G.A. Section (for Education S/C)

Reference Land Forces S/C (MHA) letter G/TRG/15 dated 29 December 1945 to Chief Commissioner, copy to Education S/C.

While the Chief Commissioner approves that these courses should continue he wishes that it be quite clear that Education S/C are in no way associated with them. May action, therefore, please be taken to inform the Italian Government of this fact and further to inform them that, if they wish to continue to take advantage of the service of S/Sgt Hauser, they should deal direct with his Commanding Officer, who is G.O.C., U.D.P.

*For clearing Lt Colonel**For*
Brigadier
Executive Commissioner

Copy to: Land Forces S/C (MHA).

2353



HEADQUARTERS ALLIED COMMISSION

A.P.O. 394

Office of the Executive Commissioner

1705140

Ref: 8251/45A/20

15 January 1946

SUBJECT: Citizenship, Italian Army

TO : Land Forces S/C, (MMIA)

Ref your G/TRQ/45 dated 29 December 1945 to Chief Commissioner.

1. The Chief Commissioner is of the opinion that these courses in no way compromise Land Forces S/C (MMIA) with regard to para 9 of AFHQ Directive AG.091.711 GYT-0 of 3 December 1945.
2. It is considered that the courses may well be permitted to continue, but it must be made clear that Education S/C has no part in them. Instructions to that effect are being issued.
3. If the Italian Government wish to take advantage of the Services of S/Sgt. Hauser they should deal direct with Commanding Officer, who is G.C.O., U.D.F.
4. Enclosed, as App. "A", is a copy of a D.O. letter from Major General Theron to Brigadier Lush, forwarding a letter (on this subject) from General Cadorna (App. "B").

Francis H. Colwell 222

Brigadier
Executive Commissioner

Copy to: ✓ C.A. Section (for Education S/C).



SOUTH AFRICAN
LEGATION, ROME

SUB-APPRENTICE
CONSUL, ROME

APPENDIX 'A'

The Official Representative of the Govt. of the
Union of South Africa, C/o The British Embassy,
S.O.M.S.

7th January, 1946.

My dear Maurice,

Reference our conversation on Thursday night, I send you
herewith a copy of a letter I have had from General Cadorna, and
which I am also sending to the Rt. Hon. J.M. Hofmeyr Prime Minister
and Minister of Education, who is interested in the development of
cultural relations with Italy.

Signor Brosio again spoke to me at Sir Richard Keworth's
reception and said he hoped that the courses would continue. Would
you please also show this to Colonel Ashburn.

Kind regards,

Yours sincerely,

a. Frank Theron

Brigadier M.B. Lush, CB, CBE, MC,
The Executive Commissioner
The Allied Commission,
ROME.

2281

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TRANSLATION'APPENDIX' 'B'

Chief of the General Staff
of the Royal Italian Army

Rome 31st December 1945

Mr. General,

With reference to the conversation which took place between us, I am pleased to express to you my satisfaction for the good results obtained by the two courses on "Democratic Culture" held at Florence and Rome respectively.

During a recent visit made to the lecture held in Rome, I have been able, personally, to appreciate the method followed and the profits gained by the pupils.

To you, Mr. General, and to all your collaborators who with capability and enthusiasm have allowed the formation of a first group of Italian instructors for the democratic education of soldiers to which I attribute a particular importance, my most heartfelt thanks.

(Signed) General A. Cadorna.

To the Major-General Frank Theron,
South African Minister,
South African Embassy,
Via Romagna,
Rome.

2250

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79/5.0

PROGRAMME OF ITALIAN ARMY EDUCATION COURSE.

- Section A : Content needed for training of instructors.
Section B : Source-material for better understanding of present world - oriented towards democracy.
Section C : Military content provided by MMIA.
Section D: Practical section, in which instructors are trained to organize army education.

Resume of lecture-headings.

SECTION A

1. Adult Education:
 - a. What it is.
 - b. Example of Denmark - the Folk High School.
 - c. Army Education in Allied Armies.
2. Instruction:
 - a. How to give a talk.
 - b. How to hold a discussion.
 - c. Other forms of activity - brains trust, quiz, wall-newspaper, mock-trial, etc. (2 sessions)
 - d. How to encourage men to accept literary and vocational training
 - e. Teaching the 3 R's (2 sessions)
 - f. Vocational instructions - theoretical and practical. (2 sessions)

Total : 12 lectures.

SECTION B

1. History : a. Broad stages in Man's development - prehistoric, classical, Medieval, Renaissance (2 sessions)

- b. Ethics - the development of man as social being.
- c. The 19th century - arrival of machine age and disappearance of feudalism.
- d. Rise of nation-states in Europe.
- e. Course of events in world since 1918, taken in periods 1918 -1923
1923 -1929
1929 -1933
1933 -1939
- f. The League of Nations.

Total: 10 Lectures.

2. Law:

- a. Law as means of society to uphold itself.
 - b. Democratic law-making.
 - c. Justice as basis of democracy.
- Total: 3 lectures.

3. Economics:

- a. Development of money.
 - b. Wealth and national income.
(2 sessions)
 - c. Banking and finance.
 - d. Trade.
 - e. Population problems.
(these theoretical talks to be illustrated with current examples)
 - f. Agriculture in Italy.
 - g. Industry in Italy.
 - h. Revenue of the Italian State.
 - i. Problems of reconstruction, including manpower. (2 sessions)
 - j. Other economic problems.
(2 sessions)
- Total: 11 lectures.

4. Facts on Democracy:

- a. The development of democracy.
(2 sessions)
- b. Its mechanism (local and central government) (2 sessions)

- c. Duties and rights of the citizen.
- e. Constitutions. (2 sessions)
- f. Role of the Civil Service.
- g. Function of parties.
- Total: 9 lectures.

5. World Organization:
- a. Economic.
 - b. United Nations.
 - c. Past achievements - postal, radio, transport, narcotics and slavery agreements.
 - Total: 3 lectures.

6. News talks:
- a. For practice in speaking and objective reporting, each student will report on some news-item in a regular session.
 - Total: 8 periods.

7. Opening, closing sessions. Total: 2 periods.

SECTION C

1. Military matters: (provided by MIA).
- a. Man-management
 - b. Brain Trust on military topics.
 - Total: 6 periods.

SECTION D

1. Activity-period daily; in which students hold discussions or some other form of adult educational organization - on content matter of lectures. Time also available for group-work of study-groups.
- Total: 25 periods.

Films: A daily documentary show for 30 minutes on week-days.

Summary of Time-table:
Section A : 16 periods

Section B : 48 periods.
Section C : 6 periods.
Section D: 25 periods.
Over all : 95 periods.

Distribution of Time:

Period of 25 working-days, 3 lecture-periods, 1 activity-period a day. These four sessions to occupy morning from 0830 hrs to 1215 hrs. After mid-day meal, a farther session from 1315 to 1430 hrs. is reserved for films and any uncompleted work.

FOR ACTION SENIOR INFORMATION OFFICER ARNOLD H. (LIAISON) USF GAY

8765

26 November 1945

NOTES

RESTRICTED PD

SURVEY COURSE OF TROOPS PD

86.50
CAPTAIN WILLIAMS LEFT FOR HOLLAND PD PARSH TO SENIOR INFORMATION OFFICER
ARNOLD H. (LIAISON) USF GAY FROM H. ALONG PAREN CAPTAIN LE ROUX IS CURRENTLY
REQUIRED FOR STARTING COURSE FIVE DECEMBER PD

2275

EDUCATION CONCERNING

10001-236

*File*HEADQUARTERS ALLIED COMMISSION
Education Subcommission
APO 394

ED/CWS/rs

ED/9C/5.0/AC

17 December, 1945

SUBJECT : Invitation to Studio,
Radio Rome, for Broadcast
by General Theron.

TO : See distribution below.

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General Theron, Ministerial Representative to Italy from South Africa and formerly Commanding General of South African Forces in Italy, will deliver a broadcast on "Field Marshall Sauts, the life of a great Democrat" on Radio Rome at 1800 hours Tuesday, 18 December. His lecture will be in English, and will be preceded by a talk by the Italian Minister of War, Brosio.

The undermentioned are invited to the studio of Radio Rome at Via Aniene, 10, to witness and hear the broadcast.

*Carlton W. Washburne*CARLTON W. WASHBURNE
Lt. Col. A.C.S.
Director of Education.DISTRIBUTION:

Chief Commissioner and staff, AC
Executive Commissioner and staff, AC
Vice Presidents and Staff Officers, AC
Director MIA and Staff Officers
Directors of Subcommissions and Deputies, AC
British Ambassador and Staff
American Ambassador, Cultural Relations Attache, and Staff
Director British Council and Staff
Director USIS and Staff
Education Officer, British, RAAC
Information and Education Officer, American, RAAC

2274

Chief of Staff, Italian Army
Assistant Chief of Staff, Italian Army.

99/510

Lecture notes

Che cos'è la democrazia?

Significato originale, adesso molto allargato:
Vuol dire il pieno sviluppo dell'individuo, anche come persona, anche come membro cooperante di una società organica.

Dal punto di vista personale, vuol dire:
libertà e opportunità di seguire il proprio modo di vivere, limitato dall'eguale diritto di tutti gli altri;
libertà e opportunità di scegliere la professione e di prepararsi ad esercitarla;
libertà di esprimersi, a voce, con la stampa, in assemblee pubbliche.

Queste libertà appartengono non solo agli individui, ma anche alle minorità.

Sono essenziali per lo sviluppo degli individui, ma anche per lo sviluppo della società di cui ognuno fa parte, e, perciò, per tutti gli altri individui della stessa società. Perciò, lo sviluppo di un individuo dipende dalla società. L'uomo non è un essere che può vivere pienamente solo. È un essere gregario, e le sue potenzialità essenzialmente umane non possono realizzarsi senza la cooperazione di altri, senza un ambiente sociale.

Due tipi di libertà:
Libertà d'indipendenza
Libertà di potenza.

Posso illustrare:

Ero in Canada e facevo campeggio solo. Nel canotto avevo tutto ciò di cui avevo bisogno, tenda, coperte, cibi, fiammiferi, pentole, articoli da pesca, libri. Non c'era nessun altro sul lago, né vicino. Potevo fare tutto quello che volevo; avevo libertà di indipendenza assoluta.

Venne una tempesta, il canotto si capovolse.

Fui obbligato a raggiungere a nuoto un'isola vicina. 273

Tutta la mia roba andò perduta.

Arrivato all'isola, bagnato, freddo, volli accendere un fuoco, ma i fiammiferi erano bagnati, ecc.

Avevo tanta libertà dell'indipendenza, quanto ne avevo prima. Ma mancava la libertà di potenza. Avrei con piacere cambiato un po' della libertà dell'indi-

- 2 -

pendenza per maggiore liberta' di potenza.
Così nello sviluppo della società.
Per avere maggiore liberta' di potenza, l'uomo ha sacrificato una parte della liberta' d'indipendenza. Ha imparato ad organizzarsi in società interdipendenti, cooperanti, con divisione del lavoro. Per ciò ha dovuto sottomettersi alla volontà collettiva.

L'estremo di questa evoluzione era il totalitarismo, dove la società era suprema, l'individuo soppresso. La società fu alzata a divinità.

Per il momento una società totalitaria ha una potenza enorme. Ma in sé ha il seme della sua distruzione. Perché impedisce lo sviluppo degli individui che la compongono. Senza la liberta' di sviluppare le loro potenzialità, di sperimentare, di esprimersi, gli individui non possono contribuire alla evoluzione della società. Variazione è il fine qua non dell'evoluzione. E quando un essere vivente cessa di crescere, muore.

Per di più la società organizzata da individui per il bene degli individui diventa un mostro Franken-Stein che fa schiavi i suoi creatori.

Vogliamo liberta' di indipendenza.

Vogliamo liberta' di potenza.

L'estremo dell'una distrugge l'altra.

Per solo per mezzo della democrazia che si può avere entrambe ognuna limitata dall'altra, è vero, ma anche ognuna completata dall'altra.

La liberta' d'indipendenza limitata da:
Leggi necessarie per la protezione della proprietà, della salute, dei diritti altrui.
La coordinazione delle attività.

Ma completata dalle opportunità:
Dell'educazione, scambio di idee, invenzioni e comodità che lasciano tempo libero, che permettono di viaggiare, comunicare per posta, per telefono, ecc.

Liberta' di potenza limitata da:

i diritti degli individui
le critiche liberamente espresse
il potere del popolo di far cambiare leggi e governi.

2

- 3 -

Completata dallo:

sviluppo degli individui che compongono la societa'
l'evoluzione e vitalita' che risulta dalla variazione.

Lo sforzo di dare troppo peso alla liberta' dell'indipendenza risulta in individualismo, anarchismo e la perdita di potenza.

Lo sforzo di dare troppo peso alla liberta' di potenza risulta nella perdita dei diritti degli individui, nella soppressione dello sviluppo della potenzialita' degli individui, nella stagnazione della societa'.

Ma la democrazia costituisce cooperazione volontaria agli ordini autocratici, la massima autonomia, sia per gli individui, sia per le minorita', sia per i comuni o le regioni. Evita leggi generali, sempre che e' possibile, limitandosi a leggi necessarie per la protezione dei diritti, della sicurezza, della salute, a leggi essenziali per la coordinazione delle attivita' sociali, come l'organizzazione della posta, le ferrovie, ecc., e alle leggi per provvedere opportunita' per lo sviluppo degli individui, tasse e regolamenti per stabilire scuole, biblioteche, ospedali, per esempio.

Lo Stato ha funzioni importantissime nella vita complessa ed interdipendente di oggi. E' percio' che abbiamo visto l'esagerazione dello stato fino al totalitarismo. Il solo mezzo per evitare questo pericolo e' la democrazia, la piena liberta' di espressione e il popolo sempre supremo.

Ma perche' un popolo ignorante non sa utilizzare bene il suo potere e perche' una persona ignorante non puo' sviluppare le sue potenzialita', l'educazione universale e' il sine qua non della democrazia.

Quella Educazione, pero', deve essere molto piu' larga, molto meglio adattata alla diversita' di capacita', interessi e bisogni degli individui ed ai bisogni della societa', che e' il caso nella educazione attuale.

Questa Universita' che ha oggi l'inaugurazione del nuovo anno accademico puo', e deve, avere la sua parte in questo processo. Qui gli studenti possono sviluppare la loro potenzialita' qui essi possono imparare a lavorare insieme, cooperativamente, verso scopi comuni;

- 4 -

qui essi possono imparare tolleranza e apprezzamento di diversita' di opinioni; qui possono proteggere i diritti di individui e minorita' e il diritto di piena espressione; qui possono imparare responsabilita' sociali - in una parola, possono imparare che cosa e' la democrazia - il pieno sviluppo dell'individuo anche personalmente, anche come membro cooperante ed integrativo di una societa' organica.

Qui possono imparare che:

il benessere d'ognuno dipende dal benessere di tutti e che

il benessere di tutti dipende dal benessere d'ognuno.

2870

Syllabus
for a course of 100 Italian officers and men
from Jan. 14th till February 14th, 1946.

- ✓ Adult Education
- ✓ Instruction *for*
 - 6 What it is; example of Denmark, AE in armies, forms of AE.
 - 6 How to instruct, how not to instruct. Different forms.
- ✓ Sociology ?
 - 4 Development of man from Darwin to the Atomic bomb-type.
 - Some anthropology, no details of history but dev. of ages.
 - 4 Objective report on development from last war onwards.
- ✓ Modern history
 - 3 How our mind works, man in his social surrounding.
- ✓ Psychology
 - Tets. I.Q.s as means of education. Psychology of democracy.
- ✓ Law
 - 3 Law as means of the society to uphold society. Democratic laws, development of democratic justice as basis of democ.
- Intern. economics
 - 4 Instead of giving dry and difficult lectures on ec. showing on examples statistics of facts in other countries theory.
- ✓ Italian economics
 - 7 Report on the different aspects of It. ec.; factual reports up to date; if possible given by experts of practical life.
- ✓ Facts on democracy
 - 10 Reports on the different forms of life, rights and duties and forms of government in democratic and un-democratic countries.
- ✓ World organization
 - 4 The different forms of international organisations existing those which had existed and broken down and those of to-morrow
- ✓ UNIA-military matters
 - 6 Man-Management and a Braintrust on entirely military matters.
- news-talks
 - 8 As possibility of practicing to speak and ^{to} report objectively every student will report on one news-aspect at least once.
- opening, closing, definit. 5 Definitions given by different small groups to clarify what is to be understood of 'isms to open debate in first day.
- Disc. plus brains trusts 25 To enable students to discuss openly and frankly, report objectively and see the other man's right to talk and point. (this is the most important part)

~~96~~ TOTAL

Time 25 days.

Periods:

8.30 - 9.25 Period for factual lectures 45 min. plus questions

9.25 - 10.35 Period for discussions resp. lectures plus disc.

10.45 - 11.45 Normally together with following period: lecturettes

11.45 - 12.15 plus discussions, braintrusts etc.

1.15 - 12.30 Additional discussions lectures which cannot be held at other times because of time of lecturer, pre-lecturettes for films ----- This period is to include a film of documentary or educational character daily. Saturday this period is free.

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Hypothetical Headlines and news report

Allies forbid Italian officers and soldiers to study democratic citizenship. Italy not ready for democracy, says British colonel. Objects to ~~few~~ as instructor. Fascism did great good to Italy. Fight against Nazism and Fascism merely propaganda to inveigle Allied masses into war - not war's real purpose, British colonel explains. Within five or ten years the word "democracy" will be poison, he predicts. "Democracy is non-existent. And no one knows what it means", says colonel.

Minister of war and Chief of Staff of Italian Army enthusiastic about course to prepare Italian soldiers and officers for citizenship, but strong pressure from Allies forces closing of course. Two reasons given: Fear of attack from communist press which might consider training in citizenship as Allied propaganda; and unreadiness of Italians to hear objective presentations of current issues and participate in discussions.

Closing of course by Allies considered unwarranted interferences with Italian government. "This course was exactly what was needed. We were planning to start two more such courses 10 January, until "strongly advised" by Allies to discontinue them" says Italian Chief of Staff. "I was very favorably impressed with the value of the course in democratic citizenship and grateful to the Allies for their help in it. But of course I am obliged to accept their advice and discontinue it" says Minister of War.

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D R A F T

SUBJECT : Course in Democratic Citizenship:
Italian Army.

TO : The Minister of War.

1. The course in democratic citizenship, in progress at the Regina Margherita Barracks in Rome, for representative officers and Non-commissioned officers from the various divisions of the Italian Army, appears to be filling a real need.
2. When they entered the course a large majority of the students were found to be imbued with a fascist point of view and well saturated with fascist propaganda. If this is typical of the situation in the Italian Army, a remedy is seriously needed.
3. The response of most of the students to the course has been highly gratifying. As they find that the controversial subjects are presented objectively and that all points of view are given, as they find themselves free to discuss each problem, as they get facts instead of propaganda, from competent Italian and Allied authorities and documentary films, they are, for the first time, experiencing what democracy and citizenship really mean. They are reacting with enthusiasm and much of the fascist attitude seems, in most cases, to be disappearing.
4. It appears, therefore, that such courses as the present one are an effective remedy for the fascist attitude that seems to exist among many of the officers and men of the Italian Army, and are an effective preparation for the forthcoming practice of citizenship.
5. It is recommended that an education section be established in the Italian Army analogous to the army education sections in Allied Armies, and that this section continued the work which has been begun in the present course.
6. The Education Subcommittee and MSHA will be glad to cooperate by allowing the chief instructor of the present course, Staff Sgt. Hauser Richard, to conduct successive courses of the same type and to aid in the permanent plans of an Education Section of the Italian Army.
7. Meantime, it is suggested that immediate plans be made for a second course like that now being held at the Regina Margherita Barracks. The chief instructor strongly recommends that the students for this second course be assembled in Rome on 10 January and allowed to participate in the final sessions of the present course so that they can catch some of the spirit and enthusiasm of the present class of students.

96/50

Wed 5	Tests	Opening Address What is democracy How To Hold a Discussions	Definitions How Our Mind Works Development Of Man Rise of Money Development of state Wall Newspapers-Visual Aids Mocktrails, Braintrusts, printed Matter Basic Economics	Adult Education Forming of Syndic Hunger and indile enemies of democ Dialogue Period of Period of Report on use of Weakness of democ Prevention Prevention Problem of
Thur 6	Development of Man How Our Mind Works	How to give a lecture		
fri 7	Development of State Rise of Money	News Reviews News Reviews Basic economics		
sat 8	British democracy			
Mon 10	Local Government	Basic economics		
Tue 11	Democracy in other European countries	Report on use of today	Professional guidance and education	
Wed 12	Report on bb of today	Psychology of Naz and fasc Psychology of Naz and fasc Situation To-Day	Why Hitler Came to Power Why Hitler Came to Power What to do with Germany	
thur 13	Why Mussolini Came to Power			
fri 14	Security Ag. Dictators Under democracy			
sat 15				

ITALIAN ECONOMICS

BRAUNTRST

		<u>Parte seconda</u> Sistemi economici degli S.U. dell'U.S.S.R. e del regno unito Sicurezza Sociale in diff. paesi Il nuovo mondo delle donne Relazione dei comitati La crisi dei nostri tempi (dibattito)	Lo Stato Immigraz Professio Cura del Cartello militari
L'italia di domani	Fame e Democrazie (livelli di vita) Scioglimento contro Nazio- nalismo Pianificazione dell'econo- mia mondiale Riepilogo della materia svolta durante il corso		

IL CORSO HA TERMINE IL 12 GENNAIO P.V.

Address
democracy
old a Discussions
give a lecture
views
views
economics
economics
on use of today
y of Man and fasc
ogy of Naz and fasc
on To-Day

Definitions

How Our Mind Works
Development Of Man
Rise of Money
Development of state
Wall Newspapers-Visual
Aids
Mocktrails, Braintrusts,
printed Matter
Basic Economics

Professional guidance and
education
Why Hitler Came to Power
Why Hitler Came to Power
What to do with Germany

Adult Education

Forming of Syndicates

Hunger and indilence as
enemies of democracy

Dialogue - British and American
Democracies compared

Period of Mistakes after last War
Period of Mistakes after last War

Report on use of today

Weakness of democracy

Prevention of Nazism and Fascism
Prevention of Nazism and Fascism
Problems of re-education

Definitions

Adult Education
Justice As Basis Of Democracy

Development of Ethien
Development of Man

Criticism of course

Man Management

ITALIAN ECONOMICS

BRAUNTRST ON ITAL ECONOMICS

economici degli S.U. dell'U.S.S.R.
il regno unito
za Sociale
f. paesi
vo mondo delle

one dei comitati
pi dei nostri
(dibattito)

Parte seconda
Il S.A. ed i suoi
problemi democratici
Discussioni sulla lega

Relazione dei comitati

Opera futura

Lo Stato contro l'impresa privata

Immigrazione ed Addestramento
Professionale
Cura del soldato

Cartello di cervello per affari
militari soltanto

IL CORSO HA TERMINE IL 12 GENNAIO P.V.

HEADQUARTERS ALLIED COMMISSION
EDUCATION SUBCOMMISSION
APC 394

ED/CWW/is

96.15.0

DEC. 15, 1945.

ED/ / AC

SUBJECT : Course in democratic citizenship,
Italian Army.

TO : Director
Armed Forces S/C
MMIA

1. Enclosed is suggested draft of letter to
the Italian Minister of War.

2. This draft has been proposed as for your
signature, and it would seem to me that this is both
the proper and the effective way for it to be sent.

3. If, however, you prefer to have the Ed S/C
address the Minister directly, merely calling his
attention to the facts presented and offering conti-
nued assistance as outlined, we shall be glad to mo-
dify the enclosed draft accordingly.

CARLETON W. WASHBURN
Lt-Col., A.U.S.,
Director of Education

2265

HEADQUARTERS ALLIED COMMISSION
EDUCATION SUBCOMMISSION
APO 394

ED/CWW/fs

ED/96/5.0/AG

December 15, 1945.

SUBJECT: Course in democratic citizenship:
Italian Army.

TO : Director
Armed Forces Subcommission
WMIA

1. Enclosed is suggested draft of letter to the Italian Minister of War.
2. This draft has been prepared as for your signature, and it would seem to me that this is both the proper and the effective way for it to be sent.
3. If, however, you prefer to have the Education Subcommission, address the Minister directly, merely calling his attention to the facts presented and offering continued assistance as outlined, we shall be glad to modify the enclosed draft accordingly.

CARLETON W. WASHBURN
Lt-Col., A.U.F.
Director of Education

D R A F T.

SUBJECT: Course in Democratic Citizenship:
Italian Army.

(9)

TO : The Minister of War.

1. The course in democratic citizenship, in progress at the Regina Margherita Barracks in Rome, for representative officers and Non-commissioned officers from the various divisions of the Italian Army, appears to be filling a real need.
2. When they entered the course a large majority of the students were found to be imbued with a fascist point of view and well saturated with fascist propaganda. If this is typical of the situation in the Italian Army, a remedy is seriously needed.
3. The response of most of the students to the course has been highly gratifying. As they find that the controversial subjects are presented objectively and that all points of view are given, as they find themselves free to discuss each problem, as they get facts instead of propaganda, from competent Italian and Allied authorities and documentary films, they are, for the first time, experiencing what democracy and citizenship really mean. They are reacting with enthusiasm and much of the fascist attitude seems, in most cases, to be disappearing.
4. It appears, therefore, that such courses as the present one are an effective remedy for the fascist attitude that seems to exist among many of the officers and men of the Italian Army, and are an effective preparation for the forthcoming practice of citizenship.

2263

5. It is recommended that an education section be established in the Italian Army analogous to the army education sections in Allied Armies, and that this section continued the work which has been begun in the present course.

6. The Education Subcommittee and MMIA will be glad to cooperate by allowing the chief instructor of the present course, Staff Sgt. Hauser Richard, to conduct successive courses of the same type and to aid in the permanent plans of an Education Section of the Italian Army.

7. Meantime, it is suggested that immediate plans be made for a second course like that now being held at the Regina Margherita Barracks. The chief instructor strongly recommends that the students for this second course be assembled in Rome on 10 January and allowed to participate in the final sessions of the present course so that they can catch some of the spirit and enthusiasm of the present class of students.

HEADQUARTERS ALLIED COMMISSION
EDUCATION SUBCOMMISSION
APO 394

ED/CWW/fs

December 15, 1945.

9650

(8)

To whom it may concern:

Enclosed please find the list of Italian officers and enlisted men who are students in a course for instruction on democracy held by this Subcommission in cooperation with the Italian Army.

The students have been held in Rome till 22. Dec. and have to report back not later than 3. Jan., 1946.

All authorities concerned whether Allied or Italian, are asked to help these Officers and men to be at home for Christmas and to be back for the reopening of the course.

CARLETON W. WASHBURN
Lt-Col., A.U.S.
Director of Education

2261

HEADQUARTERS ALLIED COMMISSION
EDUCATION SUBCOMMISSION
APO 394

ED/CWW/sf

ED/96/5.0/AG

December 15, 1945.

4

Avvocato Armando Rossini
Consigliere del ARAI
Via Asiago 15
Roma

My dear Mr. Armando Rossini:

The Education Subcommittee of the Allied Commission, in cooperation with the Italian Military Authorities and with the approval of the MMIA, has opened a course in "Democracy" for the training of future instructors in citizenship, in the Italian Army. Instruction for students enrolled in this course is given at Caserma Regina Margherita, Via Legnano, Rome.

Because of the importance and scope of this training as it relates to Italy's future, many outstanding personalities have shown an interest in it. We should like to ask, therefore, if some of the more important lectures could be broadcast via radio. If it would be too difficult to make installation for broadcasting directly from the caserma, these lectures could be arranged for your studios, perhaps before a studio audience.

The following are some of the speakers scheduled to appear before our students in the near future: Major General Theron, former commanding general of South African Forces in Italy and now minister to Italy, whose topic will be "Field Marshall Smuts, the Life of a Great Democrat"; the famed journalist, Candidus speaking on "Democracy in England"; and the representative for Italy on the International Migration Office of the Red Cross, topic to be announced.

2260

It might also be worth while to broadcast some of the class discussion sessions to illustrate to the public the keen interest shown by these Italians attending this unique school in adult education for soldiers and officers.

The time is short and an early reply to this letter will be appreciated. All details may be discussed directly with the head-instructor S/Sgt Houser, telephone 478061, ext. 3670.

Sincerely yours,

CARLETON W. WASHBURN
Lt-Col., A.U.S.
Director of Education

Report on Course "Democratic Citizenship"

10 December, 1945

TO : Col. Carlston W. Washburne, Director
Education Subcommission

FROM : S/Sgt R. Hauser

Sir, I herewith report on the "history" of the course in "Democratic Citizenship".

1. I have been attached to the Army Education Services, South African for the last two and one-half years, in different capacities. My last assignment took me to their School of Citizenship in Florence where I was used as a lecturer in adult education, psychology and international affairs. Students were potential instructors in their own units.

2. Shortly after I had come to Italy (October 1944) I started the interviewing of about 1,200 youths of different backgrounds between the ages of 16 and 26 in order to find out how they reacted on the fall of Fascism. The results were showing clearly that they were still thinking along the terms of Fascism, rather than engaging in original thinking.

3. With permission from my O.C. I opened an informal evening school for youths - first at Monte Mario, near Rome, later at Florence, in order to study the best approach toward teaching democracy.

4. With your help as well as that of Major L. Fernig from South African Education Services and the Italians whom we got interested, we succeeded in obtaining permission to operate a first course for Italian Army personnel in the South African School in Florence. I was the chief instructor of this course before leaving for H.Q. While I was in England, I had an opportunity to interest different organizations supporting adult democratic education in this work.

5. After my return, your interest supported by Major Fernig's with cooperation shown by Major Gen. Browning, MHA; Major Gen. Heron, former General Officer Commanding South African Troops (now minister for Italy); members of the British embassy; British Council; American Education authorities; United States Information Service, etc.; we succeeded in activating a course for 20 officers and 20 enlisted men coming from all major units of the Italian Army. Special interest was shown by Italian Army Authorities, principally the Minister of War, Chief of Staff and the Assistant C.S.O. For this purpose my transfer to Education Subcommission, Allied Commission was asked, and I was given on loan for this work.

- 2 -

6. The spirit among the men taking this course is good now; but at the beginning most of the young officers, who were fully imbued with the spirit of Fascism, quite openly declared that Fascism represented the party of order etc., on the first day. Things have steadily improved as we progressed in the course. However, in order to permeate the Italian army with really democratic spirit a good educational organization is needed.

S/Sgt R. HAUSER

2257

Length of course.

At the request of the students themselves a prolongation of the course was suggested and agreed on by the Italian General-staff. Therefore this course will be interrupted on the 23rd and will carry on on the 31st January 1946 till the 14th. The attached programme has to be altered accordingly ~~having~~ having been planned for a concentrated period till December 23rd. It must be pointed out that the suggestion to prolong this course was made entirely by the students who are very enthusiastic and full of good will. As the approval of the G.Staff had been handed down on Monday and in order to use the short time as much as possible the students applied for lectures even on last Saturday being a holiday in whole Italy (Immacolata) and on Sunday. The spirit has changed entirely though the change is rather a temperamental change which needs a factual basis still.

Lecturers are reminded to speak not too "highbrow" which is not always easy especially with Italian professors. Otherwise American and British educators from army and other organizations are used extensively on a basis of Brain-trust i.e. to let the students ask all kinds of questions about the country concerned. This eases the difficulty of language-translations and is neither tiring nor highbrow. A division of M.C.O.s (E.M.) and Officers could not be done as we have not enough furnished localities. The students and instructors sit in the bitter cold (no heating) and get warmed up only by arguments.

Lecturers to have lectured up till now: Col. Washburne (opening), Professor Palumbo (lecturer on history) Prof. Bacci-Andrioli (economics) Avvocato Luzzi (International law etc). Mr. Snowden (British Council), Mr. Davies (AEC) on Gt. Britain of yesterday and today etc. Mr. Foose, Mr. Thorpe and Mr. Horne from the American side.

Enthusiasm is infectious; everyone of the lecturers on any matter have asked to be able to lecture again; often quite the contrary of their first attitude. Files are extensively used for documentary material (daily). 22.06.46 Daily news-reviews are given by 2 students each and criticized for form and facts by the others. After every lecture or discussion a summing-up is given by another student. A wallnewspaper is being produced now.

2

The students have been divided into three groups-having been each interviewed and undergone a very superficial test of general knowledge (attached). These three groups are:

- 1/Organisation of course activities like braintrusts, mock trials, wall newspapers etc.
- 2/Collecting the material of the course proper in order to collect material for pamphlets to be sent to every potential Education/Information Officer or NCO. This group is responsible that the main-points of a talk and the main questions of a discussion will be available. They all fear to go back and start work and to be unable to carry on because of no material available and of no latest production in contact with actuality.
- 3/The third and smallest group is discussing matters and possibilities of instruction in educational matters and how it could be done better in their army.

The tone between officers and non-officers has become slowly normal and we succeeded to make the non-officers to feel themselves free to talk and to take part. The strict division as it was at the beginning in their private time could be broken down by them and is no longer a fact. Officers and non-officers know and like each other now; something extremely new to them. I insisted a common mess, etc. not only because it showed them that they were students only but to make them meet each other. In the words of one officer they had not met yet in all the time they were together- on a human platform. Senior officers on the course were most helpful and need far less democratisation than the youngsters who are still fully imbued with fascist propaganda and their sense of superiority. The contact between me and them couldn't be better.

Future lectures will include the former commander of the South African army in Italy- and now Minister to Italy Gen. Theron, the famous journalist "Candidus", Col. Torsiello from the Italian Gen. Staff, etc.

It must be emphasised that a success can only be achieved if these men can bring their enthusiasm to their units and future courses can supply the material weekly or fortnightly for them on an ABCA pamphlet-basis. There is a definite danger with the younger ones of a Fascist renaissance. If nothing is done against it they are ready for some new form of the old evil "of order". The next course should start some days before the old course and i.e. on the 12th in order to benefit of the spirit of this course.

We are trying to see whether certain lectures could not be held via the radio.

2250

Rau
S/sgt.

12/20/45

REGOLE

- 1 - Questa e' una scuola di democrazia.
- 2 - La democrazia non ha bisogno di propaganda demagogica in tempo di pace. I fatti democratici debbono parlare per se' stessi.
- 3 - Il vostro primo dovere e' di ascoltare e di pensare per voi stessi.
- 4 - Poi di formare la vostra opinione personale e di dirlo.
- 5 - Non vi daremo nessun aspetto di una questione, ma tutto e' due.
- 6 - In una discussione sara' invitato a dare il vostro punto di vista; in un discorso dovete dire tutti i punti di vista.
- 7 - Non vi daremo mai delle opinioni come fatti e vi chiediamo di fare lo stesso. Vostro dovere e' di formarvi una vostra opinione.
- 8 - Sebbene dobbiate credere che cerchiamo di essere oggettivi non credete una parola di cio' che diciamo senza prima esserne convinti voi stessi.
- 9 - In caso di dubbi, chiedete. Non lasciate delle lanterne in un pensiero.
- 10 - Se pensate che un istruttore da' una visione parziale di una questione (se non ha dichiarato prima che era una sua opinione personale e non ha detto quali altri punti di vista esistono) dite agli altri quello che ne pensate e riferitelo al Capo Istruttore.
- 11 - Dobbiamo svolgere un programma molto concentrato in quindici giorni in modo da lasciarvi liberi per la festa; per favore, aiutatici a raggiungere il nostro scopo.
- 12 - Questa e' la vostra scuola. Qui' ottenete le munizioni per impedire un'altra guerra.
- 13 - Un buon soldato e' colui che pensa per se' stesso e la cui mente e' costantemente occupata. Quando tornerete a casa potrete essere chiamato ad insegnare e ad aiutare i vostri compagni a pensare per se' stessi. Vostra e' la responsabilita' per il vostro ambiente, il vostro paese e voi stessi responsabili che ci sia un futuro migliore per tutti. Secondo vedere alla gente la bellezza dell'umanita' e la sua espressione migliore.

LA DEMOCRAZIA

1) - Questo corso e' sulla Democrazia

2) - La Democrazia e' la base per un modo di vivere comune decente e felice per la Nazione e per l'uomo in pace con il vicino.

3) - Le forme della Democrazia possono essere differenti, ma ogni vera Democrazia e' basata sulla legge "non fare agli altri quello che non vuoi sia fatto a te stesso". Questo cogere alla di vita comune e' la base dell'umanita' e la democrazia e' la forma piu' vicina alla sua messa in pratica.

4) - La Democrazia non e' uno stato di cose statico, ma deve consistere di due forme opposte dove la maggioranza e' al potere e la minoranza e' sull'allerta affinche' la maggioranza non abusi del potere.

Perciò diremo che una maggioranza al Governo senza una minoranza che abbia il diritto di censurare e criticare e' assolutamente una forma antidemocratica. Il vero pensare democratico consiste nel vagliare i pro ed i contro di una situazione; nel caso di una maggioranza di pro non ci si disenta del contro ma si cerca di bilanciare queste due correnti; il vincitore non stronca il vinto, cerca bensì di comprenderlo.

Specchio della mente democratica e' uno stato veramente democratico in cui la minoranza viene sentita dalla maggioranza che cerca tutto vantaggio della critica, e cio' che e' maggiormente democratico e' che la maggioranza non si sentira' offesa. E' specialmente necessario che i diritti politici sociali e culturali delle minoranze siano rispettati dalle maggioranze.

5) - La Democrazia puo' funzionare bene soltanto quando tutti i membri della comunita' pensano per se stessi ed agiscono in conseguenza dei prodotti del loro pensiero. Credere e sentire su delle questioni che debbono essere attentamente pensate sono i piu' gravi pericoli per l'umanita' e perciò la Democrazia. Il fascismo e' basato sul credere e proibisce il pensare; il Nazismo e' basato su desideri primitivi e sentimenti come il sangue e la terra la "razza padrona" ecc., entrambi i cui ed i sono basati sulla fede cieca nel Fuhrer o Duce. I dittatori hanno successo perche' risparmiano al sig. "Ognuno" la fatica di pensare, lasciando al Grande capo il pensare; perche' lui e' un genio. Ogni qualvolta cessate di pensare e lasciate la responsabilita' ad altri olacamente basandovi soltanto sulla fede e senza controllo fareste meglio a chiudere il beccuccio subito. In questo modo la Democrazia e' basata sulla penosa partecipazione al Governo dello Stato da ognuno dei suoi membri, in modo che ognuno si assuma personalmente piena responsabilita' per le azioni dei propri capi.

6) - Un sano nazionalismo e' qualcosa di positivo, ma ogni sciovinismo, prodotto di sentimenti e non di pensieri, non e' altro che un preludio all'odio, guerra ed infelicita'; ogni Nazione ed ogni uomo ha lo stesso diritto alla felicita' e dignita', questa e' democrazia ed umanita'.

7) - L'individuo, sia esso lavoratore pensatore o soldato non e' soltanto questo ma e' un cittadino dello Stato e come tale deve imperare ad obbedire alla legge ed ai suoi rappresentanti; non perche' essi possono punirlo se non obbedisce, ma perche' capisce che in ogni forma di vita comune ci debbono essere delle regole di vita e degli uomini ai posti di comando. Tuttavia questo non significa che un uomo che debba obbedire perda in dignita' come cittadino, ma al contrario significa che egli capisce i suoi doveri di cittadino, perche' egli vede il valore di aiutare la Democrazia con l'accettare l'autorita' in cui ha fiducia. Soltanto quando uno che sappia come e perche' obbedisce alle leggi ed ai regolamenti puo' sapere come comandare e fare obbedire gli altri.

8) - La Democrazia e' basata su due forme che si fa no opposizione evitando così ogni fatal unilateralita', e' molto importante non soltanto di sentire esprimere

re la propria opinione, ma di cercare di ascoltare e capire la parte opposta. Cio' implica che bisogna avere la pazienza di ascoltare e la pazienza di spiegare. Colui che grida e' il piu' delle volte molto poco sicuro di aver ragione, colui che non vuole ascoltare bene la debolezza dei propri argomenti. D'altro canto colui che ascolta un'altra opinione, qualunque essa sia, presto si accorgera' se e' soltanto una solennita' basata su sentimenti e belle parole e vedra' cosi' onestamente; oppure potra' imparare dalla parte contraria degli sbagli che puo' aver fatto; e finalmente potra' dimostrare di aver ragione con le sue idee se puo' provare agli altri che essi sbagliano.

9) - Parlare senza la conoscenza dei fatti e' parlare come un fascista - cioe' basandosi su delle opinioni. Percio' DOBBIAMO sempre cercare di conoscere e di divulgare i fatti.

10) - Le discussioni e i dibattiti amichevoli sono la base del pensiero democratico. Devono essere basati sulla libera espressione delle opinioni e sulla volonta' non di parlare soltanto ma di agire secondo le proprie idee.

11) - Soltanto se tutti gli uomini e le donne avranno gli stessi diritti, qualunque sia la loro condizione, soltanto quando tutti potranno pensare indipendentemente per se stessi, soltanto quando tutti vorranno vivere secondo le proprie idee ed ideali, soltanto quando nessuno vorra' di fare da ognuno lottare per servire gli interessi di tutti in qualunque funzione, soltanto quando tutti rispetteranno le regole della comunita' come rispettiamo le regole del traffico, soltanto allora avremo democrazia e pace.

12) - Chiunque sappia tutto cio' e non voglia dare la propria conoscenza ad altri e' peggiore di un ladro.

E qui cominciamo.....

della
V. A. G. L. 54

Roma, 11/12-12-1945.

ALL'AVVOCATO ARMANDO ROSSINI
CONSIGLIERE DELLA R. A. I.
VIA ASIAGO, 15.

96.5.0

(4)

R. O. M. A.

Il corso di Cultura Democratica organizzato d'accordo con la Sotto Commissione Alleata per l'Educazione e con la collaborazione di Insegnanti Alleati ha grande importanza perché è il primo esperimento di tale genere organizzato in Italia.

Sarebbe di grande interesse per i vostri ascoltatori, crediamo, poter ascoltare qualcuno delle conferenze fatte dalle personalità più in vista che parleranno durante il corso su argomenti di grande attualità ed importanza.

Vi saremo perciò grati se volete gentilmente comunicarci se è possibile trasmettere per radio le seguenti conferenze :-

1° Il Maresciallo. Gen. THOMAS Ministro del SUD-AFRICA già Comandante delle Forze Armate Sud-Africane parlerà martedì 18 Dicembre alle ore 18 sul tema :

IL MARESCIALLO THOMAS

2° CANDIDUS parlerà martedì 18 alle ore 19,30

sul tema :

LA DEMOCRAZIA IN GRAN BRETAGNA

1° Un Ufficiale Superiore Italiano parlerà in data che sarà fissata da questa direzione, su

Il corso di Cultura Democratica organizzato
d'accordo con la Sotto Commissione Alleata per l'Educazione
e con la collaborazione di Istruttori Alleati ha grande impor-
tanza perchè è il primo esperimento di tale genere organiz-
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ti conferenze :-

1° Il Magg. Gen. THERON Ministro del SUD-APRICA
già Comandante delle Forze Armate Sud-Africane parlerà martedì
18 Dicembre alle ore 18 sul tema :

IL MARESCIALLO SMUTS

2° CANDIDUS parlerà martedì 18 alle ore 19.30
sul tema :

LA DEMOCRAZIA IN GRAN BRETAGNA

3° Un Ufficiale Superiore Italiano parlerà in
data che sarà fissata da questa Direzione , su

I rapporti tra l'Italia e la Germania nel periodo precedente
l'Armistizio .-

4° La Sig.ra UNQUHART rappresentante dell'Uf-
ficio Internazionale dell'Emigrazione per l'Italia, parlerà

File
96/50To Lt/Col. C. Washburne
From 4/Segt. R. Kanzer

24/11/45.

Sir,

I beg to report to you

(3)

- 1) I shall start a first - voluntary lecture plus discussion on Friday 23rd at a course of Italian officers on learning and man-management.
- 2) If possible regular lectures by our future students will be held to students of man-management courses.
- 3) Vice versa: students of man-management courses shall be enabled to lecture on their themes to our course.
- 4) Both should be a kind of exam' for special students.
- 5) The Italian Colonel '10 Courses at Mazzara agreed in principle. Major Christie of the M.M.I.A. was present.
- 6) One officer on the staff at Ancona - Major Urbici - was a very good student at our course at Rome. Col. Busacca will try to get him for us as instructor.
- 7) We saw the military barracks at Via Legnana near the Vatican (Caserna Regina Margherita) where enough space for a course of 200 men (later) could be found - certainly accommodation for the first course. A conference on this and other administrative problems is taking place to-day 10th between Col. Busacca, Major Urbici, the representative of the Italian Engineers Capt. Marino, the former director of our Finance course, Mrs. Trever, who is in Rome.

and a Mr. Pratt, suggested by Major Fering as
helper, and myself

- 8) I suggested to Prof. Caliendo that he should be
concerned with civilian instruction - as formal head.
This is very much for him as honour and will help
us.
- 9) Col. Torillo to whom Major Christie, Col. Busacca and
I went, fixed the course for the 5/12; he is head
of courses at Min. of War.

I remain, Sir

Very respectfully

Yours

James S. H. H.

From: S/Sgt. R. Hauser
To: Lt/Col. C. Washburne

Report:

14/11/45.

on work done in ADULT EDUCATION.

Sir,

- 1./Interviewed more than 1000 youths on their general outlook, especially their feelings of any co-responsibility. ¹³ the past or now of deeds done by their leaders, ¹⁴ the ¹⁵ in informal way over many months from Bari till Trieste.
- 2./Based on pt. 1/ start of an evening-class twice weekly, first at Monte Mario later at Loversano with the local Liberation Groups, great success.
- 3./Based on pt. 1/ and 2/ starting of a course for 40 officers, N.C.O.s (E.M.) at the South African Army Education College. Though looked upon by the Italian authorities and students alike as a great success certain basic blunders could be found out as result of the different background for such a work in the Italian army as compared with Allied armies.
- 4./Based on pt. 3./ and with the help of Prof. P.F. Falumbo and Lt. Col. Busacca of the Italian army who attended the course as a student and was made available to help further work by the Italian army-authorities, steps have been undertaken by Major L. Fernig, Senior Information Officer U.D.F. to secure a similar educational course run by partly South African partly other Allied instructors for the Italian army. These courses should be run on the lines of courses on citizenship as done by the British and South African army-schools. Italian instructors on Italian affairs should be used too and the aim would be to produce unit-instructors.

Major Fernig, Lt. Col. Busacca, Prof. Falumbo and I had interviews with the Italian minister of war, Signor Jacini who was full of praise regarding results of the Florence course and the idea itself. He declared that the Italian army would be "free to dispose herself" as from the 15/11 and invited Major Fernig to see the C.O.S. - Though he was friendly towards the idea he was not too optimistic as regards an early possibility of work, but left the decision to General Cadorna, the Chief of Staff. This officer as well as his Assistant Chief of Staff, Gen. Liuzzi however were enthusiastic about the matter and wanted an early start; both were fully aware of the necessity for such democratic courses. They arranged with Col. Guercia, head of the resp. department, that earliest action should be taken. Col. Guercia and Major Fernig fixed a provisional date of the 1st Dec. for a small course of 20 officers and 20 men. It was understood that they would arrange facilities for living whereas we should try to find a place fit for lecturing purposes for the first course, as well as arrange lecturers stationary etc. It was understood however that real accommodation should be found - perhaps from Allied units disbanding - for a proper college. Lt. Col. Busacca was to make liaison work resp. Prof. Falumbo. I understand that prior to leave Major Fernig kept General Theron, Gen. Off. Commanding South African troops and now Minister in Italy, fully informed.

3./Based on pt. 1/ and 2/ starting of a course for 100 students at the South African Army Education College. Though looked upon by the Italian authorities and students alike as a great success certain basic blunders could be found out as result of the different background for such a work in the Italian army as compared with Allied armies.

4./Based on pt. 3./ and with the help of Prof. I. P. Falumbo and Lt. Col. Busacca of the Italian army who attended the course as a student and was made available to help further work by the Italian army-authorities, steps have been undertaken by Major L. Fernig, Senior Information Officer U.D.F., to secure a similar educational course run by partly South African partly other Allied instructors for the Italian army. These courses should be run on the lines of courses on citizenship as done by the British and South African army-schools. Italian instructors on Italian affairs should be used too and the aim would be to produce unit-instructors.

Major Fernig, Lt. Col. Busacca, Prof. Falumbo and I had interviews with the Italian Minister of War, Signor Jacini who was full of praise regarding results of the Florence course and the idea itself. He declared that the Italian army would be free to dispose herself as from the 15/11 and invited Major Fernig to see the C.O.S. Though he was friendly towards the idea he was not too optimistic as regards an early possibility of work, but left the decision to General Cadorna, the Chief of Staff. This officer as well as his Assistant Chief of Staff, Gen. Luksi however were enthusiastic about the matter and wanted an early start; both were fully aware of the necessity for such democratic courses. They arranged with Col. Guercia, head of the resp. department, that earliest action should be taken. Col. Guercia and Major Fernig fixed a provisional date of the 1st Dec. for a small course of 20 officers and 20 men. It was understood that they would arrange facilities for living whereas we should try to find a place fit for lecturing purposes for the first course, as well as arrange lecturers stationary etc. It was understood however that real accommodation should be found - perhaps from Allied units disbanding - for a proper college. Lt. Col. Busacca was to make liaison work resp. Prof. Falumbo. I understand that prior to leave Major Fernig kept General Theron, Gen. Off. Commanding South African troops and now Minister in Italy, fully informed.

5./Apart from a/m work Major Fernig received permission by the authorities concerned to start similar educational work for Italian P.O.s in Egypt. It was understood that all material from all parties and from official quarters should be sent to Major Fernig to be at his disposal.

Su,

Rhodes. Sgt.

Law will existing reply
 within the Italian Ministry
 Guercia was to approach
 Mr. M. L. A. N. W. P. D. L. and
 under further work is handled copy.

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Al Col. Carleton Waghburne
 Allied Sub Commission for
 Education

ROMA

A seguito del corso di cultura democratica che a titolo sperimentale questa Commissione Alleata ha, d'intesa con il Comando dell'Armata Sud Africana, consentito venga disposto nel Collegio di Firenze per ufficiali e soldati italiani, e sulla scorta della relazione del T. Col. Busacca allo S.M. dell'esercito e mia personale al Ministro Jacini, il Ministro della Guerra ha, approvato i passi già compiuti, approvato anche l'ulteriore sviluppo dell'iniziativa, rivolta alla democratizzazione del nostro esercito e attraverso questo della vita italiana, e ne ha riferito al presidente Parri ed al Consiglio dei Ministri.

Il Ministro Jacini pertanto rivolgerà istanza al Comando Alleato perché un gruppo d'istruttori alleati dell'Armata Sud Africana possa attendere ai corsi, d'intesa con il nostro Ministero della Guerra.

In particolar modo si tiene ad avere il sig. Riccardo Hauser, che ha organizzato il corso di Firenze.

L'Istituto di Studi sul Lavoro ed io personalmente siamo lieti di aver reso possibile tale iniziativa, nell'interesse dell'Italia e nell'interesse generale della democrazia.

IL SEGRETARIO GENERALE
 Prof. Pier Fausto Palumbo

Pier Fausto Palumbo
 22/8

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