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SUBJECT: Activities of Education Subcommissions.

TO : Public Relations Branch,
Headquarters Allied Commission.

10 September 1945

Reference 9254/110/AC, undated.

1. When the Northern Regions opened one or two Education Officers were sent to each, fully prepared from long experience in Italy for the work ahead, and with directives mimeographed and ready for immediate execution. In Southern and Central Italy it had been possible to concentrate three or four officers in each successive Region; in the North, with much less personnel it was fortunate that the CLN had anticipated the liberation and had done a preliminary job of eliminating fascist school heads and appointing new ones. There was less friction than might have been anticipated in taking over the administration of schools and universities from the CLN. Many of the CLN appointees were later confirmed in office on recommendation of the Education Officer; about as many had to be replaced. But the CLN has been and still is consulted in regard to all appointments.

2. Defascist procedures were immediately instituted. School heads with fascist records were suspended or, if already suspended by CLN, their suspensions were confirmed. University Rectors were replaced by pro-rectors, an examination committee was set up in each university, institution of university rank, and such cultural organizations as orchestras and operas. Once these committees had designated the personnel to be suspended the remainder elected the new head -- rector,

were sent to each, fully prepared for long operations in Italy for the week ahead, and with directives mimeographed and ready for immediate execution. In Southern and Central Italy it had been possible to concentrate three or four officers in each successive Region; in the North, with much less personnel it was fortunate that the CLM had anticipated the liberation and had done a preliminary job of eliminating fascist school heads and appointing new ones. There was less friction than might have been anticipated in taking over the administration of schools and universities from the CLM. Many of the CLM appointees were later confirmed in office on recommendation of the Region Officer; about as many had to be replaced. But the CLM has been and still is consulted in regard to all appointments.

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3. Schools were reopened, at least for examinations, within the first few weeks -- as soon as non-fascist school heads could be installed. Where the school year had been seriously interrupted, the spring term was extended into the summer. Evening courses were set up for adults and for students who had been helping the Partisans.

4. Non-fascist text books were supplied where most needed, insofar as available. Text book commissions were set up in each Region to approve

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text books and manuscripts for new text books for 1943-4. School supplies from the United States were distributed; and pupils' note books (quaderni) were printed in large quantities and distributed at low prices.

5. Universities were largely kept free of requisition in the north, and school buildings, except in Venetia Region, were requisitioned in consultation with the Education Officer to cause the minimum of inconvenience. Education Officers, with the support of Provincial Commissioners, are getting most schools (except in Venetia) de-requisitioned for the autumn opening. A vigorous campaign has been waged, with considerable success, toward clearing schools from partisans, political parties, civilian organizations and refugees. Repairs of school buildings are under way.

6. A school lunch program has been set up, in cooperation with the Food Subcommission. Summer colonies for children have been encouraged. The Boy Scout movement has grown vigorously with the active support of Education Officers.

7. The Northern Regions have been brought into the composite Italian picture in regard to educational and cultural projects. For example, their needs for rehabilitation of libraries have been integrated with those of all Italy; the Minister's commission on a new physical education program includes a representative from the north, etc.

8. During this same period since 1 May, Headquarters of Allied Commissions in Rome has coordinated and supervised the work in the Northern Regions and brought it into relation with the work in Italian Government Territory, through continuous contact with the Ministry of Public Instruction. As the Regions are handed over to the Italian Government, therefore, they will fit smoothly and immediately into the pattern of the rest of Italy - indeed, this has already taken place in regard to Emilia, the northwest provinces of

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9. On a national basis, affecting both North Italy and the rest, the Education Subcommission Headquarters has been engaged in the following activities:

10. It has been counseling and helping the Minister of Public Instruction in the preparation of new programs for the training of teachers and for physical education; in plans for the improvement of engineering education; in the

organization of democratic planning by coordinating small groups of teachers, attacking problems of educational reconstruction. It has prepared a full report on the problem of German-language schools in Bolzano province, and secured text books from Switzerland, and is preparing to have them reprinted. It has initiated similar work for the Val d'Aosta in regard to French-language schools.

Language schools.

11. For the Minister of Public Instruction and for various other agencies, the Education Subcommission has obtained information and materials from Britain and Algeria in such diverse fields as engineering and medical education, organization of university women, the Junior Red Cross, after-school recreation, university student organizations, methods of accrediting secondary schools, physical education, and Boy and Girl Scouts.

12. In collaboration with the Minister, the Education Subcommission has selected and arranged for the publication in Italian of a series of books on education in Britain, the United States, and China, and has worked with the United States Information Service in securing Italian publication of about forty of the best books of juvenile literature, from Algeria. It has also selected the educational articles for the United States Information Service Bulletin on Education, distributed gratis to Italian teachers, and has obtained the manuscripts for supplementary monographs on education for the new Bulletins. It is now assisting in the UNIS project of a book on the Americas and a book on civil government for free distribution to Italian schools. 2721

13. Working with the Minister, the British Council, and the UNIS, it has helped compile a list of the books and scholarly periodicals most urgently needed by libraries and universities, and steps have been taken to

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13. Working with the Minister, the British Council, and the UNIS, it has helped compile a list of the books and scholarly periodicals most urgently needed by libraries and universities, and steps have been taken to obtain them - some have been received. Similarly it has obtained necessary equipment for astronomical observatories, and vacuum tubes essential to scientific research. It has initiated proceedings for the recovery of books and scientific apparatus taken to Germany. Scientific articles and specimens from Italy have been sent to the United States.

14. It has been fostering cultural interchange between Italy and the Allies. Arrangements are almost completed for sending a professor of physics and two concert artists to America. Through the British Council, arrangements are under way to send the leaders of the Boy Scout movement to Britain. With the Cultural Relations Division of the United States Embassy and a commission

appointed by the Minister progress is being made toward American scholarships for advanced students - the British Council has already sent four scholarship students to Britain.

15. The Boy Scout and Girl Guide movement has been greatly helped by or through the Education Subcommission - the Catholic and non-confessional associations in Italy have been federated and shown how they can work together instead of in opposition; Lady Baden-Powell and Mrs. Leigh-White came to Italy, stimulated the Girl Guides and arranged to send trainers from Switzerland. The British Boy Scouts have offered to pay all expenses for twelve Scout Leaders to take a course in England; the American Girl Scouts have sent 500 dollars and 700 yards of materials for uniforms; the International Boy Scouts have sent £150.

16. In general the Education Subcommission has put its long and intimate knowledge of Italy and Italian Educational needs and personnel at the service of all Allied agencies concerned with cultural and educational matters - the British Council, the USIS, the Red Cross, UNRRA, Scout organizations, concert managers, scientists, etc; and conversely has put its knowledge of and contacts with Allied sources of information, culture, science, education, and materials at the service of the Italian Minister of Public Instruction and the various cultural and educational agencies in Italy.

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CULTURAL RELATIONS AND THE EDUCATION SUBCOMMISSION

Cultural relations between Italy and the Allies are being handled by the British Council, the Cultural Relations Division of the United States Embassy, the United States Information Service, and the Education Subcommittee of the Allied Commission. The Education Subcommittee is in close touch with the other agencies and cooperates with them. Up to the present the American agencies have called upon the Education Subcommittee for collaboration and help much more frequently than has the British Council and have maintained closer liaison, but there has also been reciprocal aid and consultation between the Education Subcommittee and the British Council.

In general, the long experience of the Education Subcommittee in all parts of Italy and in contact with all phases of education and cultural activities, renders it especially useful in interpreting Italy's needs and desires. It acts not for one nation alone, but has made cultural contacts with various nations — Russia, China, Holland, Switzerland, etc., as well as the United Kingdom and United States. Its activities are free from the possible suspicion of serving the interests of one nation.

On the other hand, the national cultural agencies, British and American, perform an invaluable function in connection with direct aid and information from their own countries. Each has a range of official and unofficial contacts with its country, a wealth of information and some funds.

Mutual recognition of these assets, and close coordination between the national cultural agencies and the Education Subcommittee has resulted in harmonious and effective cooperation.

The cultural relations activities of the Education Subcommittee, independently or in collaboration with one or more of the national cultural

agencies, has been principally in the following fields:

I. Allied books for publication in Italian.

a. Books on education. Both the preceding and present Minister expressed a strong wish to have available, in Italian, books which would give Italian educationists a knowledge of the organization, methods, experience, and problems of education, from nursery school through the university, in the Allied countries. Leading authorities in Britain and the United States have been consulted, and about fifty books have been received for consideration. The Russian and the Chinese embassies have likewise been consulted and the Chinese Minister of Education has sent an excellent pamphlet on Chinese education during the war years. No Russian publications have arrived.

A leading publisher, Le Monnier, of Florence, has been selected by the Minister of Public Instruction, and has agreed to have a series of books on Allied education translated and to publish them. One of these books is now in the press. Others are in various states of translation or composition. British and American books are equal in number.

b. Books on the Social Sciences. Half a dozen comprehensive and highly significant books on American history, politics, and economics have been received for consideration as part of a series in the social science field analogous to the series on education. The Minister would like to have us proceed with this, but work is still in the exploratory stage.

c. Juvenile Literature. An expert in juvenile literature (Brett) in consultation with the juvenile literature specialist of the American Library Association, has selected forty of the best children's books for publication in Italian. The books describe life in many lands, and include also science and general literature. While some of the books have their origin in Britain and other nations, the translation rights have been obtained from American publishers by the UNIS. The books themselves have been given by the Education

Subcommission to the USIS which has arranged for their publication in Italy.

1. The USIS is publishing monthly bulletins in Italian in the fields of medicine, agriculture and veterinary medicine, industry, engineering and education, psychology and social assistance. These are composed of digests of technical and professional articles in American reviews. They are printed in large quantities and distributed gratis. They are supplemented by monographs dealing more completely with single topics in the various fields. The Education Subcommission selects most of the articles and arranges for the monographs in the field of education.

2. Information and publications in English.

a. In response to the request of the Society of Engineers, considering the reform of engineering education in Italy, literature has been obtained from the leading engineering schools of Britain and the United States and presented to the Society's committee.

b. Boy Scouts and Girl Guide publications have been obtained from both Britain and the United States for the Italian organizations.

c. Numerous similar requests for information and publications have been complied with -- university catalogues and bulletins, catalogues of school supply houses, literature on the Association of University Women, technical books on radio technology, etc., have been procured in response to requests of Italian organizations.

3. Rehabilitation of libraries.

a. The Education Subcommission and the Minister of Public Instruction have made an extensive survey of the scholarly books and periodicals most urgently needed by the universities, technical institutions, and libraries of Italy. The tabulated results have been sorted by nations of origin of the publications. The USIS is attempting to secure the American publications.

the British Council is doing so for the British publications, and the Education Subcommittee has written direct to the other countries in an attempt to get their publications.

4. Exchange of scholars.

a. Two commissions have been appointed by the Minister of Public Instruction, one to work out plans for interchange of professors between Italy and the Allies, the other to work out similar interchange of students. Details are to be arranged in consultation with the Education Subcommittee and the Allied national cultural agencies.

b. In collaboration with the Cultural Relations Division of the United States Embassy, the Education Subcommittee is fostering a movement to provide fellowships for scholarly Italian prisoners of war in the United States, and conversely for American military personnel already in Italy and desirous of remaining to study.

c. All arrangements, except permission to travel by Allied transport (which is awaiting War Department approval) have been made for sending a Professor Caccioppoli of the University of Rome to the United States to study recent developments in the field of nuclear physics and cosmic rays.

5. Interchange of artists. The Education Subcommittee has been negotiating with the Metropolitan Opera Company and Columbia Concerts on the one hand, and on the other, with Italian agencies, for the interchange of concert artists and singers between Italy and the United States. The British Council feels that the time is not yet ripe for such interchange with Britain.

6. Scouts and Guides. The Education Subcommittee has been active in furthering the development of Boy Scouts and Girl Guides in Italy. In cooperation with the international, British, and American organizations, it has facilitated the following steps:

a. The Catholic and Non-denominational Italian Boy Scout organizations

have been federated, and each of them and the federation accorded provisional recognition by the International Boy Scouts. The Minister of Public Instruction is president of the Federation.

b. A similar federation has been formed of the Catholic Girl Guides and the non-sectarian Girl Scouts.

c. Literature and manuals on both Boy Scouts and Girl Guides have been obtained from Britain and the United States, and distributed here.

d. Italian Scout and Guide organizations have been put and kept in communication with British, American, and International organizations.

e. A grant of one thousand dollars has been obtained from the American Girl Scouts to help the Italian Girl Guides and Girl Scouts, to be used for goods for uniforms, for Italian publications, etc.

f. The International Boy Scouts has set up a credit of one hundred fifty pounds for similar purposes for the Italian non-denominational Boy Scouts.

g. The American Boy Scouts are raising a "World Friendship Fund" to aid scouting in liberated countries and have promised to allocate part of this to Italy.

h. Arrangements have been made to bring two trainers for Girl Scout and Guide leaders from Switzerland to help with the work in Italy, at the expense of the International Girl Guides. The American Girl Scouts have offered to attempt to send an expert on camping.

i. The British Boy Scouts have offered full expenses for six young Boy Scout leaders from each of the two Italian associations to go to England for a training course.

7. Counsel to the Minister and his commissions. The Minister and commissions appointed by him, are working on various aspects of the reconstruction of Italian education. They continuously want light on their problems from the experience of other countries, and especially the Allies.

They turn to the Education Subcommittee for counsel in all such matters.

8. Cooperation with other agencies. The Education Subcommittee has been cooperating not only with the British and American cultural agencies in Rome, but with UNESCO (in assisting Italian institutions for child care to avail themselves of the expert knowledge of a British specialist); with the European Student Relief Fund (in arranging for teaching materials for universities and aid to university students); with the International Bureau of Education in Geneva (in securing literature on various phases of education being restudied by the Ministry), and so on. In general, it has been a coordinating center for cultural interchange between Italy and the Allies.

Carl Washburn

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Education in the Post-War World

By Lt. Col. Carleton W. Washburne - Director of Education, Allied Commission.

Education can lag behind social progress, can confine itself to book-learning of things of the past, to predigested science and mathematics, to a more or less futile attempt at "training the mind". Such education is the common education of the world of yesterday and today. One sees it in extreme form in Italy, where, except in the technical high schools, schooling is so abstract and verbal that the majority of children drop out of school after three years of it; only about one child in eight goes beyond the five-year elementary school, only about six percent take any form of secondary education beyond the age of fourteen or fifteen. To the people of influence in Italy -- the members of the ministries, the professional classes and the aristocracy -- the only kind of education really worthy of the name is the classical education for the top two or three percent of the population. It alone leads to access to all parts of the university. To become an engineer, to be a university graduate in agriculture even, one must have eight years of Latin in the secondary schools "to train the mind" and give "culture" -- and one can have no practical experience with tools, machines, or the soil -- such things are beneath the dignity of a classical education, which alone can make a cultivated man.

While one sees this picture in its most exaggerated form in Italy, there are elements of it in nearly every country -- in England; yes, even in the United States.

Such education may have its place. For those who are going to spend their working or leisure time in scholarly pursuits, intimate

technical high schools, schooling is so abstract and verbal that the majority of children drop out of school after three years of it; only about one child in eight goes beyond the five-year elementary school, only about six percent take any form of secondary education beyond the age of fourteen or fifteen. To the people of influence in Italy -- the members of the ministries, the professional classes and the aristocracy -- the only kind of education really worthy of the name is the classical education for the top two or three percent of the population. It alone leads to access to all parts of the university. To become an engineer, to be a university graduate in agriculture even, one must have eight years of Latin in the secondary schools "to train the mind" and give "culture" -- and one can have no practical experience with tools, machines, or the soil -- such things are beneath the dignity of a classical education, which alone can make a cultivated man.

While one sees this picture in its most exaggerated form in Italy, there are elements of it in nearly every country -- in England; yes, even in the United States.

Such education may have its place. For those who are going to spend their working or leisure time in scholarly pursuits, intimate knowledge of the past, erudition in ancient languages, mastery of scientific and mathematical abstractions are good. And the world needs scholars of all kinds, freed from practical considerations, delving into the heart of an atom or the atmosphere of a distant star, learning the secrets of the pyramids, trying to decipher tongues long dead. Persons with the interest and ability for pure scholarship are a luxury which the human race can and should support -- not only because surprisingly practical results may come from pure science and from

knowledge sought solely for its own sake, but mainly because human beings are distinguished from other living creatures largely by their thirst for knowledge and ability to think in abstractions. To nourish the essentially human part of us we must have men and women who can devote themselves to the unending search for truth, to the exploration of the universe in which we live, to religion and philosophy, to the fine arts and the sciences, to archaeology, history and literature.

The education that exists today, even in Italy, has helped the few to approach these goals. For the brilliant scholar or the great artist any system of education will suffice provided there are great scholars whose wisdom they can tap; adequate libraries from which to glean what man has already learned, or thought, or felt; equipped laboratories or studies in which they can work.

Education was once for the few. In an aristocratic or feudal society, the masses plodded on the soil or toiled in the shops. The few devoted themselves to learning or the arts, or to governing, or to self-gratification and luxury. The masses needed little education to serve their masters, and schooling was not for them. This is still the attitude toward the education of negroes in our own southern states; it is still, perhaps not so consciously, the attitude toward the education of workers and peasants in Italy.

And, unrecognized, this attitude still colors much of the education throughout the world. It keeps in the courses of study, especially in secondary schools, subjects which are valueless to most of the students, and crowds out the kind of education that today's world needs. It

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And, unrecognized, this attitude still colors much of the education throughout the world. It keeps in the courses of study, especially in secondary schools, subjects which are valueless to most of the students. It crowds out the kind of education that today's world needs. It glorifies academic achievement at the expense of other forms of individual and social fulfillment.

Actually every child and youth, be his parents farmers, laborers, mechanics, shop keepers or whatnot, is a human being. He has the universal human thirst for knowledge. He is going to marry and be a parent. He is going to be a citizen of his community, his nation, and the world. He is going to have leisure to use or abuse. He is probably going to do some useful work and earn his livelihood. But while all people have these things in common the differences among them are great. There is no one road that is best for all. Some

have little capacity for learning languages, others do so with facility and interest. Some can juggle with mathematical abstractions and get keen joy in doing so; while others need to keep their figures tied close to the objects they represent. Some like to delve back and back into the past, while others are mainly concerned with the present -- or future. Some have artistic talent and can spread beauty of form or color or sound or movement wherever they go; others find artistic expression in only the simplest forms. Some have the touch of the soil in their fingers, can make the desert bloom like the rose; others find farming a dreary drudgery. Some have a mechanical intelligence and expertness of the kind which has changed the face of the world; others, perhaps with great capacity for scholarship, can't know which way to turn a nut on a bolt, and are hopelessly clumsy with their hands.

To provide the same type of education for all these diverse youngsters is manifestly absurd, and schools have been forced to a grudging recognition of the fact. But since to many, education is considered as mainly intellectual, as mainly a matter of abstract scholarship, the principal highway leads in that direction only, with little lanes branching off from time to time for those who find the main road too long and hard. Ironically, at the end of the highway, the goal of pure scholarship disappears for most, and there is a branching out into strictly vocational training -- medicine, law, industrial chemistry, architecture, engineering, teaching, journalism, or what have you.

The first country to see the inherent aristocracy, the vestigial feudalism, of this over-emphasis on orthodox academic achievement was Russia. Faced with the gigantic problem of changing from a feudal society, marked by illiteracy, inefficiency, and squaller among the masses, and at the same time roused to an enthusiasm as to the dignity of labor, the Soviet Union in the 1920's completely remade its educational system. Of course it went to extremes in any revolution does. It shamelessly perverted the schools with communistic

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its educational system, geared to its industrial program, raised itself to its present position of world power.

Above all, Russia showed that education, broadly and boldly conceived, can be a tremendous force in social progress. The Fascists tried to take a leaf from Russia's book and to remake Italy through a new type of education -- but the aristocracy of classical education, Mussolini's emphasis on the glories of the past, Gentile's "idealistic" philosophy which relegated science to a secondary place and discarded psychology; and especially the persistence of the idea of educating a small caste of leaders, defeated the purpose. The carefully prepared propaganda was laughed off by the youngsters when the first rumblings of Fascism's downfall were heard. All that remained was a Fascist attitude of mind - servility toward superiors, dictatorship toward inferiors, lack of initiative, and lack of skill in cooperative efforts -- and these qualities, while augmented by Fascism, had much deeper roots.

Hitler, too, tried to learn from Russia. The worst elements of propaganda he took over with German thoroughness. But the essential democracy which, despite the autocracy of the Russian Government, pervaded the Soviet educational system and was the nourishment for its deepest roots, was largely eliminated in Germany. It is too early yet to say how successful Hitler was with his attempt to harden German children, but I suspect that the Allies and Russia are finding less ingrained Nazi doctrine among them than we feared; when the democratic element is omitted, education is replaced by imposition, which rarely

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These three experiments had this much in common: --all of them tried to use education as a means of attaining clearly defined social goals. And it was the first time in history that this had been done on a nation-wide scale. The country that was least successful was Italy, where

the traditional education was little changed. The country that was most successful was Russia which started out by an almost complete discard of the traditional and rebuilt its education from the ground.

We in the democratic countries have much to learn from the failures and successes of these European experiments. We know now, what was bitterly contested before, that education can consciously and effectively be used to bring about the kind of society we want.

But do we agree as to the kind of society? Russia, Italy, and Germany, with dictators and suppression of all minority opinion, could decree a kind of society and work toward it. In the nature of things a democracy can have no such blue print.

We can, however, I believe, agree on the broad ultimate goal, and can, in democratic fashion, provide for diversity of paths in reaching it. The ultimate goal is a society in which each individual has the utmost possible opportunity for self-fulfillment, both as an individual and as a contributing member of an organic society. Education can, and should, therefore, be the process of helping each individual to discover and realize his own potentialities, and to identify his personal well being with that of the society of which he is a part. It recognizes and cultivates individual differences; it gives understanding of and practice in cooperative endeavor toward common ends; it broadens the social horizon of the individual to give both the vision as the will for the fullest development of the community, the state, and mankind as a whole.

Thus broadly stated, few would disagree with our goal. But when we come to work out the means of attaining it we are beset with

Germany, with dictators and suppression of all minority opinion, could decree a kind of society and work toward it. In the nature of things a democracy can have no such blue print.

We can, however, I believe, agree on the broad ultimate goal, and can, in democratic fashion, provide for diversity of paths in reaching it. The ultimate goal is a society in which each individual has the utmost possible opportunity for self-fulfillment, both as an individual and as a contributing member of an organic society. Education can, and should, therefore, be the process of helping each individual to discover and realize his own potentialities, and to identify his personal well being with that of the society of which he is a part. It recognizes and cultivates individual differences; it gives understanding of and practice in cooperative endeavor toward common ends; it broadens the social horizon of the individual to give both the vision and the will for the fullest development of the community, the state, and mankind as a whole.

Thus broadly stated, few would disagree with our goal. But when we come to work out the means of attaining it we are beset with difficulties -- every teacher with a vested right in his subject insists that it is the royal road to this end; parents who find that their children are not learning as they learned fear for the children's future and clamor for a return to the good old days of the little red school house and the three R's. Business interests find that the attempts of modern schools to help youngsters to think honestly and objectively make young people prone to question what business thinks should be above question. Labor unions say black practical experience in skilled work. Patriotic societies fear that children and students

are looking too much to the world outside their own nation and may even become infected with foreign notions.

There are not hypothetical forces against a more democratic education -- they have been and are actively at their destructive work wherever the newer type of education shows itself.

Furthermore, the science of education is a new one and quite unknown even to many who are called educators. And among those who know the field there are wide diversities of opinion -- my new sciences (and, though to a less extent, a science no matter how old) has still much to discover; has conflicting hypotheses, conflicting interpretations of experimental results.

But these conflicts are not an insuperable obstacle to educational progress. Actually, they can be a means of making it more vigorous; of making each experiment justify itself, of promoting diversity of methods and thereby improving the chance of finding ever better ones.

Under these conditions it is clearly impossible to predict the precise form of the education which will be developed for the children of those of us who have seen this war through. But certain trends toward our broad goal are evident -- were evident even before this war made the need for them so tragically vivid. Here is a brief sketch of some aspects of the kind of education that seems to be on its way, and which we, when we get back home (Oh yes, some day we'll be there!) can help to make available for our children -- and theirs!

Practical. When Colonel FRANCIS W. PAUGH was at the peak

of his fame as an educator fifty years ago, a mother came to him
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Introduction. When Colonel FRANCIS W. PARKER was at the peak of his fame as an educator fifty years ago, a mother came to him for advice as to the education of her child. "And when will it be born?" the colonel asked. "Born! Why he's five years old," replied the astonished mother.

"Great Scott, woman, hurry home! You've lost the five most important years of his life!"

Today it is a well proved fact that the pre-school years are by far the most basic in determining the character, the interests, and the behavior of children. Nursery schools, first begun as a convenient way of taking care of children of working mothers, are becoming the most scientifically conducted and

most fundamental part of the educational system. In these children are studied by experts, who can guide the parents as to home care, and give light to later teachers. In these children are trained in good habits of eating, cleanliness, orderliness. In these children find an environment that is built to their needs -- climbing apparatus to develop their muscular coordination, blocks that are hollow and large with which they can build, easels and paints with which to draw and experiment with colors; songs suited to their voices, stories suited to their interests, outdoor sand piles, pots, trips in the neighborhood. Here their physical needs are diagnosed by pediatricians, their health watched by nurses, and their emotional life is studied and guided under the expert advice of a trained psychologist. Here, for the first time, they learn to get along with other children of the same age, and make the first beginnings of social living.

Few communities as yet have such ideal nursery schools; but the nursery school movement in the United States progressed greatly during the economic depression, partly to give work to unemployed teachers, partly to give care to needy children, partly to help little children compensate for the misery at home. The emergency nursery schools weren't ideal, but their spread and success has paved the way for an increase in the number of communities in which little children will be given the best possible start in life.

Nursery schools. The pattern of the elementary school

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Elementary schools. The pattern of the elementary school
of the future is clearly foreshadowed in some of America's
leading school systems -- usually in certain residential
suburbs of large cities, but sometimes in an impoverished
rural district or in a large city school.

Such schools base their academic teaching on the
psychological fact that concrete realities must precede abstract
symbols and form a base for them. They therefore begin, not
with ABC's but with activities and experiences -- care of pets,
excursions to post office, fire station, or farm, making things

with big blocks or orange crates -- play-houses, trains, ships, play-stores -- hearing and telling stories, playing games, singing and moving to music, having primitive expression with paints, crayons or clay, and so on endlessly. Out of the experiences comes the description of them, written by the teacher to the children's dictation, then read (really more memorized and recognized) by the children, then analyzed so that the children recognize individual words and, later, groups of letters, and individual letters. Arithmetic grows up naturally from counting, from making change, playing store, keeping score in games, and then, little by little, always on a solid foundation of experiences, moves into the actual manipulation of numbers.

All through the modern elementary school each child is studied by his teacher in consultation with his parents; his special interests and aptitudes are developed and given scope. He is given chances to create, to explore, to experiment. His own individual personality is given immeasurable opportunities to find and express itself.

But the social side gets equal stress. The children learn, from the start, to do things cooperatively. Together they plan a project, the teacher guiding but not dictating. Together they create it, the teacher helping where they need help but interfering as little as possible. On this basis of identifying themselves with the little community of the classroom, they gradually broaden their experiences. They see

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Social experience is further broadened by pictures -- in books, on slides, in movies. And it is extended as the tool of reading is mastered, through books and periodicals, through geography and history and civics.

Throughout all these experiences there is discussion, guided by the teacher toward helping the children to realize, as an incontrovertible fact, that the well being of the individual is bound up inextricably with the well being of the society of which he is a part -- a society not confined to his town or city, to his state, or even his nation, but one which is, now, world wide.

Junior High School. Again, there are already junior high schools which point the way clearly to the education of the future. In them there is a core of English, mathematics, science, and the social studies -- history, geography, civics and elementary economics all in one. This core, however, is not a fixed and rigid thing, nor does it consist of abstract, verbal learning. Each of the subjects is built upon direct experiences, each is tied to the children's interests and the needs they themselves are helped to feel -- it is always learning with a purpose. Around this core are such things as physical education, music, art, shop work, home-making and a wide range of electives -- dramatics, printing, art-metalcraft, typewriting and specialized aspects of the various academic courses.

The junior high school extends the children's possibilities for exploration and preliminary specialization, and thus helps guide them toward their future educational, vocational, and recreational choices.

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It is in the junior high school, too, that awareness of social responsibility and of the world community of people begins to be explicit and clear. Many of the discussions by thirteen and fourteen-year-old youngsters in such a junior high school would put to shame most adult discussions. Through their field trips to factories, banks, municipal water works, housing projects, and so on, the children see the problems their parents are wrestling with, and see them with fresh, unprejudiced eyes. Through movies and radio and much reading

they extend their knowledge. Through free and frank discussion they learn to pierce through propaganda and prejudice and begin to be thoughtful citizens.

And they practice democracy. On the economic side they have cooperative enterprises, their school newspaper, their store, their bank, their businesses. And to learn political democracy they have a school government where they thresh out the problems of working and living together in truly democratic fashion.

Senior High School. It is here that the greatest changes need to take place. Senior high schools have the college-preparatory tradition, an aristocratic background, and it is hard for them to adjust to the fact that they are now, in America, schools for the masses. Although a minority of those who enter next of them will ever go to the universities, secondary education is still geared to university requirements.

During the last decade an elaborate experiment was tried, at a cost of over a million dollars, to see what would happen if secondary schools were freed from any standards set by universities. For eight years thirty representative high schools were allowed to give whatever kind of education they thought best regardless of university requirements, with an agreement by almost all universities that the graduates of these schools would be unquestioningly accepted on recommendation of the principals. These graduates were then compared in the universities with graduates from orthodox

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This should make the reorganization of secondary schools easy. But it doesn't. Teachers are bound to their traditions and customs. Parents are more influenced by pre-conceived ideas than by scientific research. And secondary schools, for the most part, still go their accustomed way.

The changes that need to be made are partly indicated by what some of the experimental schools did. They broadened their objectives, to include the all-round individual and social development of the students they taught, in terms of their wider goals, and they measured their results not mainly by the old written examinations to test what was memorized, but by new measures of the actual outcomes they were striving for -- ability to reason clearly, social understanding, freedom from prejudice, skill in the use of reference material, sense of social responsibility, practice of good citizenship, scientific knowledge and attitude, and so on. Facts -- yes; they are necessary building material; but the emphasis was on the use of the facts.

Subjects were combined, or "integrated," rather than separated into distinct parcels -- English, history, geography, civics, economics, became one course. Science and mathematics became another, in which the related parts of physics, chemistry, arithmetic, algebra, and geometry were learned in their relations to each other. The school spread out into the

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All this proved good. But it is not enough. For many, high school is the end of daily systematic education. It must, therefore, guide students as to the vocation which best fits their interests and capacities and the demands of society. And it must give vocational training to those who will profit thereby.

A scientific study of the economic resources and needs in the immediate environment, in the state, the nation and

the world should be made -- partly by the students themselves, partly by adult experts. Where are there the greatest needs, and what kind of person and what kind of training will best meet these needs? This should be the basis of vocational guidance -- this, and a study, by the students themselves, with expert help, of each one's aptitudes and interests.

The vocational training should often be in cooperation with industries, commercial establishments, service enterprises, or farmers, so that the students may get a modern adaptation of apprenticeship and learn in contact with reality. Each student should have work experience.

The high school must provide a variety of paths, of equal dignity, so that each boy or girl may develop according to his own pattern, not be forced into a mold planned for someone else. American high schools do this more than most, but they have a long way to go before true equality of opportunity -- for each type of individual -- is achieved.

There is serious talk now, of subsidized travel for high school youth, and wide-spread exchange with foreign countries, to broaden horizons and give an understanding and appreciation of diverse cultures, or first hand experience with a foreign language.

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Throughout all this the goal of citizenship remains potent -- for those getting a general education and equally for those who have begun to specialize -- all will be citizens, and it is a primary objective of the high school to get boys and girls ready for active, intelligent, and responsible citizenship.

Part-time High School. Extension and evening courses for those not going to the university are already an established success. The post-war world will, I believe, see a great increase and improvement in these.

The junior college, rounding off high school education,

and often available in the larger high schools themselves, is here to stay. Too often it consists of just the transplanted or renamed first two years of the standard liberal-arts college. In better form it consists, as at the University of Chicago, of broad survey courses in the humanities (languages, history, literature, philosophy), the physical sciences, the biological sciences, and the social sciences (economics, sociology, anthropology, political sciences).

But such junior colleges are mainly verbal -- they fit students who have the academic kind of mind that gets ideas through words and symbols. For the more mechanically minded and the artistic types of students quite different approaches are needed. Paralleling the "general education" kind of junior college we need other post-secondary courses, not devoid of the sciences and humanities, but with far more emphasis on other types of activity and with the general education made more simple and concrete. Such schools might be advanced vocational schools, or schools giving special preparation for later vocational training. They would be geared, on one side, to the economic and social needs of the community, on the other, to the aptitudes and interests of the students. But they would never lose sight of the students' recreational and cultural needs, nor of the fact that each of them is going to have family and community responsibilities and the responsibilities of democratic citizenship.

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Universities, beyond the first two years will, I hazard, undergo the least drastic changes. They need changing -- the scholarship they want is too often arid, too often over-concentrated and compartmentalized, specialized to such a degree that the students learn more and more about less and less. But in the main, they give sound preparation for professional specialization, and in such fields as medicine, law, engineering, etc., they are constantly improving their methods to fit new discoveries and

to fill recognized needs.

Finally, the tendency of universities to give extension and correspondence courses is a means of democratically spreading education to all who desire it, whatever their walk in life.

Conclusion

This is an inadequate sketch of what post-war education may be. But through some such adaptations, extensions, and modifications in our educational system, America may, little by little, achieve what it is striving for. Italy largely failed to reach its aimed end through reorganizing education, mainly because it failed to educate the masses or to fit its education to its goal. Germany partly succeeded, but by substituting imposition for education, probably succeeded less well than we have feared. Russia, using democracy in the schools despite autocracy in the government, and consciously and wholeheartedly fitting her education to the goal she was trying to reach, has come amazingly close to her objective. No, with democracy in our blood and tradition, if we set ourselves to the task, can make our education a means of achieving social progress rather than a mere reflection of the progress of the past. We can, through a more intelligent, purposeful, and scientific approach to education reach ~~our~~ goal: the realization of the potentialities of each individual, both personally and as a responsible, contributing and cooperative member of a democratic society.

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EDUCATION UNDER ALLIED MILITARY GOVERNMENT IN ITALY

BY LT. COL. CARLETON W. WASHBURN

DIRECTOR OF EDUCATION
ALLIED COMMISSION

The mission of Allied Military Government in Italy in regard to education was simple in purpose: ^{to} get schools, universities, and other educational and cultural organizations opening and functioning on a non-fascist basis. It definitely was not to reform education nor to pattern the schools after those of the Allies, nor to impose any Allied educational ideas on the Italians. Fundamentally, the job was to prevent unrest and control population so that the combat army would not be bothered by disturbances in the rear and so that "the kids would be kept off the streets". ^{As a result,} Fascism was to be eliminated, since the fascists were our enemies. There was no military program for re-education of youth (or adults), nor was anything proposed ^{that any might be} to substitute for the eliminated fascist elements of the program.

During the early days this was just as well - we had our hands more than full carrying out our primary mission. But gradually more constructive activities crept into our work, and some long-range programs have begun to be developed ^{in collaboration with} with the eager consent of the Italian Government. Indeed, under the "New Deal for Italy" announced last spring, the Education Subcommittee of the Allied Commission is actually invited ^{instructed to foster cultural rehabilitation in Italy,} to take some forward steps, instead of being in danger of military criticism for doing so.

Getting schools open and functioning on a non-fascist basis was a much bigger undertaking than the Allied War Departments had

visualized. It has occupied most of the time, working under extreme pressure of the dozen officers (American and British) assigned to the task - and is still the main job in North Italy. It involves (1) replacing fascist personnel with non-fascist personnel; (2) replacing courses of study heavily laden with propaganda with courses free from propaganda; (3) replacing fascist text books with non-fascist books; (4) setting up decentralized school administration; (5) ~~making arrangements for~~ finding places in which to hold schools; and (6) setting up a school lunch program. Let us consider each of these briefly:

1. Defascizing personnel. The fascists had put loyal and active party members into the key administrative positions in schools, universities, learned societies, and cultural institutions (including operas and orchestras). At the top, the personnel was something like 90% fascist; at the level of heads of secondary schools and deans of faculties in universities, the average dropped to about twenty-five or thirty percent of ~~the~~ such persons who were really active fascists; while on the level of class room teachers only from three to seven percent as a rule had taken any active part in the fascist party - all were members of course, as required by law after 1932, but that was never held against a person.

Our first job in entering a newly liberated province, was to suspend the provincial superintendent of schools, and, if there was a university there, ~~the~~ to suspend the rector. Next, we had to find the best possible non-fascist to replace each head suspended. That was difficult and important. In the early days, in Sicily particularly, but also in southern Italy, we weren't too successful

in finding good men with ability - they just weren't there. Anti-fascists with energy and initiative had long since been disposed of by the fascists; men who were tacitly opposed to fascism had so long kept in the dark that they had no administrative experience. ^{There} Reasonably non-fascists among the civil service employees did exist, and were often used; but they had for so long not dared to take any initiative, were so ^{accustomed} accustomed to servilely obeying orders from above and being petty dictators toward those below, that they were not too satisfactory as leaders to open and direct educational institutions under circumstances that would have made the ablest and most experienced administrator quail. As we worked north our range of choice broadened and there were more men with ability to be found - relatively speaking, at least. Also, we had more experience in selecting. Most of our replacements during the past year have been ^{fairly} ~~pretty~~ satisfactory. *To really good.*

Having picked our head men, we got their help in eliminating and replacing the fascists on the levels below - elementary inspectors and directors of schools; principals of secondary schools, etc. In this process we made much use of the "scheda personale" (devised by Major Aldo Raffa, who was with us in the early days). This was a questionnaire asking specifically regarding each possible type of fascist activity in which a person might have been engaged. Since the penalty for a false answer was severe, and since we actually had records on which some of the answers could be checked and were supposed to have more such data than we had, these schedas were usually filled out fairly honestly; a person who lied was very likely to be informed upon by his fellows - the

Italians love to denounce each other. An examination of these schedules resulted in summary suspensions, without any hearing - ^{for each institution} there was no time, ^{held} and there was not the personnel to make hearings possible. But machinery was set up for ^{admission} appeal and hearings, and the suspended persons receive ^{own} part-pay until their cases ~~might~~ be heard.

In the universities, the pro-rector appointed by us selected a small ^{number} of persons who might serve on a committee ~~to~~ "separate" the faculty. We picked the actual committee members from this short list and let them examine the records and writings of all professors, ~~XXXXXX~~ and recommend to us which should be suspended - with right to ultimate appeal. The ones not suspended then elected their own rector and deans. Learned societies, operas, orchestras, etc., were handled similarly.

As to class room teachers, we found that there were too many for our small staff to check up on even cursorily. So we made it the responsibility ~~in~~ of the newly appointed or approved head of ^{each} the school to refer to us any cases of teachers who were known to have been active fascists or whose non-fascism might be ^{in doubt} questionable. Also, ^{local} AMG officers were asked to report any cases of suspected fascism among teachers. All who were in any way questionable were required to fill out schedule personally, and were suspended or retained accordingly.

Replacements ^{the rank of} of persons suspended, below ~~that~~ school superintendents and rectors, did not present much of a problem - there is a surplus of legally qualified teachers in Italy at all levels; and our new heads did the finding and appointing, subject to our approval.

2. Defascizing the school program. Elementary and secondary schools throughout Italy have standard "programs" - courses of study and schedules of number of hours to be spent per week on each subject. Naturally the fascist Ministry of Education had thoroughly impregnated these programs with *fascist* doctrine, rites, and drills.

One of the first things we did on arrival in Sicily was to set up a commission of trustworthy Italians (school heads, and teachers) to rewrite these programs, eliminating all fascism. We encouraged them to substitute something positive in place of the things they eliminated, but instructed them not to make any basic changes in the non-fascist parts, nor in the general plan of organization and administration. They did an acceptable job as to eliminating fascism and not making unnecessary changes, but failed to make any positive substitutions - they had neither the initiative and imagination nor the pedagogical background to do anything constructive. Three months later, in Naples, we appointed other commissions to finish the work. With considerable guidance from us a supplement to the program for elementary schools was prepared, called "Suggestions for modernizing the elementary program" - ~~it was~~ ^{it was} by an effort to suggest ways in which a touch of ~~xxxxxxx~~ psychological approach might be made toward teaching the dead subject matter. And we found in Naples a group of technical high school heads who did a good job on the programs for ~~these~~ ^{technical education} schools. As educators, ~~we~~ ^{knowers} blushed at ~~the~~ ^{most of} the programs we were emanating; but as soldiers, we accomplished this part of our mission - - we published and put into the hands of the teachers workable, non-fascist courses of study, and did it in time - or almost in time - for the ^{first} opening of the schools in December, 1943 and January, 1944, throughout

Sicily and southern Italy.

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On the university level, by eliminating the highly fascist faculties of political science and separating the ~~XXXXXX~~ the entire teaching staff we avoided having to go into each professor's syllabus.

3 Defascising text books. . The elementary schools of Italy, had a single series of text books, compulsory in all schools. These ~~XXXXXXXXXX~~ had been thoroughly interlarded with fascist, imperialist and anti-Ally propaganda, from the primer up. Literature was often selected to this end; geography and history were ^{particularly} thoroughly distorted. Arithmetic problems were built around fascist themes; grammar exercises kept running in propaganda - "I obey Mussolini, then obeyest Mussolini, he obeys Mussolini, ". etc. Sometimes this was done rather cleverly, sometimes as an obvious over-lay.

On arriving in Sicily in the fall of '43. ~~XXX~~ we immediately saw that, however difficult, and however crudely it must be done, these books would have to be rewritten and republished at once. The ill-trained teachers in extremely ill-equipped schools simply could not teach without text books; and children cannot learn to read without books to read. So we first went through some of the books ourselves, underlining each objectionable item; then we trained an antifascist professor to finish the job. (Poor old Prof. Grasso - we were working ^{under} at such pressure that we pushed him to

shortly after.)
an unaccustomed rapid pace and he died/~~XXXXXXXXXXXXXXXXXXXX~~ 2694
~~XXXXXXXXXX~~ Next we set up a committee of classroom teachers from the elementary schools of Palermo and had them ^{write} substitute new

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passages, examples, problems and stories ^{to substitute} for ~~all~~ those which we had censored. Of course they did not do a polished piece of work - their substitutions were often less well written than the original. But we had neither the authors available nor the time for a complete rewriting of the books - schools were about to open and we had to put something in the ^{children's} teachers' hands. - ~~and the children's~~. In spite of our best efforts, many schools opened without books, or used mutilated old books - we specified ^{the} the pages that must be cut out in such cases.

The printing of the new text books involved seemingly unsurmountable problems - there was neither paper, ink, zinc for cuts, binding thread nor glue, in Sicily. Fortunately Naples was ^{by that time} ~~now~~ liberated, so one of us flew up there to see what ^{material} could be found. We got ~~xxx~~ news-print paper that had just arrived from the U.S. The ~~comat~~ army had some printers' ink which we induced them to give us. We found a little factory ~~in a village~~ that made shoemaker's thread and ^{in a village nearby} ~~we~~ bought out its stock to bind the books. We searched little shops and found scraps of zinc hidden in rafters or locked in cupboards. We shipped and flew these things to Palermo and also started presses going in Naples. Books were beginning to come off the presses in the two centers in March - we hadn't begun the manuscripts until November. And during that spring we published ^{over ten} 200,000 ^{text books} ~~Transporta~~ - tion was impossible by ordinary means; so we kept an army truck in constant operation carrying books from the bindery to provincial centers, and then loaded them on to the food trucks that were going out into the little villages. There weren't enough ^{let} books, but ^{with what we had} 2693 by sharing the children had something to work with.

8.

By the summer of 1944 we were in Rome, where we found some ^{and other supplies} paper, etc. And in the fall of that year paper, ~~xxxxxx~~ ink, thread, etc., that we had ordered from the U.S. had begun to arrive. Meanwhile we had had to make a couple of further changes in the text books - Victor Emmanuel had to be eliminated except as an historical figure; and we found that in our scrupulous effort not to change the sections of the text books that dealt with religion we had failed to remove a prayer for Mussolini (the Vatican kindly gave us a new prayer to substitute). For the school year 1944-5 we printed and distributed over 2,000,000 elementary text books.

Secondary school text books presented a different problem. There was no single uniform series, and the fascists had never got around to making Euclid demonstrate fascist doctrine or Cicero breathe ~~ixixixixixix~~ against the Democracies. So, except for the anthologies, modern history, and geography, most of the secondary books were innocuous. But they all had to be examined - an edition of Cicero had a fascist introduction; or a title page was graced with a quotation from Mussolini or one of his cohorts. This work began in ~~Maxim~~ Palermo, where we issued mimeographed lists of books, (a) to be confiscated; (b) to be expurgated (cutting out an occasional offensive page), and (c) approved. In Naples we found many books ^{not available} in Sicily; so a commission of picked teachers was appointed to prepare such longer supplementary lists. When we reached Rome we found far more secondary text books; by this time there was a Minister of Public Instruction; so we had him set up a commission ⁸⁶⁹² which, under our guidance, went through truck-loads of books - our

combined lists now covered over 5000 titles, and were published in book form for school heads and booksellers. But we still were not through - when we liberated Tuscany we found many more books - the commission we set up there examined 2000. And we are still at it, with a new commission in each of the northern Regions - ~~Bolzano~~ Bolzano, Genoa, Turin, Milan, and Padua. Their results will shortly be published in a final supplement.

Since the large majority of secondary school books - all but five or six hundred (~~exclusive of books on fascist~~) ^{being} approved, the printing of new books was a less serious problem than was the case in regard to elementary schools. Also, only about ^{12%} ~~2%~~ of Italy's ^{lower} children go to ~~lower~~ secondary schools, and only about 6% go on to the upper secondary schools (age 14 and up). Some new books have, however, been published and others are in the press.

In the universities we have let the purified professors handle their own text book problems.

5. Decentralizing administration. Just a word on this. The former system of administration in Italy required that the Minister of Education approve almost every act of the provincial superintendents of schools. In the early days of the liberation, there was no Minister. And even now the Minister has no direct contact with or authority over the Regions that are still under Military Government. So we had to devise directives that would give legal power to superintendents to carry out the many detailed duties that were now devolving upon them. Early in November, 1943, we brought together the superintendents from the nine provinces of Sicily and spent two days with them analysing the things they would have to 2691

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to make their schools function smoothly and what new legal powers we would have to grant them. ~~Naturally, we~~ changed existing law as little as possible. The result was a set of directives that had the force of law in all Military Government Territory. As we have moved north, these directives have been revised from time to time, but they are still the basis of school administration in the part of Italy under our direct control.

5. Buildings and supplies. ~~agreement~~

~~XXXXXXXXXXXXXXXXXXXX~~ The greatest, and least solved, problem has, from the beginning, been to find places in which to hold ^{classes} ~~schools~~. School and university buildings have been heavily bombed in most parts of Italy. Germans billeted in them; and ~~anyway~~ they were conspicuous targets. Where they remained habitable, our troops billeted in them or used them for hospitals. ~~and in southern Italy, many~~ ~~more than a year ago, they were, even today,~~ ~~today, some cities are finding their education almost strangled by~~ ~~the concentration of troops occupying them.~~ ~~the concentration of troops occupying them.~~ But when our troops didn't take a habitable building refugees did. Even political parties have found school buildings handy for ^{their headquarters} ~~offices~~.

So we have ^{had} to find alternative accommodations, or run schools in double or triple sessions in such buildings as ^{were} ~~are~~ available. We have used army tents, church sacristies, motion picture houses, in one case abandoned street cars, and often teachers' homes - having the teacher take a few children at a time in successive hours. Our most extreme case was the use of three rooms for twentyfour classes - each class meeting one-fourth of a day three times a week.

The gravity of this situation differs in different places and at different times. It is slowly improving now that troops are beginning to clear out and refugees to get distributed - but ~~just~~ ^{just}.

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this week we have been told that certain schools in Rome cannot be evacuated for months; ^{in Rome schools in Southern Italy, liberated a year & a half ago, practically all schools are still in ruins} and it took an epidemic among cattle and repeated strong letters from the Chief Commissioner of the Allied Commission to Allied Forces Headquarters to pry loose eight rooms in the veterinary building of the University of Perugia recently.

Building repairs are another grave problem. In the whole of ^{Southern} Italy and Sicily, ~~xxxxxx~~ south of Rome, and in many places in the north, it is rare to find a single school with glass left in the windows. We had to close schools pretty generally during January and February this year because of the lack of glass. The problem of repairing schools throughout this devastated land is gigantic. Only a bare beginning has been made. And, of course, many of the schools and university buildings will have to be reconstructed from the ground up.

School equipment had been both destroyed and looted. The Germans, and then our own boys, when cold in the winter, burned school desks for fuel to keep warm - also blackboards, and even window and door frames. And so did many of the villagers. The Germans systematically looted and either took away or destroyed scientific and technical equipment. And in some cases, where the school head had successfully hidden such equipment from the Germans, he heaved a sigh of relief when the Allies came in, restored the hidden apparatus, only to have it promptly requisitioned and removed by our troops. It will take a generation to re-equip all the schools and universities of Italy.

6. ^{School supplies} ~~School supplies~~

The problem of school supplies is relatively minor. ^{the}

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shortage is acute, and the few supplies are very costly. We have, however, managed to print ~~we~~ and distribute ~~and~~ low cost millions of the "quaderni", or pupils' note books, which form an essential part of the Italian educational system. And we have brought in from the U.S. pencils, pens, ink, erasers, and paper. We fell far short of having met the demand, and our last requisition from the U.S. failed of approval because the Italian Government didn't have enough dollar credits to pay for the material.

7. School lunches. The fascists ^{gave} ~~had~~ light hot lunches ~~for~~ ^{to} the children of kindergartens and elementary schools. We have set up a similar program, using, mostly, dried soups and dried vegetables from the U.S. The chief problem has been the lack of kitchen equipment, fuel, and dishes. The make-shift school accommodations of course lacked such equipment; and in the buildings where it did exist it ^{has} ~~was~~ usually ^{been} destroyed or looted. Nevertheless, many hundreds of thousands of school lunches have been served daily, ^{under R.M.C.}

II

The ~~great~~ bulk of this article has dealt with ^{our} ~~the~~ first-phase work - getting schools open and functioning on a non-fascist basis, which was our primary, and for a long time our sole, mission. But before concluding, a word must be said about some of the longer-range constructive ^{educational} ~~activities~~ ^{the actual Commission of R.M.C.} of the Education Subcommittee.

After the first defascised programs were published, the Minister of Public Instruction was urged to set up commissions to do a really thorough job of reconstructing Italy's antiquated, impractical, dry, and verbalistic curriculum. ^{the} ~~The~~ ^{on} ~~commission~~ of elementary programs, 2688

appointed nearly a year ago, did a ~~surprisingly~~ fine ~~is~~ piece of work. They then asked our criticism and advice, and incorporated ~~ed~~ ~~all~~ our suggestions. This new program had now been officially adopted as the one legal ^{elementary school} program for all Italy ~~is~~ for 1945-6, and all text books ^{must be} ~~have to be~~ written in harmony with it. There will not be a single state series of text books next year; any text book approved by a ministerial commission (or, in the North, by a commission set up by us and using the same criteria), may be used. Over a hundred manuscripts have been approved, and printing has begun.

Another commission, including a couple of members of the elementary program commission, has just completed a new program for the ^{group of} secondary schools which prepare elementary school teachers. ^{This program, too,} It too has been submitted to us for criticism and advice. While it is admittedly a much less complete job of educational reconstruction ^{than is that for elementary schools} (there are neither professors or text books available yet for a modern teacher-training program), it is a decided step forward.

The society of engineers has asked our help in what they call a reform of engineering education, and we have secured descriptive catalogues for them from the leading engineering schools of Britain and America.

The first of a series of books on education in Britain, the U.S. and China (we have been unable to get anything from Russia) is about to come off the press in Italian translation - Italy has been completely isolated from the thought, research, and experience of the Democracies, in the field of education, for nearly a quarter of a century, and the Minister of ~~XXXXXX~~ Public Instruction and many educators have asked us to make ^{some} information available. This

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also being done through translations of ~~xxx~~ articles from educational journals, selected by us in consultation with a Ministerial committee, and published by the United States Information Service in one of its monthly bulletins, distributed gratis to about thirty thousand teachers and schools.

Preliminary steps have been taken to arrange interchange of students, ~~xxxxxxx~~ professors, and concert artists between Italy and the Allies.

A list of the most urgently needed scholarly publications has been compiled under our supervision, and an effort to obtain these is being made through the USIS, the British Council, etc.

We have for over a year been encouraging the Boy Scout and Girl Scout movements. We have succeeded in getting the rival catholic and non-confessional associations to ~~xxxxxxx~~ federate and do much work, including publication of Scout literature, in common. We have secured literature, materials for uniforms, money, and special trainers for leaders, from the American and British Boy and Girl Scouts and the International organizations.

We have got specialists in the U.S. to select the best ^{children's} books in the field of juvenile literature for translation into Italian - Italy has almost no good books for children (Pimochio is a brilliant exception), and the USIS has obtained translation rights and arranged for publication here.

These are samples, rather than a complete listing, of the constructive activities of the Allied Commission in the field of education in Italy.

~~xxxxxx~~ As a whole, ^{all} the work has been warmly appreciated by

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the Italians, from classroom teachers through superintendents and
rectors, to the Minister. All have cooperated with us to a re-
markable degree, ^{It is the Italian Government who} and have carried ~~theirxxxxxxxxxxxx~~ ~~the great~~ ~~burden~~
of the load of trying to give the children and youth of
Italy a chance to complete their education despite the destruction
of war, and to begin to lay the foundations for a reconstruction
of Italy.

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EDUCATION UNDER ALLIED MILITARY GOVERNMENT IN ITALY
BY LT. COL. CARLTON E. BAIRD
DIRECTOR OF EDUCATION
ALLIED COMMISSION

The mission of Allied Military Government in Italy in regard to education was simple in purpose: to get schools, universities, and other educational and cultural organizations open and functioning on a non-fascist basis. It definitely was not to reform education nor to pattern the schools after those of the Allies, nor to impose any Allied educational ideas on the Italians. Fundamentally, the job was to prevent unrest and to control population so that the combat army would not be bothered by disturbances in the rear and so that "the kids would be kept off the streets". As a corollary, fascism was to be eliminated, since the fascists were our enemies. There was no military program for re-education of youth (or adults), nor was it proposed that anything be substituted for the eliminated fascist elements of the program.

During the early days this was just as well - we had our hands more than full carrying out our primary mission. But gradually more constructive activities crept into our work, and some long-range programs have begun to be developed in collaboration with the Italian Government. Indeed, under the "New Deal for Italy", announced last spring, the Education Subcommittee of the Allied Commission is actually instructed to foster cultural rehabilitation in Italy, instead of being in danger of military criticism for doing so.

Getting schools open and functioning on a non-fascist basis was a much bigger undertaking than the Allied War Departments had envisaged. It has occupied most of the energies of the dozen officers (American and British) assigned to the task - and is still the main job in North Italy. It involves (1) replacing fascist personnel with non-fascist personnel; (2) replacing courses of study, heavily laden with propaganda, with courses free from propaganda; (3) replacing fascist text books with non-fascist books; (4) setting up decentralized school administration; (5) finding places in which to hold schools; (6) finding school supplies, and (7) setting up a school lunch program. Let us consider each of these briefly:

1. Defascinating personnel. The fascists had put loyal and active party members into the key administrative positions in schools, universities, learned societies, and cultural institutions (including operas and orchestras). At the top something like 90% of the personnel was fascist; at the level of heads of secondary schools and deans of faculties in universities, the average dropped to about twenty-five or thirty percent who were really active fascists; while on the level of class room teachers only from three to seven percent, as a rule, had taken any active part in the fascist party - all were members of course, as required by law after 1932, but that was never held against a person.

Our first job in entering a newly liberated province was to suspend the provincial superintendent of schools, and, if there was a university there, to suspend the rector. Next, we had to find the best possible non-fascist to

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replace each head suspended. That was difficult and important. In the early days, in Sicily particularly, but also in southern Italy, we weren't too successful in finding good men with ability - they just weren't there. Anti-fascists with energy and initiative had long since been disposed of by the fascists; men who were tacitly opposed to fascism had so long kept in the dark that they had no administrative experience. Men reasonably non-fascist did exist among the civil service employees, and were often used; but they had for so long not dared to take any initiative, were so accustomed to servilely obeying orders from above and being petty dictators toward those below, that they were not too satisfactory as leaders to open and direct educational institutions under circumstances that would have made the ablest and most experienced administrator quail. As we worked north our range of choice broadened and there were more men with ability to be found - relatively speaking, at least. Also, we had more experience in selecting. Most of our replacements during the past year have been fairly satisfactory to really good.

Having picked our head men, we got their help in eliminating and replacing the fascists on the levels below - elementary inspectors and directors of schools; principals of secondary schools, etc. In this process we made much use of the "scheda personale" (devised by Major Aldo Ruffa, who was with us in the early days). This was a questionnaire asking specifically regarding each possible type of fascist activity in which a person might have been engaged. Since the penalty for a false answer was severe, and since we actually had records on which some of the answers could be checked and were supposed to have more such data than we had, these schedas were usually filled out fairly honestly; a person who lied was very likely to be informed upon by his fellows. An examination of these schedas resulted in summary suspensions, without any hearing - we had neither the time, nor the personnel to hold hearings. But machinery was set up for ultimate appeal, and the suspended persons received part-pay until their cases should be heard.

In the universities, the pro-rector appointed by us selected a small number of persons who might serve on a committee to "epurate" the faculty. We picked the actual committee members from this short list and let them examine the records and writings of all professors, and recommend to us which should be suspended - with right to ultimate appeal. The ones not suspended then elected their own rector and deans. Learned societies, operas, orchestras, etc., were handled similarly.

As to class room teachers, we found that there were too many for our small staff to check up on even cursorily. So we made it the responsibility of the newly appointed or approved head of each school to refer to us any cases of teachers who were known to have been active fascists or whose non-fascism might be in doubt. Also, local AMG officers were asked to report any cases of suspected fascism among teachers. All who were in any way questionable were required to fill out scheda personale, and were suspended or retained accordingly.

Replacement of persons suspended, below the rank of school superintendents and rectors, did not present much of a problem - there is a surplus of legally qualified teachers in Italy at all levels; and our new heads did the finding and appointing, subject to our approval.

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2. Defascizing the school programs. Elementary and secondary schools throughout Italy have standard "programs" - courses of study and schedules of number of hours to be spent per week on each subject. Naturally the fascist Ministry of Education had thoroughly impregnated these programs with fascist doctrine, rites, and drills.

One of the first things we did on arrival in Sicily was to set up a commission of trustworthy Italians (school heads and teachers) to rewrite these programs, eliminating all fascism. We encouraged them to substitute something positive in place of the things they eliminated, but instructed them not to make any basic changes in the non-fascist parts, nor in the general plan of organization and administration. They did an acceptable job as to eliminating fascism and not making unnecessary changes, but failed to make any positive substitutions - they had neither the initiative and imagination nor the pedagogical background to do anything constructive. Three months later, in Naples, we appointed other commissions to finish the work.

With considerable guidance from us a supplement to the program for elementary schools was prepared, called "Suggestions for modernizing the elementary program" - it was an effort to suggest ways in which a touch of psychological approach might be made toward teaching the dead subject matter. And we found in Naples a group of technical high school heads who did a good job on the programs for technical education. As educators however we blushed at most of the programs we were examining; but as soldiers, we accomplished this part of our mission - - we published and put into the hands of the teachers workable, non-fascist courses of study, and did it in time - or almost in time - for the first opening of schools in December, 1943 and January, 1944, throughout Sicily and southern Italy.

On the University level, by eliminating the highly fascist faculties of political science and purging the entire teaching staff we avoided having to go into each professor's syllabus.

3. Defascizing text books. The elementary schools of Italy, (five grades) had a single series of text books, compulsory in all schools. These had been thoroughly interlarded with fascist, imperialist and anti-Allied propaganda, from the primer up. Literature was often selected to this end; geography and history were grotesquely distorted. Arithmetic problems were built around fascist themes; grammar exercises kept running in propaganda - "I obey Mussolini, thou obeyest Mussolini, he obeys Mussolini", etc. Sometimes this was done rather cleverly, sometimes as an obvious over-lay.

On arriving in Sicily in the fall of '43, we immediately saw that, however difficult, and however crudely it must be done, these books would have to be rewritten and republished at once. The ill-trained teachers in extremely ill-equipped schools simply could not teach without text books; and children cannot learn to read without books to read. So we first went through some of the books ourselves, underlining each objectionable item; then we trained an antifascist professor to finish the job. (Prof. Grassi, who died shortly after). Next we set up a committee of classroom teachers from the elementary schools of Palermo and had them write new passages, examples, problems and stories to substitute for those which we had censured. Of

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course they did not do a polished piece of work - their substitutions were often less well written than the original. But we had neither the authors nor the time available for a complete rewriting of the books - schools were about to open and we had to put something in the children's hands. In spite of our best efforts, many schools opened without books, or used mutilated old books - we specifying the pages must be cut out in such cases.

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After the first defascized program were published, the Minister of Public Instruction was urged to set up commissions to do a really thorough job of reconstructing Italy's antiquated, impractical, dry, and verbalistic curriculum. His commission on elementary programs, appointed nearly a year ago, did a fine piece of work. They then asked our criticism and advice, and incorporated our suggestions. This new program has now been officially adopted as the one legal elementary school program for all Italy for 1945-6, and all text books must be written in harmony

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We have got specialists in the U.S. to select the best children's books for translation into Italian - Italy has almost no good books for children (Pinocchio is a brilliant exception); and the USIS has obtained translation rights and arranged for publication here.

These are samples, rather than a complete listing, of the constructive activities of the Allied Commission in the field of education in Italy. 2878

As a whole, all the work has been warmly appreciated by the Italians, from classroom teachers through superintendents and rectors, to the Minister. All have cooperated with us to a remarkable degree. It is the Italians themselves who have carried most of the load of trying to give the children and youth of Italy a chance to complete their education despite the destruction of war, and to begin to lay the foundations for a reconstruction of Italy.

HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/cp/and

ED/10A/1/AG

tel. 489081-236

OGGETTO: "Il Seminatore".

26 luglio 1945

AL : Sig. Vittorino di Camillo,
Via Norsa 9,
Roma.

Ho ricevuto il numero de "Il Seminatore" che Ella ha voluto gentilmente inviarmi e La ringrazio.

Sono spiacente di non poterle fissare alcun appuntamento per ora poiche' sono in partenza per la Svizzera ove restero' per un due settimane.

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

OPERA PIA "FONDAZIONE VITTORINO DI CAMILLO"

ISTITUITA IL 15 DICEMBRE 1896 - ERETTA IN ENTE MOSAICI CON R. D. 5 APRILE 1925

VIA MONZA. 9 - ROMA - TELEFONO 70831

Roma 24 luglio 1965

Gentilissimo Sig. Polonella,

Ho l'onore di inviarle per primo il numero del
noto giornale che spes sare' di suo giornale.

Le sarò tanto grato se volete farmi telefonare per
fissarmi un appuntamento nel suo ufficio.

Con migliori sensi delle più grandi devozioni mi credo

Le

Vittorino Polonella

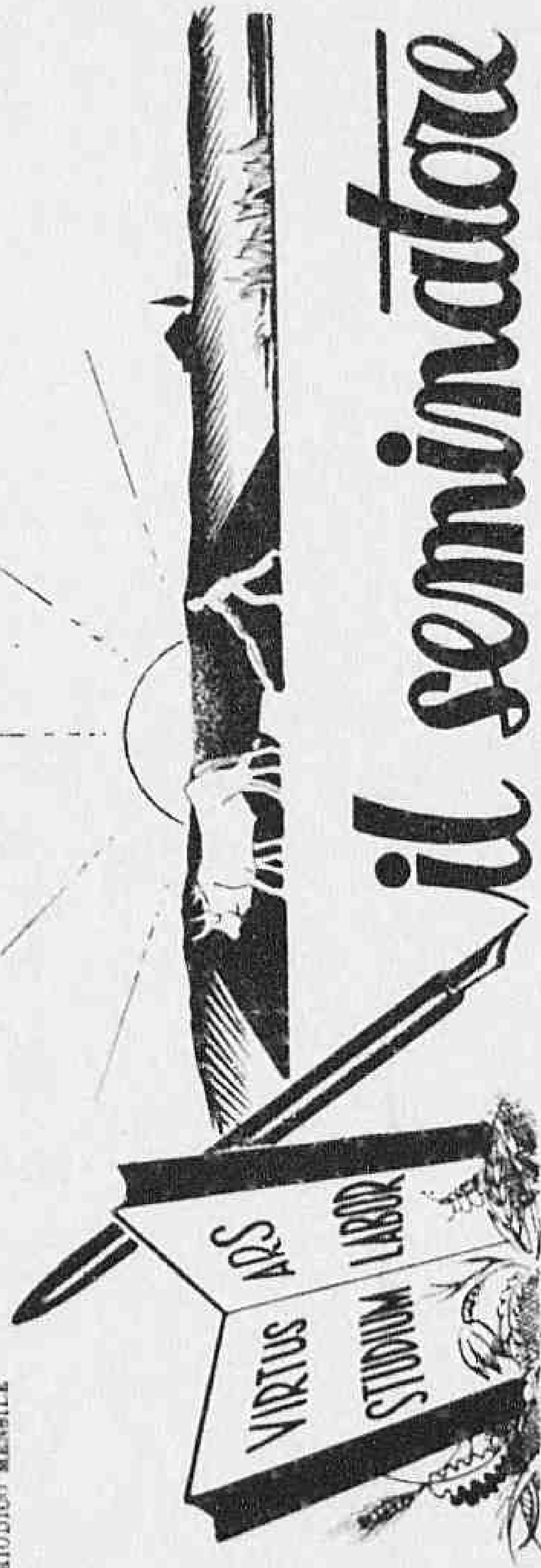
Ho l'onore di manifestare per primo il numero del
noto giornale che sono stato di suo giornale.

Le sarà tanto grato a volere farmi telefonare per
farmi un appuntamento nel suo ufficio
per migliori servizi delle più grandi scoperte in corso.

Le

Roberto S. S. S.

2876



il seminatore

.. ORGANO UFFICIALE DELL'OPERA PIA "FONDAZIONE VITTORINO DI CAMILLO", E DELL'ISTITUTO D'ISTRUZIONE MEDIA ..
Direzione ed amministrazione ROMA - Via Monza, 9 - Telefono 70831

Il nostro Giornalino riprende oggi le pubblicazioni dopo un lungo silenzio. Il suo scopo rimane quello di informare quanti hanno seguito e seguono le benefiche attività di questa ormai antica istituzione romana, dei suoi sviluppi e dei suoi progressi nel clima di libertà restituito all'Italia dalle vittoriose armi delle nazioni democratiche e dall'erosmo e dal sacrificio dei suoi figli migliori. Purtroppo molto, nei trascorsi, tristissimi anni di dittatura fascista e di occupazione tedesca e aiuto di strutto Molto, quindi, vi è da ricostruire.

Alcune sezioni delle nostre scuole sono state soppresse o distrutte, altre messe nella impossibilità di funzionare.

La nobiltà dei nostri scopi, la fedeltà dei nostri principi, ventisei anni di lavoro inteso unicamente a raccogliere nell'ambito dell'istituto i figli dei la-

zi, di figli del popolo, ai quali dobbiamo realizzare quel vasto e complesso programma di lavoro destinato ad assicurare la loro esistenza, se nelle schermaglie dell'Opera Pia una solida base alle quali siamo stati costretti ed un sempre maggiore aiuto per sopravvivere, abbiamo la

nostra appartenenza. Se nella lotta tenacemente sostenuta, se nelle schermaglie dell'Opera Pia una solida base alle quali siamo stati costretti ed un sempre maggiore aiuto per sopravvivere, abbiamo la



I NOSTRI PROPOSITI

Il «Seminatore» inizia il suo lavoro, batte alle porte delle vostre case per penetrare particolarmente nei vostri cuori, o giovani, o genitori, in così una ideale comunità.

Senza pretese, ma ricco di serietà e tendimenti, «Seminatore» si propone di attuare l'accurato programma che si propone di svolgere.

Il «Seminatore» è l'organo ufficiale della nostra duplice attività: l'Opera Pia e l'Istituto d'Istruzione Media.

Si propone inoltre, fatto di base, di conoscere e quanto la comunità la nostra istituzione che da oltre 26 anni svolge la sua provvida e benefica attività a favore di tanti cari fanciulli e di molti giovani che in essa hanno potuto riprendere contatto con gli studi.

La vita dell'Istituto si esplica tutta su quattro direttive chiaramente distinte nelle parole tassate sul libro aperto che ornava il frontespizio del nostro giornale: «Virtù, studio, arte, lavoro». Il giornale ne vuol es-

Il nostro Giordano riprende oggi le pubblicazioni dopo un lungo silenzio. Il suo scopo rimane quello di informare quanti hanno seguito e seguono le benefiche attività di questa ormai antica istituzione romana, dei suoi sviluppi e dei suoi progressi nel clima di libertà restituito all'Italia dalle vittoriose armi delle nazioni democratiche e dall'eroismo e dal sacrificio dei suoi figli migliori. Purtroppo molto ha trascorso: trentasei anni di dittatura fascista e di occupazione tedesca, è stato distrutto. Molto, quindi, vi è da ricostruire.

Alcune sezioni delle nostre scuole sono state soppresse o disperse, altre messe nella impossibilità di funzionare.

La nobiltà dei nostri scopi, la lealtà dei nostri principi, ecco sei anni di lavoro intenso, unico merito a raccogliere nell'ambito sereno della scuola i figli dei lavoratori, ad educarli a sani principi morali e civili, a strapparli all'ambiente corrotto e corruttore della strada, e dar loro anche un tangibile aiuto materiale, e farne insomma dei buoni cittadini, anziani del lavoro, affezionati alla famiglia, devoti alla Patria, non ci hanno evitata l'ostilità di un regime che tutto pretendeva asserire agli interessi settari di una ristretta oligarchia di avventurieri della politica di opportunisti e di ingordi profittatori.

Poco è mancato che l'opera non venisse sommersa. Troppo doloroso sarebbe qui rievocare le alterne vicende di una lotta che ha avuto momenti di vera drammaticità.

L'Opera Pia è salva! Questo soprattutto volemmo, non per

I NOSTRI PROPOSITI

Il « Seminario » inizia il suo lavoro, batte alle porte delle vostre case per penetrare particolarmente nei vostri cuori o giovani, e gettare in essi una ideale semenza.

Senza pretese, una ricca di serietà, tendente a scagionare il « Seminario » per attuare l'antico programma che ci proponiamo di svolgere.

Il « Seminario » è l'organo ufficiale della nostra duplice attività: l'Opera Pia e l'Istituto d'Istruzione Media.

Si propone innanzi tutto di far conoscere a quanto la ignoranza la nostra istituzione che da oltre 26 anni svolge la sua provvida e benemerita attività a favore di tanti cari fanciulli e di molti giovani che in essa hanno potuto riprendere contatto con gli studi.

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E l'Istituto affida appunto al « Seminario » il compito di assicurare dalle troppo modeste aule della scuola, ove la tirannia dello spazio limita il numero degli alunni, perché altri alunni, piccoli e adulti, entrino a far parte della nostra famiglia avvinchi dalla buona parola loro risolutiva; parola che ha il solo scopo di nobilitare e orientare l'animo loro, perché troppo hanno sofferto e troppo sono stati turbati dalle fatali contingenze dei tempi; siano essi condotti nella ripresa, riacquistino la fiducia di sé e negli altri.

Ecco quindi il secondo, più delicato compito della nostra pubblicazione: concorre serenamente alla educazione morale e intellettuale della gioventù dalla quale il « Seminario » attende la collaborazione cordiale e fattiva.

Il giornale verrà completato con la pubblicazione di problemi scientifici, letterari di utile e facile apprendimento e da altre varie notizie dilettevoli.



Nella scuola di Via Monsi: La piccola Claudia Rallo figlia di un lavoratore dell'A.T.A.C. (qui documentario del P. A. C.)

sciuti dei brandelli di carne, il cuore è rimasto saldo. Fieri del la nostra illibata coscienza, incuranti di meschine ed insidiose critiche settarie che nascondono quasi sempre particolari e spesso non confessabili interessi, ma pronti ad accogliere consigli e suggerimenti da qualsiasi parte ci vengano, orgogliosi dei sacrifici compiuti, ci accingiamo all'opera di ricostruzione, riprendiamo, con rinnovato vigore — animati da quella fede che non ci è mai venuta meno — l'alta missione di educazione e di assistenza alla quale abbiamo con sacrate, da lungo tempo, tutte le nostre migliori energie. No-

Malgrado i contrasti e gli ostacoli d'ogni genere trapposti fino a ieri alla nostra attività, accogliamo ancora nelle nostre aule oltre 700 alunni e 400 dei quali, i provenienti dell'annesso Istituto di Istruzione, permettono di passare quotidianamente una modesta ma abbondante refezione.

Siamo certi che l'opera nostra troverà ancora, come ha sempre trovato, l'appoggio e l'incoraggiamento di tutti gli onesti — al di sopra e al di fuori di ogni partito — e di quanti ne apprezzano l'alto valore sociale.

LA DIREZIONE

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L'Opera Pia è salva! Questo soprattutto volevamo, non per noi ma per le migliaia di ragaz-



Nella scuola di Via Monte: la piccola Claudia Rallo figlia di un fattorino dell'A.T.A.C. Dal documentario del P. R. R.

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Il « Seminatore » inizia il suo lavoro, batte alle porte delle vostre case per penetrare particolarmente nei vostri cuori, o giovani, o gentili, in una ideale serenità.

Senza pretese, ma ricco di seri intendimenti, segue il « Seminatore » per attuare l'auspicato programma che si propone di svolgere.

Ognuno è quello programmatico: il « Seminatore » è l'organo ufficiale della nostra duplice attività, nell'Opera Pia e l'Istituto d'Istruzione media.

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E l'Istituto affida appunto al « Seminatore » il compito di uscire dalle troppo modeste aule della scuola, ove la tirannia dello spazio limita il numero degli alunni, perché abiti far parte della nostra famiglia avvincente dalla buona parola, loro rivoltai parola che ha il solo scopo di nobilitare e orientare l'animo loro, perché troppo hanno sofferto e troppo sono stati turbati dalle fatali contingenze dei tempi; siano essi confortati nella ripresa, riacquistino la fiducia di sé e negli altri!

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(segue in 2. pagina)

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Education in the Post-War World

By Lt. Col. Carleton W. Hamburne - Director of Education, Allied Commission

Education can lag behind social progress, can confine itself

to book-learning of things of the past, to predigested science and mathematics, to a more or less futile attempt at "training the mind". Such education is the common education of the world of yesterday and today. One sees it in extreme form in Italy, where, except in the technical high schools, schooling is so abstract and verbal that the majority of children drop out of school after three years of it; only about one child in eight goes beyond the five-year elementary school, only about six percent take any form of secondary education beyond the age of fourteen or fifteen. To the people of influence in Italy -- the members of the ministries, the professional classes and the aristocracy -- the only kind of education really worthy of the name is the classical education for the top two or three percent of the population. It alone leads to access to all parts of the university. To become an engineer, to be a university graduate in agriculture even, one must have eight years of Latin in the secondary schools "to train the mind" and give "culture" -- and one can have no practical experience with tools, machines, or the soil -- such things are beneath the dignity of a classical education, which alone can make a cultivated man.

While one sees this picture in its most exaggerated form in Italy, there are elements of it in nearly every country -- in England; yes, even in the United States. 2674

Such education may have its place. For those who are going to spend their working or leisure time in scholarly pursuits, intimate

majority of children drop out of school after three years of it; only about one child in eight goes beyond the five-year elementary school, only about six percent take any form of secondary education beyond the age of fourteen or fifteen. To the people of influence in Italy -- the members of the ministries, the professional classes and the aristocracy -- the only kind of education really worthy of the name is the classical education for the top two or three percent of the population. It alone leads to access to all parts of the university. To become an engineer, to be a university graduate in agriculture even, one must have eight years of Latin in the secondary schools "to train the mind" and give "culture" -- and one can have no practical experience with tools, machines, or the soil -- such things are beneath the dignity of a classical education, which alone can make a cultivated man.

While one sees this picture in its most exaggerated form in Italy, there are elements of it in nearly every country -- in England; yes, even in the United States.

Such education may have its place. For those who are going to spend their working or leisure time in scholarly pursuits, intimate knowledge of the past, erudition in ancient languages, mastery of scientific and mathematical abstractions are good. And the world needs scholars of all kinds, freed from practical considerations, delving into the heart of an atom or the atmosphere of a distant star, learning the secrets of the pyramids, trying to decipher tongues long dead. Persons with the interest and ability for pure scholarship are a luxury which the human race can and should support -- not only because surprisingly practical results may come from pure science and from

knowledge sought solely for its own sake, but mainly because human beings are distinguished from other living creatures largely by their thirst for knowledge and ability to think in abstractions. To nourish the essentially human part of us we must have men and women who can devote themselves to the unending search for truth, to the exploration of the universe in which we live, to religion and philosophy, to the fine arts and the sciences, to archaeology, history and literature.

The education that exists today, even in Italy, has helped the few to approach these goals. For the brilliant scholar or the great artist any system of education will suffice provided there are great scholars whose wisdom they can tap; adequate libraries from which to glean what man has already learned, or thought, or felt; equipped laboratories or studies in which they can work.

Education was once for the few. In an aristocratic or feudal society, the masses plodded on the mill or toiled in the shops. The few devoted themselves to learning or the arts, or to governing, or to self-gratification and luxury. The masses needed little education to serve their masters, and schooling was not for them. This is still the attitude toward the education of negroes in our own southern states; it is still, perhaps not so consciously, the attitude toward the education of workers and peasants in Italy.

And, unrecognized, this attitude still colors much of the education throughout the world. It keeps in the courses of study, especially in secondary schools, subjects which are valueless to most of the students, and crowds out the kind of education that today's world needs. It glorifies academic achievement at the expense of other forms of individual

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And, unrecognized, this attitude still colors much of the education throughout the world. It keeps in the courses of study, especially in secondary schools, subjects which are valueless to most of the students, and crowds out the kind of education that today's world needs. It glorifies academic achievement at the expense of other forms of individual and social fulfillment.

Actually every child and youth, be his parents farmers, laborers, mechanics, shop keepers or what-not, is a human being. He has the universal human thirst for knowledge. He is going to marry and be a parent. He is going to be a citizen of his community, his nation, and the world. He is going to have leisure to use or abuse. He is probably going to do some useful work and earn his livelihood. But while all people have these things in common the differences among them are great. There is no one road that is best for all. Some

have little capacity for learning languages, others so with facility and interest. Some can juggle with mathematical abstractions and get keen joy in doing so; while others need to keep their figures tied close to the objects they represent. Some like to delve back and back into the past, while others are mainly concerned with the present -- or future. Some have artistic talent and can spread beauty of form or color or sound or movement wherever they go; others find artistic expression in only the simplest forms. Some have the touch of the soil in their fingers, can make the desert bloom like the rose; others find farming a dreary drudgery. Some have a mechanical intelligence and expertness of the kind which has changed the face of the world; others, perhaps with great capacity for scholarship, don't know which way to turn a nut on a bolt, and are hopelessly clumsy with their hands.

To provide the same type of education for all these diverse youngsters is manifestly absurd, and schools have been forced to a grudging recognition of the fact. But since to many, education is considered as mainly intellectual, as mainly a matter of abstract scholarship, the principal highway leads in that direction only, with little lanes branching off from time to time for those who find the main road too long and hard. Ironically, at the end of the highway, the goal of pure scholarship disappears for most, and there is a branching out into strictly vocational training -- medicine, law, industrial chemistry, architecture, engineering, teaching, journalism, or what have you.

The first country to see the inherent aristocracy, the vestigial feudalism, of this over-emphasis on orthodox academic achievement was Russia. Faced with the gigantic problem of changing from a feudal society, marked by illiteracy, inefficiency, and equalizer among the masses, and at the same time roused to an enthusiasm as to the dignity of labor, the Soviet Union in the 1920's

completely remade its educational system. Of course it went to extremes -- any revolution does. It shamelessly peremptory the schools with communistic propaganda; it temporarily refused educational equality to children of former

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2672

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completely remade its educational system. Of course it went to extremes -- any revolution does. It shamelessly permeated the schools with communist propaganda; it temporarily refused educational equality to children of former aristocrats; it denied the existence of native differences of capacity to learn; it overstressed manual labor and utilitarianism. As a matter of fact, ten years later, it partly reversed itself and took back some of the bad with some of the good of the education of western Europe. Nevertheless, it conquered obstacles greater than have ever been overcome in so short a time, and through

the traditional education was little changed. The country that was most successful was Russia which started out by an almost complete discard of the traditional and rebuilt its education from the ground.

We in the democratic countries have much to learn from the failures and successes of these European experiments. We know now, what was bitterly contested before, that education can consciously and effectively be used to bring about the kind of society we want.

But do we agree as to the kind of society? Russia, Italy, and Germany, with dictators and suppression of all minority opinion, could decree a kind of society and work toward it. In the nature of things a democracy can have no such blue print.

We can, however, I believe, agree on the broad ultimate goal, and can, in democratic fashion, provide for diversity of paths in reaching it. The ultimate goal is a society in which each individual has the utmost possible opportunity for self-fulfilment, both as an individual and as a contributing member of an organic society. Education can, and should, therefore, be the process of helping each individual to discover and realize his own potentialities, and to identify his personal well being with that of the society of which he is a part. It recognizes and cultivates individual differences; it gives understanding of and practices in cooperative endeavor toward common ends; it broadens the social horizon of the individual to give both the vision and the will for the fullest development of the community, the state, and mankind as a whole.

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Thus broadly stated, few would disagree with our goal. But when we come to work out the means of attaining it we are beset with difficulties -- every teacher with a vested right in his subject insists that it is the royal road to this end; parents who find that their children are not learning as they learned fear for the children's future and clamor for a return to the good old days of the little red school house and the three R's. Business interests find that the attempts of modern schools to help youngsters to think honestly and objectively make young people prone to question what business thinks should be above question. Labor unions may block practical experience in skilled work. Patriotic societies fear that children and students

its educational system, geared to its industrial program, raised itself to its present position of world power.

Above all, Russia showed that education, broadly and boldly conceived, can be a tremendous force in social progress. The Fascists tried to take a leaf from Russia's book and to remake Italy through a new type of education -- but the aristocracy of classical education, Mussolini's emphasis on the glories of the past, Gentile's "idealistic" philosophy which relegated science to a secondary place and discarded psychology; and especially the persistence of the idea of educating a small caste of leaders, defeated the purpose. The carefully prepared propaganda was souged off by the youngsters when the first rumblings of Fascism's downfall were heard. All that remained was a Fascist attitude of mind - servility toward superiors, dictatorship toward inferiors, lack of initiative, and lack of skill in cooperative efforts -- and these qualities, while augmented by Fascism, had much deeper roots.

Hitler, too, tried to learn from Russia. The worst elements of propaganda he took over with German thoroughness. But the essential democracy which, despite the autocracy of the Russian Government, pervaded the Soviet educational system and was the nourishment for its deepest roots, was largely eliminated in Germany. It is too early yet to say how successful Hitler was with his attempt to Nazify German children, but I suspect that the Allies and Russia are finding less ingrained Nazi doctrine among them than we feared; when the democratic element is omitted, education is replaced by imposition, which rarely sinks deep. Hitler's success was with the youth to whom he gave a

psychology; and especially the pervasiveness of the idea of educating a small caste of leaders, defeated the purpose. The carefully prepared propaganda was soured off by the youngsters when the first rumblings of Fascism's downfall were heard. All that remained was a Fascist attitude of mind -- servility toward superiors, dictatorship toward inferiors, lack of initiative, and lack of skill in cooperative efforts -- and these qualities, while augmented by Fascism, had much deeper roots.

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These three experiments had this much in common: --all of them tried to use education as a means of attaining clearly defined social goals. And it was the first time in history that this had been done on a nation-wide scale. The country that was least successful was Italy, where

are looking too much to the world outside their own nation and may even become infected with foreign notions.

These are not hypothetical forces against a more democratic education -- they have been and are actively at their destructive work wherever the newer type of education shows itself.

Furthermore, the science of education is a new one and quite unknown even to many who are called educators. And among those who know the field there are wide diversities of opinion -- any new science (and, though to a less extent, a science no matter how old) has still much to discover; has conflicting hypotheses, conflicting interpretations of experimental results.

But these conflicts are not an insuperable obstacle to educational progress. Actually, they can be a means of making it more vigorous; of making each experiment justify itself, of promoting diversity of methods and thereby improving the chance of finding ever better ones.

Under these conditions it is clearly impossible to predict the precise form of the education which will be developed for the children of those of us who have seen this war through. But certain trends toward our broad goal are evident -- were evident even before this war made the need for them so tragically vivid. Here is a brief sketch of some aspects of the kind of education that seems to be on its way, and which we, when we get back home (Oh yes, some day we'll be there!) can help to make available for our children -- and theirs:

Preschool. When Colonel FRANCIS W. PAUDER was at the peak of his fame as an educator fifty years ago, a mother came to him

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Preschool. When Colonel FRANCIS W. PARKER was at the peak of his fame as an educator fifty years ago, a mother came to him for advice as to the education of her child. "And when will it be born?" the colonel asked. "Born! Why he's five years old," replied the astonished mother.

"Great Scott, woman, hurry home! You've lost the

five most important years of his life!"

Today it is a well proved fact that the pre-school years are by far the most basic in determining the character, the interests, and the behavior of children. Nursery schools, first begun as a convenient way of taking care of children of working mothers, are becoming the most scientifically conducted and

most fundamental part of the educational system. In these children are studied by experts, who can guide the parents as to home care, and give light to later teachers. In these children are trained in good habits of eating, cleanliness, orderliness. In these children find an environment that is built to their needs -- climbing apparatus to develop their muscular coordination, blocks that are hollow and large with which they can build, easels and paints with which to draw and experiment with colors; songs suited to their voices, stories suited to their interests, outdoor sand piles, pets, trips in the neighborhood. Here their physical needs are diagnosed by pediatricians, their health watched by nurses, and their emotional life is studied and guided under the expert advice of a trained psychologist. Here, for the first time, they learn to get along with other children of the same age, and make the first beginnings of social living.

Few communities as yet have such ideal nursery schools; but the nursery school movement in the United States progressed greatly during the economic depression, partly to give work to unemployed teachers, partly to give care to needy children, partly to help little children compensate for the misery at home. The emergency nursery schools weren't ideal, but their spread and success has paved the way for an increase in the number of communities in which little children will be given the best possible start in life.

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Elementary schools. The pattern of the elementary school of the future is clearly foreshadowed in some of America's leading school systems -- usually in certain residential suburbs of large cities, but sometimes in an impoverished rural district or in a large city school.

Such schools base their academic teaching on the psychological fact that concrete realities must precede abstract symbols and form a base for them. They therefore begin, not with ABC's but with activities and experiences -- care of pets, excursions to post office, fire station, or farm, making things

with big blocks or orange crates -- play-houses, trains, ships, play-stores -- hearing and telling stories, playing games, singing and moving to music, having primitive expression with paints, crayons or clay, and so on endlessly. Out of the experiences comes the description of them, written by the teacher to the children's dictation, then read (really more memorized and recognized) by the children, then analysed so that the children recognize individual words and, later, groups of letters, and individual letters. Arithmetic grows up naturally from counting, from making change, playing store, keeping score in games, and then, little by little, always on a solid foundation of experience, moves into the actual manipulation of numbers.

All through the modern elementary school each child is studied by his teacher in consultation with his parents; his special interests and aptitudes are developed and given scope. He is given chances to create, to explore, to experiment. His own individual personality is given innumerable opportunities to find and express itself.

But the social side gets equal stress. The children learn, from the start, to do things cooperatively. Together they plan a project, the teacher guiding but not dictating. Together they execute it, the teacher helping where they need help but interfering as little as possible. On this base of identifying themselves with the little community of the class

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rooms, they gradually broaden their experiences. They see how people work together in the community, how interdependent all are in a modern society -- they see this not, first, through words, but through their own eyes -- at the fire station, in a store, at the garage or railway.

Social experience is further broadened by pictures -- in books, on slides, in movies. And it is extended as the tool of reading is mastered, through books and periodicals, through geography and history and civics.

Throughout all these experiences there is discussion, guided by the teacher toward helping the children to realize, as an incontrovertible fact, that the well being of the individual is bound up inextricably with the well being of the society of which he is a part -- a society not confined to his town or city, to his state, or even his nation, but one which is, now, world wide.

Junior High School. Again, there are already junior high schools which point the way clearly to the education of the future. In them there is a core of English, mathematics, science, and the social studies -- history, geography, civics and elementary economics all in one. This core, however, is not a fixed and rigid thing, nor does it consist of abstract, verbal learning. Each of the subjects is built upon direct experiences, each is tied to the children's interests and the needs they themselves are helped to feel -- it is always learning with a purpose. Around this core are such things as physical education, music, art, shop work, home-making and a wide range of electives -- drama, typing, art-metalcraft, typewriting and specialized aspects of the various academic courses.

The junior high school extends the children's possibilities for exploration and preliminary specialization, and thus helps guide them toward their future educational, vocational, and recreational choices.

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It is in the junior high school, too, that awareness of social responsibility and of the world community of people begins to be explicit and clear. Many of the discussions by thirteen and fourteen-year-old youngsters in such a junior high school would put to shame most adult discussions. Through their field trips to factories, banks, municipal water works, housing projects, and so on, the children see the problems their parents are wrestling with, and see them with fresh, unprejudiced eyes. Through movies and radio and much reading

they extend their knowledge. Through free and frank discussion they learn to pierce through propaganda and prejudice and begin to be thoughtful citizens.

And they practice democracy. On the economic side they have cooperative enterprises, their school newspaper, their store, their bank, their businesses. And to learn political democracy they have a school government where they thresh out the problems of working and living together in truly democratic fashion.

Senior High School. It is here that the greatest changes need to take place. Senior high schools have the college-preparatory tradition, an aristocratic background, and it is hard for them to adjust to the fact that they are now, in America, schools for the masses. Although a minority of those who enter most of them will ever go to the universities, secondary education is still geared to university requirements.

During the last decade an elaborate experiment was tried, at a cost of over a million dollars, to see what would happen if secondary schools were freed from any standards set by universities. For eight years thirty representative high schools were allowed to give whatever kind of education they thought best regardless of university requirements, with an agreement by almost all universities that the graduates of these schools would be unquestioningly accepted on recommendation of the principals. These graduates were then

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This should make the reorganization of secondary schools easy. But it doesn't. Teachers are bound to their traditions and customs. Parents are more influenced by pre-conceived ideas than by scientific research. And secondary schools, for the most part, still go their accustomed way.

The changes that need to be made are partly indicated by what some of the experimental schools did. They broadened their objectives, to include the all-round individual and social development of the students they taught ~~in terms of their wider goals~~, and they measured their results not mainly by the old written examinations to test what was memorized, but by new measures of the actual outcomes they were striving for -- ability to reason clearly, social understanding, freedom from prejudice, skill in the use of reference material, sense of social responsibility, practice of good citizenship, scientific knowledge and attitude, and so on. Facts -- yes; they are necessary building material; but the emphasis was on the use of the facts.

Subjects were combined, or "integrated," rather than separated into distinct parcels -- English, history, geography, civics, economics, became one course. Science and mathematics became another, in which the related parts of physics, chemistry, arithmetic, algebra, and geometry were learned in their relations to each other. The school spread out into the community and the students attacked community problems.

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All this proved good. But it is not enough. For many, high school is the end of daily systematic education. It must, therefore, guide students as to the vocation which best fits their interests and capacities and the demands of society. And it must give vocational training to those who will profit thereby.

A scientific study of the economic resources and needs in the immediate environment, in the state, the nation and

the world should be made --- partly by the students themselves, partly by adult experts. Where are there the greatest needs, and what kind of person and what kind of training will best meet these needs? This should be the basis of vocational guidance --- this, and a study, by the students themselves, with expert help, of each one's aptitudes and interests.

The vocational training should often be in cooperation with industries, commercial establishments, service enterprises, or farmers, so that the students may get a modern adaptation of apprenticeship and learn in contact with reality. Each student should have work experience.

The high school must provide a variety of paths, of equal dignity, so that each boy or girl may develop according to his own pattern, not be forced into a mold planned for someone else. American high schools do this more than most, but they have a long way to go before true equality of opportunity --- for each type of individual --- is achieved.

There is serious talk now, of subsidized travel for high school youth, and wide-spread exchange with foreign countries, to broaden horizons and give an understanding and appreciation of diverse cultures, or first hand experience with a foreign language.

Throughout all this the goal of citizenship remains

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potent -- for those getting a general education and equally for those who have begun to specialize -- all will be citizens, and it is a primary objective of the high school to get boys and girls ready for active, intelligent, and responsible citizenship.

Post-High School. Extension and evening courses for those not going to the university are already an established success. The post-war world will, I believe, see a great increase and improvement in these.

The junior college, rounding off high school education,

and often available in the larger high schools themselves, is here to stay. Too often it consists of just the transplanted or renamed first two years of the standard liberal-arts college. In better form it consists, as at the University of Chicago, of broad survey courses in the humanities (languages, history, literature, philosophy), the physical sciences, the biological sciences, and the social sciences (economics, sociology, anthropology, political science).

But such junior colleges are mainly verbal -- they fit students who have the academic kind of mind that gets ideas through words and symbols. For the more mechanically minded and the artistic types of students quite different approaches are needed. Paralleling the "general education" kind of junior college we need other post-secondary courses, not devoid of the sciences and humanities, but with far more emphasis on other types of activity and with the general education made more simple and concrete. Such schools might be advanced vocational schools, or schools giving special preparation for later vocational training. They would be geared, on one side, to the economic and social needs of the community, on the other, to the aptitudes and interests of the students. But they would never lose sight of the students' recreational and cultural needs, nor of the fact that each of them is going to have family and community responsibilities and the responsibilities of democratic citizenship.

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Universities, beyond the first two years will, I hazard, undergo the least drastic changes. They need changing -- the scholarship they vaunt is too often arid, too often over-segmented and compartmentalized, specialized to such a degree that the students learn more and more about less and less. But in the main, they give sound preparation for professional specialization, and in such fields as medicine, law, engineering, etc., they are constantly improving their methods to fit new discoveries and

to fill recognized needs.

Finally, the tendency of universities to give extension and correspondence courses is a means of democratically spreading education to all who desire it, whatever their walk in life.

Conclusion

This is an inadequate sketch of what post-war education may be. But through some such adaptations, extensions, and modifications in our educational system, America may, little by little, achieve what it is striving for. Italy largely failed to reach its avowed end through reorganizing education, mainly because it failed to educate the masses or to fit its education to its goal. Germany partly succeeded, but by substituting imposition for education, probably succeeded less well than we have feared. Russia, using democracy in the schools despite autocracy in the government, and consciously and wholeheartedly fitting her education to the goal she was trying to reach, has come amazingly close to her objective. We, with democracy in our blood and tradition, if we set ourselves to the task, can make our education a means of achieving social progress rather than a mere reflection of the progress of the past. We can, through a more intelligent, purposeful, and scientific approach to education reach ~~our~~ goal: the realization of the potentialities of each individual, both personally and as a responsible, contributing and cooperative member of a democratic society.

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HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/CWR/ans

ED/10A/1.0/AC

Tel. 489031-236

TO : Mr. Joy Elmer Morgan, Editor
Journal of the National Education Ass'n.
Washington, DC.

11 May, 1945

Dear Mr. Morgan:

The enclosed article, prepared by the Public Relations Office of the Allied Commission, is based on reports of the Education Subcommittee. I think it would have wide interest to American teachers. My advice has been asked as to the best outlet for it.

I have recommended the Journal of the NEA as having the widest distribution and scope of interests. But I recognize that the article is about twice as long as you generally publish. If you are interested in it, could it, perhaps, be published in two parts?

If the Journal of the NEA cannot handle it, would you be willing to send it to whatever educational journal you think most appropriate? This would save the great loss of time that would occur were you to send the article back here, and we write to one editor after another. I hope, however, that one way or another you can use the article yourself. You may, if necessary, cut it.

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

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Education - 1c

HEADQUARTERS ALLIED COMMISSION
APO 374
PUBLIC RELATIONS BRANCH

15 February 1945

231/R1/PBS/AC

Press Release - Immediate

Full powers of administration of the schools and higher educational institutions in the comune of Naples have been handed over by the Allied Military Government to the Italian Government, the Allied Commission announced today.

In taking over control the Italian Minister of Public Instruction formally thanked the Allied authorities for the work they had done during the time Naples' schools were under the control of the Education Sub-Commission of the Allied Commission.

More than 5,000 teachers, including 5,091 in elementary schools, 124 in lower trade schools and 891 in secondary schools, are affected by the change.

Before the war Naples had 835 schools. Many were damaged and others were occupied by Allied and Italian authorities and by refugees. Total school enrollments have now reached 156,012 and nearly 500 of the schools are open again, including 499 elementary, 50 lower trade schools and 45 secondary schools.

When the Allies arrived in Naples in October 1943 the University was badly damaged. Now repairs are almost completed and the buildings free of army requisitioning. All the faculties have been functioning since February 1944. Requests which have been made by the Education Sub-Commission for books and periodicals

for the United Kingdom for all universities

2658

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PASSED FOR PUBLICATION BY FIELD PRESS CENSOR

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HEADQUARTERS ALLIED COMMISSION
APO 394
PUBLIC RELATIONS BRANCH

8 February 1945

RA/224/PRB

Press Release - Immediate

Nearly 100,000 of the new Italian elementary school text books are being sent from publishing houses in Florence to Rimini and Forli for distribution to schools in the 8th Army forward area. It was announced to-day by the Education Sub-Commission of the Allied Commission.

Secondary school books totalling 1,500 are also being sent.

In Forli province schools are being opened just far enough behind the front line to be out of danger. Elementary schools are open in all the communes except six and in addition, there are 20 secondary schools open in the province.

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Education S/c

HEADQUARTERS ALLIED COMMISSION
APO 394
PUBLIC RELATIONS BRANCH

203/R1/PRB

January 24, 1945.

Press Release - Immediate.

More stationery has been made available to the Italian Minister of Education for the schools of liberated Italy, the Education Sub-Commission of the Allied Commission announced today.

Stationery awaiting collection from British depots in Naples and Bari includes 1,600 reams of writing paper and 1,750 gross of chalk. Supplies of 49,630 pencils, 11,520 penholders and 279,216 pen points are also available from American depots.

The Minister is taking steps to arrange for distribution of the stationery to schools most urgently in need of supplies.

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HEADQUARTERS ALLIED COMMISSION
APO 394
PUBLIC RELATIONS BRANCH

204/R1/PRB

24 January 1945

Press Release - Immediate

The Association of Girl Scouts of America has given the sum of 1,000 dollars to help the Girl Guides of Italy, it was announced to-day by the Education Sub-Commission of the Allied Commission.

A portion of the money will be used for the publication of Italian Girl Guide manuals and the remainder devoted to other purposes for the benefit of the movement.

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HEADQUARTERS ALLIED COMMISSION
APO 394
PUBLIC RELATIONS BRANCH

205/R1/PBB

January 24, 1945.

Press Release - Immediate.

A request by the National Research Council of Italy to send a representative to the United States to study recent development in physics has received the favorable consideration of the Allied Commission and the United States Ambassador, it was announced today by the Education Sub-Commission of the Allied Commission.

The representative chosen by the Council is Professor Bernardo Bertone Sacchini, 32-year-old physics professor of Rome University and collaborator in the Encyclopedia Italiana.

On arrival in the United States the professor will conduct a three months' study of recent research on nuclear physics, cosmic rays and other kindred subjects. The expenses of the trip will be defrayed by the National Research Council and the Minister of Education is now formulating an official request.

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HEADQUARTERS ALLIED COMMISSION
Education Subcommittee
APO 394

ED/CWW/rh

ED/10/A/1.0/AC

11 gennaio 1945

OGGETTO : Articolo per "Realta"

A : "Realta",
Via dei Lucchesi 26,
Roma.

1. Grazie per la sua gentile lettera del 4 gennaio e per la copia della rivista "Realta".
2. Mi dispiace di non aver qui il materiale necessario per scrivere un articolo sugli studi scientifici e tecnici in America. Sarei costretto a scrivere cose generiche e ho paura che tale articolo non varrebbe la pena di essere scritto.

Con saluti ed auguri

CARLETON W. WASHBURN
Major, AUS
A/Director of Education

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HEADQUARTERS
ALLIED CONTROL COMMISSION
APO 394
Education Subcommittee

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ED/R/ACC

10 October 1944

SUBJECT: Report of interview given to New York Herald Tribune correspondent.

TO : VP, CA Section, ACC.

Dear Brigadier BRUCH,

I am much concerned about the distorted report of the interview I gave to the New York Herald Tribune on request of the PRO. I am telling Major FINKLER that I shall give no more interviews unless I may be shown such completed report before it is released.

Faulty reporting is so common that this could be laughed off were it not that it seems to justify a fear that some people have had, as to my work and intentions in Italy. Because in my own country I have pioneered for improved methods of education, it is natural for people to think that I would tend to follow the same pattern here. But what is one's right and duty in one's own country may be folly and impertinence in another. I have studied, first hand, education in many parts of the world and I know nothing is more fatal than for a foreigner to try to impose his ideas, or more futile than for a nation to try to model its social structure on that which arose in another nation of widely different history and tradition.

As an educator, then, it would be contrary to my deepest convictions to attempt to reform the Italian schools. That is a job for the Italians themselves, if they wish to undertake it. The most any outsiders can or should do is to make available, insofar as it is desired, the thought and experience of other Nations. The Italians themselves must then see whether any part of this experience throws light on their own problems.

As an Allied officer, assigned to the educational phase of Military Government, my mission is clear and limited: To get schools opened and functioning on a non-fascist basis, but otherwise in accordance with Italian law and custom. To this, for the year that I have been here I have given my full energies. Any objective examination of my record here in Italy, or of the school programs and text books issued under my supervision, will show how strictly I have kept within the limits of my mission.

Since the Herald Tribune report may prove disturbing to my responsible superior officers, I enclose the extra copies of this letter which I will appreciate your transmitting to Commodore STONE, Colonel HOPKINS, and General HILDRING.

CARLETON W. WASHBURN
Major, A.U.S.
A/Director of Education

10A/1
HEAD HEADQUARTERS
ALLIED CONTROL COMMISSION
APO 394

Administrative Section

ACC/350./AS

12 Feb 44

SUBJECT : Press Interviews

TO : Education Sub-Commission for Major WASHBURN

1. Reference your EW/3 dated 9 Feb 44.
2. I am directed to inform you that the Vice President of Admin. Section regrets that the facts regarding the source of information for P.W.B. news service dated 30 Jan 44 were incorrect.
3. You will appreciate that it is necessary to investigate these matters and in so doing, it is often very difficult to discover the actual source, especially when the facts in point are dubious.
4. The Vice President considers that you have acted perfectly correctly.

B.J. CHIPPS,
Lt. Colonel,
C.S.C., Administrative Section.

file

26.2

ALLIED CONTROL COMMISSION
Education Subcommittee

VP for Information

TO : The Right Hon., the Viscount Stanagate
Vice-President Economic and Administrative Section
Allied Control Commission
Attention: Lt. Col. Gripps

FROM : Education Subcommittee

SUBJECT: Press Interviews

REF : ED/3

DATE : 9 February 1944.

1. Your letter ACC/350/AS, 7th February received.

2. The statement that I was the source of the article of 30 January 1944, PWR news service, referring to the opening of the schools in Region 3, is completely without foundation in fact. The article contains information which I never had. I have given no interviews whatsoever to any newspaper or news service since reaching Naples. I had no knowledge that such an article was ever contemplated until someone called my attention to it after its publication in Risorgimento.

3. Neither Lt. Col. Gayre nor I, nor, to the best of our knowledge and belief, any officer connected with this Subcommittee or any Regional Division of Education has ever given out any press releases except through or at the request of the P.R.O.

For Lt. Col. G.R. GAYRE

Carleton W. Washburne

CARLETON W. WASHBURN
Major, AUS
Acting Deputy, Education
Advisor 26.1

CWW/jva

*Ch. Gripps
Lent to
Washburne
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11 2 1944*

for

HEADQUARTERS
ALLIED CONTROL COMMISSION
APO 394
Administrative Section

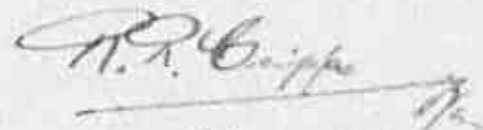
ACC/350./AS

7 Feb 44

SUBJECT: PRESS INTERVIEWS

TO : Director of Education (2).

1. A recent notice appearing in P.W.B. news service 30 Jan 44 refers to the opening of schools in Region III. An enquiry as to its source indicates that it was given by MAJOR WASHBURN.
2. While it is appreciated that every effort should be made to supply News Services with copy, the matter must be co-ordinated.
3. It is anticipated that a direction on the subject of press interviews and hand outs will be issued by higher authority in the near future. In the meantime, news items will not be handed out nor interviews given by Sub-commissions of the Administrative Section without the prior authority of Vice President, Administrative Section.
4. You will therefore instruct the officers of your Sub-commission accordingly, and inform MAJOR WASHBURN of these instructions when he is acting for you.



R.R. CRIPPS,
Lt. Colonel,

for the Vice President, Administrative Section.

Note.

Telephoned R.R. Major Fielden, 18 Feb. He states that Cripps has no right to issue such a letter & he will take it up with him. OK to give interviews requested by any P.R.C. and

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