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GENTILE'S EDUCATION REFORM IN ITALY DURING  
MUSSOLINI'S REGIME. TRANSLATION OF SOURCE  
DOCUMENTS (PART I)

1. STATUS QUAESTIONIS

The “Gentile Reform” was a series of laws passed by the Kingdom of Italy that constituted a comprehensive educational reform. The term itself is derived from the neo-idealist philosophy of Giovanni Gentile, who served as Minister of Education in Mussolini’s government in 1923 and developed it in collaboration with Giuseppe Lombardo Radice [Tognon 2016; Pilone 2026].

The reform was initiated by *Law n. 1001 of 3 December 1922*, entitled “Delegation of Full Powers to the Royal Government for the Reorganization of the Tax System and Public Administration”. Article 1 stated: “In order to reorganise the tax system with a view to simplifying it, adapting it to budgetary needs, and better distributing the tax burden; to limit state functions, reorganise public offices and institutions, streamline their functions, and reduce expenditures, the Royal Government is hereby empowered, until 31 December 1923, to issue regulations with the force of law. This legal act endowed the government with the capacity to wield legislative authority (ordinarily entrusted to Parliament) for a duration of one year, thereby dismantling the conventional separation of powers” [Redazione 2020]. Shortly thereafter, the Grand Council of Fascism and the Volunteer Militia for National Security were established [Pilone 2026].

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Following the enactment of the aforementioned legislation, a series of legal acts pertaining to education were promulgated.<sup>1</sup> The purpose of this article is to present, in English translation, the following legal acts: *Royal Legislative Decree n. 1679 of 31 December 1922* [*Regio Decreto Legge 31 dicembre 1922, n. 1679*], *Royal Decree n. 1753 of 16 July 1923* [*Regio Decreto 16 luglio 1923, n. 1753*], and *Royal Decree n. 3126 of 31 December 1923* [*Regio Decreto 31 dicembre 1923, n. 3126*]; the translation was made by the author of the article.

## 2. ROYAL LEGISLATIVE DECREE N. 1679 OF 31 DECEMBER 1922 [REGIO DECRETO LEGGE 31 DICEMBRE 1922, N. 1679]

The aforementioned act constituted a major reform of the administration of public education in Italy, with the abolition of provincial education boards and their replacement with regional ones, accompanied by a reduction in the number of these regional bodies. This decree was part of a package of reforms that preceded Gentile's education reform in 1923. The document's content:<sup>2</sup>

“VICTOR EMMANUEL III, BY THE GRACE OF GOD AND THE WILL OF THE NATION, KING OF ITALY

Following a comprehensive review of *Law n. 1601 of 3 December 1922*, and subsequent consultation with the Council of Ministers, the decision was made, at the behest of the Minister for Public Education, to enact the following provisions:

Article 1. In relation to the tables of central staff of the Ministry of Public Education, which are annexed to *Law n. 670 of 16 July 1914*, to *Legislative Decree n. 557 of 20 April 1919*, and to *Legislative Decree n. 641 of 10 May 1920*; to the tables of the Provincial Inspectorate for Elementary and General Education, which are annexed to *Law n. 487 of 4 June 1911*, and to

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<sup>1</sup> *Regio Decreto 31 dicembre 1923, n. 3106* [*Royal Decree n. 3106 of 31 December 1923*]; *Regio Decreto 1<sup>o</sup> ottobre 1923, n. 2185* [*Royal Decree n. 2185 of 1 October 1923*]; *Regio Decreto 6 maggio 1923, n. 1054* [*Royal Decree n. 1054 of 6 May 1923*]; *Regio Decreto 30 settembre 1923, n. 2102* [*Royal Decree no. 2102 of 30 September 1923*]; *Regio Decreto 6 aprile 1924, n. 674* [*Royal Decree no. 674 of 6 April 1924*].

<sup>2</sup> See *Regio Decreto Legge 31 dicembre 1922, n. 1679*, in: “Gazzetta Ufficiale del Regno d’Italia” 306 (1922), 3485.

*Legislative Decree n 771 of 27 April 1919*; to the tables of the Inspectorate of Primary and Secondary Schools, which are annexed to the *Law n. 677 of 27 June 1912*; and to the tables of the Provincial School Administration, which are annexed to the *Law n. 487 of 4 June 4 1911* and the *Law n. 390 of 7 April 1921*. The provisions set out in section, along with the amendments that have been made thus far, are superseded by the tables that are appended to this decree.

Article 2. The Minister is entitled to determine the transfer or promotion of central administration officials to regional administration and vice versa, subsequent to the consideration of the Council's opinion.

Article 3. The gradual reduction of staff currently employed in the Department, established for each grade in accordance with the tables attached to this Decree, must be completed by 30 June. Should a full professor of the Royal University be appointed Director General by the stated date, they will be entitled, upon request, to return to their original position for the purpose of resuming teaching their original subject or, in the event that this is not possible, an alternative subject as stipulated in accordance with Article 1 of *Law n. 1147 of 25 July 1922*, the appointment of a replacement for the vacant position in the faculty is to be made without the prior consent of the faculty itself or the recommendation of the Higher Council of Public Education. By that same date, a ministerial decree will establish individual regional education boards, which will merge and transform existing provincial school boards. The establishment of the Regional Education Council was accompanied by the dissolution of various councils and commissions within the provincial school departments. This included the Provincial School Councils, Provincial School Delegations, Provincial Secondary School Councils, Government Delegations, and any other permanent or temporary councils or commissions established within the provincial school departments constituting the Regional Education.

Article 4. The positions of education superintendents that remain vacant after the initial application for appointment to a new position may be filled, in addition to the procedure indicated in Article 2 of this decree, the Minister of Education is responsible for the nomination of suitable candidates for the position. These candidates may include secondary school inspectors, school principals, or individuals from outside the administration who possess the necessary knowledge and moral authority for the role.

It is hereby decreed that this decree, affixed with the state seal, be incorporated into the official collection of laws and decrees of the Kingdom of Italy. All responsible persons are obliged to observe it and ensure its observance.

This was completed in Rome on 31 December 1922.

Victor Emmanuel, Mussolini, Gentile”.

### 3. ROYAL DECREE N. 1753 OF 16 JULY 1923

[REGIO DECRETO 16 LUGLIO 1923, N. 1753]

This decree is entitled “Organisation and Competences of the Ministry of Education and its Advisory Bodies”. Text:<sup>3</sup>

“VICTOR EMMANUEL III, BY THE GRACE OF GOD AND THE WILL OF THE NATION, KING OF ITALY

Pursuant to the delegation of powers granted to the Government in accordance with *Law n. 1001 of 3 December 1922*; following a hearing with the Council of Ministers; at the behest of Our Minister, the Secretary of State for Public Education, in concurrence with the Minister of Finance; We have decreed and hereby decree:

Article. 1. The Ministry of National Education is responsible for the provision of primary, secondary and higher education, as well as the protection of historical monuments and the fine arts.

Article 2. The Ministry is organised into four general directorates and a number of departments and sections, corresponding to the organisational structure of its staff. The Minister is entitled to delegate officials to the Ministry’s offices for a maximum period of two years. For special tasks, which must be specified in a regulation, the Minister may delegate senior officials holding other positions or university or secondary school professors, up to a total of six people.

Article 3. The bodies responsible for the central management of public education are as follows: the Minister and the Undersecretary of State; the general directors of primary, secondary, and higher education, and of historical monuments and the fine arts.

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<sup>3</sup> *Regio Decreto 16 luglio 1923, n. 1753*, in: “Gazzetta Ufficiale del Regno d’Italia” 193 (1923), 5754-755.

Article 4. The Minister is responsible for the management and support of public and national education, as well as the supervision of private schools with a view to safeguarding state institutions, public order, morality, and culture. The Minister also supports the development of the fine arts and protects the nation's artistic heritage. He is responsible for maintaining the chain of command among subordinate authorities, resolving conflicts between them, and ensuring that their actions are in line with laws and regulations. He also has the authority to make final decisions on appeals.

Article 5. The Undersecretary of State provides support to the Minister within the scope established by the applicable regulations.

Article 6. The advisory bodies in the central administration of public education are as follows: a) the Supreme Council and the Presidium of the Supreme Council of Public Education; b) the Central Commission and the Presidium of the Central Commission for Antiquities and Fine Arts; c) the Appeals Commission for Primary School Teachers and Disciplinary Proceedings (First Commission); d) the Appeals Commission for Secondary School Teachers and Disciplinary Proceedings (Second Commission). The establishment of any other permanent advisory body within the central administration is only permitted if it is in accordance with the law.

Article 7. The Higher Council of Public Education is comprised of twenty-one members, in addition to the Minister, who serves as its chair. The King appoints the Public Education Councillors based on recommendations made by the Minister. At least twelve of these members are elected from among full professors of universities and higher schools under the jurisdiction of the Ministry of Education, with three elected from each faculty. The remaining members are elected from among individuals with significant academic achievements or particularly competent in matters related to the organisation of studies. The Councilors serve for a seven-year term; at the end of the first four-year term, ten of them are replaced by lot.

Article 8. If the Minister does not personally chair the meetings of the Higher Council of Public Education, the Vice-Chairman, who is appointed by the King from among the Councilors, will chair them for alternating terms of four and three years. For the Council's resolutions to be considered valid, there must be at least fifteen Councilors present.

Article 9. The Higher Council makes decisions on matters delegated to it by applicable law; expresses an opinion on any other matter relating to pri-

mary, secondary and higher education which the Minister submits for its consideration; has the right to inspect universities and higher education institutions; and also conducts investigations and reports to the Minister on the general conditions of public education.

Article 10. The Presidium of the Higher Council of Public Education consists of the Vice-President of the Council, who chairs its meetings, and eight members elected by the Minister from among the councilors.

Article 11. The composition and powers of the Central Commission and the Board of the Central Commission of Antiquities and Fine Arts are defined in *Royal Decrees n. 1726 of 21 December 1922*, and *n. 1040 of 6 May 1923*.

Article 12. The First Commission consists of the Director General of Primary Education and six members appointed by the Minister, as follows: a) three experts in law and pedagogy; b) the director of education from the municipality that still administers primary schools; c) two primary school teachers with at least ten years of experience. The Chairman of the Commission is appointed by the Minister from among the members referred to in point a of this article. The presence of at least five members is required for the Commission's resolutions to be valid.

Article 13. The Second Commission, in addition to the Director General for Secondary Education, shall consist of six members appointed by the Minister, as follows: a) three experts in law and pedagogy; b) a principal of a secondary school; c) a full professor of a secondary school; d) a principal or professor of a private secondary school with qualifications. The Chairman of the Commission shall be appointed by the Minister from among the members referred to in point a of this article. The presence of at least five members is required for the Commission's resolutions to be valid.

Article 14. The Chairperson and members of the First and Second Commissions shall serve for four years, but after the first two years, the term of office of half of them shall expire by lot.

Article 15. Members of the advisory bodies who do not reside in Rome, even if they are not public employees, are entitled to daily allowances and reimbursement of travel expenses in accordance with the rules established by decree of the Minister of Public Education in consultation with the Minister of Finance. The Vice-Presidents of the Higher Council of Public Education and the Central Commission for Antiquities and Fine Arts, and the Chairmen of the First and Second Commissions, are also entitled to an annual allowance of 3,000 lire; the members of the Commissions themselves,

with the exception of the Directors General, are entitled to an annual allowance of 2,000 lire.

Article 16. Following the entry into force of this decree, the sections of the Presidium of the Higher Council for Primary and Secondary Education are hereby abolished. Concurrently, the members of the aforementioned sections, in addition to the current members of the Higher Council and the Presidium of the Higher Council for Public Education, shall cease to hold office.

Article 17. Any provisions contrary to those contained in the aforementioned decree are hereby repealed; the new provisions will enter into force on the date of their publication in the Official Journal of the Kingdom of Italy. We hereby decree that this decree, affixed with the State seal, be incorporated into the official collection of laws and decrees of the Kingdom of Italy. All responsible persons are enjoined to observe and ensure its observance.

This document was completed in Rome on 10 July 1923.  
Victor Emmanuel, Mussolini, Gentile, and De'Stefani”.

#### 4. ROYAL DECREE N. 3126 OF 31 DECEMBER 1923 [REGIO DECRETO 31 DICEMBRE 1923, N. 3126]

This decree is entitled “Regulations on Compulsory Education”. Text;<sup>4</sup>  
“VICTOR EMMANUEL III, BY THE GRACE OF GOD AND THE WILL  
OF THE NATION, KING OF ITALY

By delegation of powers granted to the Government by *Law n. 1001 of 3 December 1922*; after hearing the Council of Ministers, at the request of Our Minister, the Secretary of State for Public Education, in consultation with the Ministers of the Interior and Finance; we have decided and hereby enact:

##### Chapter I: On Compulsory Education in General

Article 1. Education is compulsory for children between the ages of six and fourteen.

Article 2. Compulsory education is fulfilled by attending day or evening schools in the municipality where the individual has their permanent resi-

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<sup>4</sup> *Regio Decreto 31 dicembre 1923, n. 3126*, in: “Gazzetta Ufficiale del Regno d'Italia” 28 (1924), 549-51.

dence or place of residence until the age of fourteen. A royal decree will determine, based on teaching methods for students with backlogs, the scope of education that municipalities are obligated to maintain, depending on the number of students required to attend and the financial capacity of the municipal budget.

Article 3. Parents or persons acting on their behalf in any capacity, as well as employers, are responsible for the implementation of compulsory education. For children from at-risk families and children without families admitted to charitable institutions, the directors of these institutions are responsible, and in the case of entrusting childcare to private individuals, the head of the family who picks up the child from the institution is responsible.

Article 4. Parents or guardians may provide their own education, but in such cases, they must provide documentation confirming their technical or financial capacity to provide it. Students who do not attend public schools must take a final examination at the age of fourteen at a supplementary school or other post-primary school of the same age; they will have to repeat the examination until they pass. After four examination sessions, a candidate who fails will be excused from this requirement.

#### Chapter II: On the Education of the Blind and Deaf-Mute

Article 5. Compulsory education extends to blind and deaf-mute persons who do not exhibit other abnormalities that would hinder their ability to attend school. For deaf-mute persons, compulsory education extends until the age of sixteen.

Article 6. Royal decrees, in agreement between the Minister of Education and the Minister of the Interior, shall determine: which existing institutions providing education to blind and deaf-mute children will be obliged to accept them under Article 5 of this decree; the amount of state funding to be paid to private institutions providing care for such children; and the changes to be made to the statutes of individual educational institutions and organizations to enable them to meet the new tasks assigned to them by law. Special kindergartens may be included among these institutions.

Article 7. In the event that parents opt to provide private education for blind or deaf-mute children, it is essential that these children pass an examination at one of the institutions recognised in accordance with the previous article. These examinations are to be taken at the ages of fourteen and sixteen respectively.

Article 8. It is not permissible to appoint individuals to the roles of superintendent, teacher or assistant in schools mentioned in Article 6 in the absence of special qualifications issued by schools established for this purpose.

Article 9. In accordance with the objectives outlined in the preceding article, a school for teachers and educators of the blind is to be established. The organisational structure of this institution will be determined by Royal Decree. Positions are required to ensure the smooth operation of the Royal Institute for the Deaf and Mute in Milan, which is specialised in the education of deaf and mute children. These positions will continue to be filled by appointment, with the relevant remuneration specified in the attached table.

Article 10. Without prejudice to the current budget estimates of the Ministry of Education, appropriations for institutions for the deaf and mute shall be allocated annually, from 1 July 1924, in the amount of 2 million lire for the following purposes: a) the establishment and maintenance of the Royal School for Teachers and Assistants of the Blind; b) the establishment and maintenance of kindergartens for the blind and deaf-mute; c) the adaptation and improvement of the premises of institutions for the blind and deaf-mute; d) the purchase of furniture and school supplies for the above-mentioned schools and kindergartens; e) scholarships for the deaf-mute; f) all other funds for the education of the blind and deaf-mute. The Minister of Finance has issued a decree at the request of the Minister of Education. This decree will determine the budgeting and distribution of the aforementioned amount.

Article 11. The Boards of Directors of the individual Royal Institutes for the Deaf-Mute have the right, through designated staff, to provide students with religious and health care, teachers for physical education and artistic activities, and other forms of education that, in the opinion of the Ministry, are deemed necessary to fulfill the obligations arising from this decree.

CHAPTER III: Supervision of the obligation and sanctions for non-compliance

Article 12. The mayor is obliged to submit to the district Royal Inspector of Schools, at least one month prior to the reopening of schools, a register of children who, by virtue of their age, are required to attend school, indicating the school likely to accept them, and the names of their parents or guardians. The Inspector is responsible for facilitating the registration of children required to attend school. At the beginning of the school year, the Inspector compares this list with the register of children enrolled in schools, deter-

mining which of them are in arrears with their fees. The list of those who have not yet fulfilled their school obligations will be posted on the school council noticeboard for a period of one month, at the request of the school governing body.

Article 13. One month after the posting of the notice referred to in the previous article, the mayor will admonish the person responsible under Article 4 of this decree, urging them to comply with the law. In the event of failure to comply with the obligation to provide compulsory education, failure to appear before the mayor, or failure to comply due to health or other serious obstacles, the child's absence from public school or failure to report to school within one week of the warning will be subject to a fine as specified in Article 15 below.

Article 14. During the academic year, in the event of unexcused absences of children subject to compulsory school attendance, principals or teachers are required to issue individual, named notifications to the person indicated in Article 4 of this decree. Should the notification be deemed ineffective, the relevant parties are required to notify the mayor within ten days. The mayor, in turn, is responsible for implementing the provisions of Article 15.

Article 15. Individuals who fail to comply with the compulsory school attendance regulations may be subject to a fine imposed by the mayor. The fine is 2 lire; however, if the fine is imposed twice, it may be increased to a maximum of 50 lire. The fine may be imposed during the school year. The individual has the right to appeal in accordance with local law. Should the violation not be addressed, it will be reported to a judge, who will initiate regular proceedings.

Article 16. Employers who employ minors without ensuring they fulfil their schooling obligations will be subject to a fine of twice the amount specified in the previous article.

Article 17. Individuals born after 1917 who have not completed their compulsory education in accordance with the provisions of this decree are prohibited from employment as salaried employees in public administration offices or charitable organisations. Employment or concessions granted in violation of this article may be withdrawn at the request of the Royal Superintendent.

## CHAPTER IV: Provisions regarding facilitating participation in education

Article 18. In schools with a high proportion of students from the agricultural class, the principal will establish special calendars and lesson plans that take into account breaks from agricultural work in various areas of the district. In institutions with a significant working-class population, lesson plans will adhere to the legally permitted working hours for minors. In the event of mixed school populations, special calendars and lesson plans may be combined, including by shortening the daily lesson duration for each student group.

Article 19. The school patronage referred to in *Law n. 487 of 1 June 1911*, may be divided into autonomous district units in large cities. Each patronage will also add support for compulsory education to the purposes specified in the statute.

Article 20. The School Patronage is governed by a Council consisting of five members elected in accordance with the principles set out in each school's statute. The municipality will oversee the organisation of the primary school's auxiliary facilities and the appointment of the staff assigned to them, with the consent of the School Patronage Council.

Article 21. School patronage statutes and any amendments thereto are subject to approval by the Royal Superintendent of Education.

Article 22. The Supervisory Body will not approve any new optional expenses or any increase in ordinary or extraordinary optional expenses compared to those budgeted at the time of promulgation of this decree, unless they serve public health and safety purposes and the school patronage fund has been increased by 10% of the expenditure. The amounts allocated in the municipal and provincial budgets, at the time of the decree's promulgation, for educational assistance and subsidies to educational institutions of all kinds may not be reduced.

Article 23. Each government director of education has the right, through local patronage, to seek the establishment of a bursar's office. The task of this office will be to facilitate the purchase of materials, books and stationery for families and schools in the educational district.

Article 24. A school mutual aid association is to be established in each school district. The purpose of this association is twofold: firstly, to train school principals, and secondly, to provide mutual assistance among schools in the district. The management of the mutual aid association shall be entrusted to volunteers, selected by the principal from among the most distin-

guished teachers, who shall offer their services for the aforementioned purpose. Parents of capable and willing members may also be invited to administer the mutual aid association.

Article 25. In order to achieve the objectives set out in the preceding art., each school mutual aid association shall: a) provide assistance to sick members and preventive care to weak and defenseless members; b) promote physical education, intellectual assistance and educational recreation; c) register its members with the National Social Security Fund, in accordance with *Law n. 521 of 17 July 1910*, *Royal Decree-Law n. 60 of 21 April 1919* and *Royal Decree-Law n. 1479 of 27 October 1923*.

Article 26. As outlined in points *a* and *b* of the previous article, mutual aid will be exclusively local in nature and implemented in the most appropriate and relevant manner to local conditions. If local needs permit, mutual aid associations may also support national projects that fall within the institution's objectives. To this end, mutual aid associations in large municipalities and provinces may join together to form municipal or provincial school mutual aid federations, which may also establish non-profit organisations dedicated to mutual aid. Mutual aid associations will be entitled to collect the contributions referred to in Article 3 of *Law n. 521 of 17 July 1910*, and members of a mutual aid association registered with the National Social Security Fund will be assigned the contribution amount referred to in the last paragraph of Article 2 of the same *Law*.

Article 27. The new statute will establish clear rules for membership of the mutual aid association, the establishment of clubs and federations, dues, the payment of subsidies, the management of individual social programmes, and the monitoring of expenditures. The Ministry of Education may annually, at the request of the Royal Education Superintendents, award thirty medals for merit in educational assistance, including five gold, ten silver, and fifteen bronze, to the most distinguished volunteers of mutual aid associations.

Article 28. Following a recent Royal Decree, one of the Kingdom's medical departments has been selected to spearhead a programme of research on the morphology, physiology and psychology of various human constitutions in the context of childhood developmental anomalies. This entrustment will be valid for a period of three years and will be renewable.

The department mentioned previously will submit regulations to the Ministry of Education regarding assistance for children with special needs

and the organisation of special education classes. It will also advise on grant applications and supervise, through experts of its choosing, special schools for students with special needs. The Ministry of Education's budget has allocated 500,000 liras per year to cover the costs of educational assistance for students with special needs. For the same purpose, the Kingdom's municipalities will pay school patrons an annual amount of 100 liras for each student who, in the opinion of the patron, demonstrates developmental abnormalities that can be corrected and improved through special educational assistance. In the event of specific, mandatory local needs for special education, this amount may be exceeded, pending the conclusion of agreements between the patron and the municipality.

#### Final provisions

Article 29. The Government will issue regulatory provisions in the 1923/24 school year for the application of this decree. Until the publication of the above-mentioned provisions, the application of this decree will be regulated in its individual parts by regulations of the Ministry of Public Education having the force of regulatory provisions.

Article 30. The Minister of Education is authorised to publish in a single text all applicable regulations concerning primary and secondary education and their supplementary programmes.

We hereby decree that this decree, affixed with the State seal, be incorporated into the official collection of laws and decrees of the Kingdom of Italy. All responsible persons are obliged to observe it and ensure its observance.

This document was completed in Rome on 31 December 1923.

Victor Emmanuel, Mussolini, Gentile, De'Stefani".

## CONCLUSION

As demonstrated by the documentation, events concerning school administration were inextricably linked to the comprehensive reformist agenda initiated by fascism. This encompassed the legitimisation of augmented public involvement in economic matters, the orchestration of extensive mass integration into the state apparatus, and the accentuated focus on the deterioration of the parliamentary system. The "cult of order" was constantly practised and evolved towards a police paradigm.

Following the “Gentile’s Reform”, the Minister of Education ascended to the pinnacle of a hierarchical structure established in accordance with co-optation principles. This strategic move positioned them as the preeminent and sole political representative of Italian education, a position of considerable influence and authority. The Ministry has abolished all elected members of its collegial bodies. The Higher Council of Public Education and various councils were reinstated as government-appointed bodies, with their remit reduced to that of advisory functions. In primary and secondary schools, the principal’s decision-making and supervisory powers were strengthened, with the appointment of the Minister of Education. Private schools, which continued to be subject to state supervision, particularly in the hiring of teachers, were granted a certain degree of autonomy. Students at private schools were obliged to sit state examinations in public schools and before external boards.

In essence, a pivotal aspect of the initiative was the elevation of state schools to the role of a genuine centre of education and selection for the ruling class. This has resulted in the transformation of some secondary schools, the closure of others, and the introduction of new, distinct types of schools. Supplementary classes at secondary school level have been eliminated, the employment of temporary teaching staff has been terminated, and subjects have been streamlined by combining similar topics. A system of transferable examinations from one grade to another was introduced. It should be noted that these examinations were administered by teachers different from those of the original grade [Tognon 2016].

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**Gentile's Education Reform in Italy during Mussolini's Regime.  
Translation of Source Documents (Part I)**

**Abstract**

The term „Gentile Reform” originates from the neo-idealist philosophy of Giovanni Gentile, who served as Minister of Education in Mussolini's government in 1923. The Kingdom of Italy passed a series of laws that constituted a comprehensive educational reform. The purpose of this article is to present the following legal acts in English translation: *Royal Legislative Decree n. 1679 of 31 December 1922 [Regio Decreto Legge 31 dicembre 1922, n. 1679]*, *Royal Decree n. 1753 of 16 July 1923 [Regio Decreto 16 luglio 1923, n. 1753]* and *Royal Decree n. 3126 of 31 December 1923 [Regio Decreto 31 dicembre 1923, n. 3126]*.

**Keywords:** Italian fascism; education law; Victor Emmanuel III; Mussolini; Gentile.

**Reforma edukacji Gentilego we Włoszech za rządów Mussoliniego.  
Tłumaczenie dokumentów źródłowych (część I)**

**Abstrakt**

Nazwa „Reforma Gentilego” pochodzi od neoidealistycznej filozofii Giovanniego Gentile, ministra edukacji w rządzie Mussoliniego w 1923 r. Była to seria aktów prawnych uchwalonych przez Królestwo Włoch, które stanowiły kompleksową reformę edukacji. Zadaniem niniejszego artykułu będzie przedstawienie, w przekładzie na język polski, następujących aktów prawnych: *Królewski Dekret Ustawodawczy nr 1679 z 31 grudnia 1922 r. [Regio Decreto Legge 31 dicembre 1922, n. 1679]*, *Dekretu Królewskiego nr 1753 z 16 lipca 1923 r. [Regio Decreto 16 luglio 1923, n. 1753]* oraz *Dekretu Królewskiego nr 3126 z 31 grudnia 1923 r. [Regio Decreto 31 dicembre 1923, n. 3126]*.

**Słowa kluczowe:** faszyzm włoski; prawo oświatowe; Wiktor Emmanuel III; Mussolini; Gentile.

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