

# Demographic and Economic Patterns in Italian Tourism in the Last Century

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## Abstract

Public organizations are charged to provide public health, and when, at the end of the 19th century, doctors recognized that thalassic therapy for children could prevent adult diseases, local and national institutions created seaside resorts for children whose parents weren't able to afford a vacation.

Today industrial evolution and social insurance allow people to work less and earn more, so almost all families have the means to take holidays all together.

Most of the buildings, once able to recover hundreds of children, are now abandoned.

The disappearance of the *summer colonies*, once seen throughout Western Europe, reflects these enormous changes and the passage from social to individual tourism. The earlier form of social tourism has been modified from a health service into leisure and recreation.

## Foreword

In antiquity people used to move only for practical reasons: for religious, health, or family visits (Casson, 1974).

The origins of tourism are also related to concrete motivations, mostly health related; on the other hand, tourism for amusement is only a very recent occurrence, deriving from mass tourism since the sixties.

Health reasons include visits to sanctuaries in order to pray for miracles, or to mineral or hot water sources, both useful for physical rehabilitation. This gave origin to the fashion of the "baths" from which some resorts derived their names.

The baths were an elite form of travel, used by the rich, for whom they also offered the opportunity of social meetings, balls, and receptions.

At the end of the 19<sup>th</sup> century it was discovered that sea environments were good treatments for some illnesses such as rheumatism, respiratory infections, and children's growth problems.

Mountain climate is also good for children and the elder, but the seaside has, since then, attracted an increasing number of people around the world. The seaside was judged so effective that charities and governments started, at the beginning of the last century, to send poor children to sea resorts and to host them in public facilities created for this purpose. Marine climate was reputed the best solution for a widespread children's illness: the *scrophula*<sup>1</sup>.

Scrophula wasn't dangerous in itself, but as it could evolve into tuberculosis for which no medicines existed until 1946<sup>2</sup>.

<sup>1</sup> Scrophula (Scrophula or Struma) refers to a variety of skin diseases; in particular, a form of tuberculosis, affecting the lymph nodes of the neck. In adults it is caused by *Mycobacterium tuberculosis* and in children by nontuberculous mycobacteria. The word comes from the Latin *scrofulae*, meaning brood sow (Microsoft Wikipedia, 2005).

<sup>2</sup> Tuberculosis caused the most widespread public concern in the 19th and early 20th centuries as the endemic disease of the urban poor. The bacillus-causing tuberculosis, *Mycobacterium tuberculosis*, was described on March 24, 1882 by Robert Koch. He received the Nobel Prize in physiology or medicine for this discovery in 1905. Koch announced a glycerine extract of the tubercle bacilli as a "remedy" for tuberculosis in 1890, calling it tuberculin, but it was not effective. It was not until 1946 with the development of the antibiotic *streptomycin* that treatment, rather than prevention, became a possibility (Microsoft Wikipedia).

## Introduction

At the beginning of the 20<sup>th</sup> century, governments generally initiated policies concerning social issues, and frequently they associated social policies with health issues.

Public organizations were charged to provide public health, and when doctors recognized that thalassic therapy for children could prevent adult diseases and that this proactive sanitization would cost less than lasting infirmities and help assure a healthy work force, local and national institutions tried to create seaside resorts for children whose parents weren't able to sustain a long residential vacation.

The success of marine resorts also led to the construction of mountain resorts<sup>3</sup>.

These organized vacations related to health issues were named in France "*colonies de vacances*"; in Italy "*colonie estive*" which we can translate as "*summer colonies*".

I will refer to these places and to these buildings as "colonies" throughout this paper, also utilizing this word for the system itself.

Now most of the buildings, once able to recover hundreds of children, are abandoned. As they fall apart, they have a strong physical impact on territory, involving planning managers in discussions about how to utilize them in new forms<sup>4</sup>.

The end of this era permits a discussion about the pros and cons of these summer colonies, contextualized by the lived experiences of the author, both as an involved child, and later counselor, after having obtained the title of teacher.

## From Social to Individual Tourism

The new millennium marked 100 years of elite tourism and 50 years of mass tourism history in most of the Western countries.

During this century, leisure, more than other activities, has been conditioned by demographic changes such as declining birth rates. The lowest birth rate of the entire world is now found in Italy, and very low birth rates also characterize some other European countries such as Germany and Spain.

This factor, combined with the decreasing of agricultural work force and high performances in industrial and technological production is also strongly influencing the time and the money people have for vacation.

In Italy the effort to build summer colonies reached its peak during the dictatorship of Mussolini (1922-1943) who wanted to assure a healthy population to a deprived nation.

Today, on the other hand, the phenomenon of colonies, as collegial forms of holidays, is receding because children are not as subject to these illnesses due to chronic under-nutrition, and the improvements in living conditions can offer the entire range of vitamins and proteins they need.

Industrial evolution allows people to work less and earn more, and permits a more balanced distribution of welfare; the social insurance provides employees with paid free time, so now almost all families have the means to take holidays all together: children and parents.

The disappearance of the colonies, once seen throughout Western Europe, reflects these enormous changes and the passage from social to individual tourism or from a holiday to restore health to one intended for primary amusement.

## The Origins of Social Tourism

The creation of sea hospitals began in the UK in 1796, in France in 1861, and in the Netherlands and Belgium in 1888.

The first forms of children's assistance in Italy dates from the second half of the 19<sup>th</sup> century. Milan was the first local government to organize colonies in 1881, and the second was Bologna in 1889, as two of the richest cities in Italy.

In 1867 there were 21 health hospices for youth in Italy; in 1876 there were 70, then 100 in 1885, but a systematic network of organizations dates only from the first years of the 20<sup>th</sup> century.

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<sup>3</sup> In effects in 1972 the school non profit agency of Ferrara Province declared that the mountain climate was better than the marine one, and teachers recommended that parents send their sons and daughters there.

<sup>4</sup> After the Second World War the colonies were used by Allied Forces (Sanjust, 1951: 44).

For Italy these were the years of post unification, of the creation of a new unitarian state, and philanthropists desired to create a strong nation based on health population (Fabbri and others, 2003: 19).

The creation of colonies was first an idea of private charities; with the Royal Decree of 3.20.1910, the government created a moral corporation or "Institution of Public Assistance and Beneficence" (IPAB) to care for children. The colonies appeared at the same time the sanatoria were closing, as a passage towards a proactive health policy. Unfortunately, the benefits of summer treatments vanished during the winter, because of poor nourishment conditions and a lack of hygiene at home. One solution to these disappearing benefits was the creation of clinics in residential towns which organized weekly controls for children. The best solution, however, has been procured by the general economic development and increases in workers salary that came decades later.

In Italy, hospitals were constructed along the two sea sides of the peninsula, especially in northern and central Italy, sponsored by middle class charity groups and later by industrial or workers' associations. Statistics indicate that 2,500 assisted children in 1902 became 100,000 in the year 1922; 350,000 in 1932, 700,000 in 1936; 940,000 in 1942 (Sanjust, 1951, p.6); and, in a more recent work of 1969, Ferrua (p. 320) quotes 2 million assisted children in Italy<sup>6</sup>.

Reggiani states that in the period 1868-1910, the religious institution of *Opera Pia* in Bologna hosted 8,121 children, out of which 1,460 were healed; 3,723 improved greatly, 2,270 were healed a little, and 13 died.

The national statistics generally estimated that 44% of scrophula children improved, but 100 per cent were healed in France because the children stayed for six months instead of one.

Along the 14 miles of coast by the Adriatic Sea in northern Italy, from Marina di Ravenna to Cattolica, it has been estimated that, until the seventies, 246 buildings with 2.5 millions cubic meters and 1.5 million quadratic meters existed (Tamini, 2003: 72). The constructions were open toward the sea, on a large surface, as counseled by the French doctor Meseurer (1908) to take advantage of the marine air. In these buildings boys and girls were hosted for one month, or, in some cases, 20 days.

One might think that one month is a too short period for recovery: we have to remember that it was necessary in order to host the maximum number of fragile children through several rotations during the summer season. Some documents testify in favor of the 30 days period to ameliorate situations. Doctor Azzi, at the beginning of the last century in Rimini, claimed that even one month is sufficient to do well, and supported his statement with pictures of children before and after the sojourn. The collected statistics he published demonstrated that 3,500 children gained weight, on average 1.220 kg, which was 4.81% of their original body mass, much more than the usual, even considering that spring and summer are the months of major physical increase<sup>6</sup>. Doctor Azzi states that only 2.5% of children had a decrease (1934: 14).

Pictures too demonstrate the betterment of assisted infants (Dall'Olio, Manservisi, 1956).

The Ministry of Education published a document in November 1946 declaring an average weight increase of 1.5-2.5 kilograms, more than the usual increase.

However, when shorter periods were organized, the Ferrara Prefecture pointed out that 15 days were not enough. The Prefecture was also in charge of controlling the hygienic conditions and in 1948 noticed some inadequacies in old buildings. The Prefecture confirmed the sanitary goal of colonies and requested that, at least, one doctor, nurses, and a first aid post would be provided. The Prefecture also decided the dimensions of the spaces, and the number of hygienic services<sup>7</sup>.

## **Fascist Proposals**

Hospitality mansions were created for proactive reasons, due to the fact that in Italy, in the period 1921-25, child mortality was more than 30% for those aged 0-5 (Luminasi, 1932).

It is important to evaluate the social and economic situation of the Italian families of this period: usually families were composed of a dozen members, less than 50% had water in the house, and in

The age for State colonies was generally between 6 and 12, the private ones accepted older children, but not younger.

<sup>6</sup> Only 2% had a loss.

<sup>7</sup> The dormitory space were scientifically organised by Ministry of Education rules, so each bed had 6.55 square metres of space and 32.75 cubic metres.

popular buildings, bath and shower were not existent; 1.9% didn't have a latrine, children didn't have their own beds.

This health policy aspect changed during the Mussolini dictatorship, in order to increase the number of inhabitants to make the nation stronger.

At the beginning of the last century, colonies were utilized to care and to teach children how to learn basic hygienic and nutritional habits not known at home, because of extreme poverty. Some educators remind us that poor children didn't enjoy varied and rich food, because their families couldn't share it with them. It was only during these summer months that these children first slept in a bed, especially a single bed. A large part of the population didn't know, a century ago, a mattress. Mattresses then were made from sacks of cornhusks.

However, these conditions were drastically altered by the economic boom of the seventies (Manaresi, 2002: 44-45).

In the inter-world wars period, the colonies were proposed to the University students too.

At the University of Bologna a document exists, published in 1934 (PUF), informing university students about the possibility of attending for 1 week, a marine colony in Venice in the framework of the program "Marine Weeks", organized by the GUF (Jung University Fascists Organization). For seven days, they had to pay 130 Liras (about ten cents in dollars), a big amount in those years, but we have to remember that the beach of Venice is one of the most elegant in Italy and that participants could enjoy all the elite sports, such as fencing, rowing, sail, tennis, golf, and riding, in addition to several excursions and celebrations in Venice. The students were furnished with a city guide, public transport schedules, and they were informed about the presence of a telephone booth on the main avenue.

University students had, also, in those times, the opportunity to enjoy cheaper camping in southern Italy, at the price of 15 Liras (one tenth of the Venice colony), but all the students were obliged to wear the fascist uniform: white trousers, white shoes, black shirt, blue neckerchief, and student's panama.

ENPAS, the State employee charity, required (4. 30. 1947) guests to arrive at the summer stay with underwear, a white cotton sun-hat, one swimming costume, sandals, two towels, one comb, and one toothbrush.

## **The Economic Costs**

At the end of the nineteenth century, expenditure per child in the colonies was 93 Liras (one dime), but managers were able to reduce it to 80 Liras and to 62.7 Liras in 1912 by direct acquisition of food supplies<sup>8</sup>.

In 1950 the prices for children in public-owned facilities were established at 10 dollars for one month, and a half dollar more for transport; the prices doubled in 1972.

Obviously, the institutions were economically sustained by local Governmental bodies and banks as well as by the Ministry of Education (Dall'Olio, Manservisi, 1956: 36). Although sugar was one of the most expensive nourishments, some recoveries of health were noticed after the introduction of sweet afternoon snacks.

There were four types of accommodation: one sustained by charities, free of charge; the second was half paid by the hosts, and half by local, regional, or State governments; the third was offered by big enterprises to employees' sons and daughters, free of charge. This last arrangement has always been the most luxurious and has persisted until today.

Another form of hospitality was organized by the Ministry of Education in 1950, but it shouldn't be considered a colony, because it did not offer overnight stay: schools would stay open during the summer, to host the peasant-women's or rice-harvesters' kids during the day. Especially rice-harvesters women were migrant workers, because in the rice field localities, workers weren't numerically sufficient. Today this form of migration doesn't exist anymore, because of better economic conditions and decreasing rice production in Italy.

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<sup>8</sup> The most expensive aliment was the sugar.

## **The Evolution of Tourism: from Health to Leisure Through Education**

The earlier form of social tourism has been modified from a health service into leisure and recreation. Now, more game time is inserted in public hostels instead of the military discipline of a century ago or of the dictatorship years. Decades ago, children would attend flag-hoisting in the mornings and evenings; they had to march in order; to pray before eating, to go to bed and wake up at the same time, also to sleep in the afternoon, even if some of them weren't used doing so at home. Evening free time was used for watching films or documentaries.

Even the excursions were organized in lines, two by two, and the little guests weren't allowed to enter the city. Effectively the residences were separated from the villages in which they were situated by gates and high walls<sup>9</sup>. As the buildings were located outside the urban profile, even the inmates' promenades were conducted in separate territories.

In 1950 the Ministry of Education declared that colonies should add an educational function to their sanitary function, in order to develop principles and rules of community life<sup>10</sup>.

Living together can become a democratization process, and a good pedagogic experiment should favor a horizontal dynamic society, instead of one with vertical impositions. But these suggestions, deriving from the social change that invested Western society in the seventies, didn't find an opportunity to be realized in these situations, because the democratic process favored by economic and industrial evolution advanced the workers' economic conditions, and with compulsory legal paid holidays to the employees, children started to go on sea or mountain holidays with their parents. More than this, new forms of collectivism were offered by charities or by the evolving market, such as camping for teen-agers or hostels for youth. These opportunities aren't much offered in Italy, but may be more common in Anglo-Saxon countries. In effect, if this holiday solution were more accepted, colony buildings would today be utilized for that, instead of being abandoned.

As tourist flows were increasing on the seaside, the hostels area progressively declined, and as more families could enjoy a summer holiday, the situation of the regimented children become more absurd.

According to some psychologists, this experience displaces the family, the school, the friends, the neighborhood, the streets, and all other personal habits: because of this it can be disruptive; it would be preferable for hostel life to be as similar as possible to family life.

### ***Some criticism***

During the summer of 1970 a group of representatives of 5 colony institutions denounced through a leaflet presented to tourists, children's parents, and the inhabitants too, the precarious situations in which operators and children were living, in particular:

- The military discipline,
- The adults' moral impositions,
- The inadequacy of living conditions and spaces,
- The lack of preparation of all degrees of workers,
- The low salary of employees;

In conclusion, the supervisors expressed their hope that the colony institutions could change, offering children better conditions and opportunities to develop, rendering them able to enjoy a peaceful community and to receive the education to make them responsible citizens, not merely obedient puppets.

The leaflet cited also the unacceptable conditions of colonies managed by religious institutions, maybe worse than others. (Several depositions, on Italian television, confirmed this statement). (Frabboni, 1971: 153-55).

<sup>9</sup> A negative aspect, present in all the colonies, was a separate building hosting children with a communicable disease. To assist to a segregation of a child in a specific separate house, without allowing visits, is the most sad scene for all the hosts, both the healthy ones and the ill ones. Nobody sustained the right choice: that means to send ill person to the hospital. No! Every day the phantom house stayed in front of children playing on the court. Some witnesses affirm that some ill children were restored after the visit of their mother, even if the poor women had to see her child only outside the window (Reggiani, 1911, p. 24).

<sup>10</sup> A leaflet published by national school charity on 3.31.1969 and diffused in all the school, was reporting these words: "The holiday house is the fittest site to develop the gradual children inclusion into society".

## **The Pedagogic Perspective**

Professor Frabboni of the Education Department at Bologna University is very critical of the military aspect of scheduled days. He suggests children should decide how to spend their free time.

Frabboni thinks summer colleges should integrate the physical and psychological experiences of kids, instead of disrupting their lives. He suggests they derive experiences from the community, enlarging their mental perspective, instead of restricting it.

For these reasons, in the seventies, professor Frabboni organized a cultural revolution in this rigid scheme: with Bologna University students he entered into a colony to do some experiments.

First of all, they requested guests to fill out some forms in order to know the children's preferences.

In fact, the answers were not consistent with adults' decisions: they preferred to organize their games by themselves and, ideally, they preferred to choose eventually their counselors. If the first option is easy to accept, the second one involves a more psychological concern, justified by the fact that children and counselors would live together day and night, 24 hours a day. This habit can create a sort of psychological dependence once children have accepted the counselors assigned to them. Other mental unbalances occurred when counselors left the institute during their free day each week, substituted by another.

Frabboni drastically changed the organized life of the colony. The result was impressive, children were given a freedom never before experienced in a way that tutors, directors, health and service employees, and parents too, didn't accept, and that children weren't able to manage. The only positive aspect was the relief of the anxiety generated by the old system in itself; not only had children been oppressed by a rigid authority, but all people working in the organization had been distressed by the responsibility and moral load of hundreds of little guests.

Frabboni suggests interaction with the environment and social communities as a process of discovery for emotional growth. According to him, such a period can be utilized as a break between the disciplined time of institutional education and free time at home (1971: 84).

## **Other Perspectives**

The author of these pages would propose a compromise between the old system of organization and the new one proposed by Frabboni. The author thinks the summer colony should become an educational event, not only to develop community life, as asked by the Italian Ministry of Education, but in a systematic sense, because it is no longer a health resort and new perspectives are seeing education as the most compelling exigency of modern life. Better nutrition and improved quality of life make climatic adjustments unnecessary, but the post industrial or consumerist society requires a more communitarian integration than that offered by mononuclear families.

The national birth rate in Italy is today 1.2 children per female; the one child family is the norm, so children aren't used to living with others, or sharing experiences and perspectives with mates, so individualism and ego-centrism are pervading everywhere. The solipsistic form of personality lets children grow feeble, collapsing in front of the difficulties of life. Lengthening the school days or extending the school calendar into the holidays is a good policy: study and homework shouldn't be judged a penalty, but a joy for children and adults, because education is one of the principal aspects of scientific progress.

The colony system is today very expensive, so all the structures should be utilized in a systematic way, to form a complete personality.

The temporary sea colonies were in Italy a typical fascist institution, but, at the same time, they introduced a democratization process, sending poor children and ill children to the same beach where rich children were going with their families for leisure.

Certainly the locality of Rimini was the first site where doctors discovered the good effects of the seaside influence, but this was the area where the dictator of the interwar period was born, his preferred coast, where he usually took his sun baths; during his government the colonies institution reached its peak. He strongly supported this idea as a way to have a numerous and healthy population. This organization was a logical extension of the demographic policy that promoted family planning, with prizes for big families with numerous children and penalties for single men.

The hidden goal of this policy wasn't to have healthy people, but to have strong men able to fight in war, in what turned out to be the Second World War.

## **Post Colonies Environment**

The presence of huge abandoned old buildings on the most famous beaches is today very impressive. Some of them are semi-destroyed, some have lost windows and doors; grass is invading the gardens. It is important to note that they occupy the sea front, very near the shoreline, where new buildings are prohibited. For this reason they have become very attractive from a business point of view, especially for investors trying to modify the colonies into residences or hotels, but this operation isn't easy for public owned properties, for which all the administrative processes are slow. The function change is also very expensive, due to the large dimensions and to the transformation from communitarian use to a personal one. The easiest change has been the transformation into schools; one big colony is now a youth hostel, another Sea-World, another a fitness center; some are administered by religious groups hosting clients at an inexpensive cost, some are transformed into residences or luxury hotels, but architects are protesting about the demolition of a lot of them: "Erasing the witnesses of the past, that is characterizing the territories identity, tourist resorts would become homogeneous with urban degraded slums, reaching a progressive economic devaluation" (IBC, 1986, p. 13).

Very curious to note is that the colonies occupied the same beaches which are today the most famous for leisure time and for VIP society. On 8. 6.1951 a Ministry of Education Decree prohibited the construction of new colonies in specialized tourist localities, especially in downtown, in order to avoid "detriments". The document doesn't specify what these detriments or damages were, but it states that some managers or administrators were complaining about the presence of buildings modeled like prisons, overshadowing the reputation of famous resorts. The aspect of captivity was underlined by the necessity of diphtheria, smallpox, and typhus fever vaccination. According to the actual economic perspectives we suggest a perennial exploitation of buildings, instead of abandoning them. In my opinion, these great buildings can and should host children in a recreational way during the entire year. During the winter season, too, they can host school students with their teachers, engaging in school work, sports and, surely, leisure, because, if the location is the means for health, it would have essentially the same effect during cold periods. The learning experience would be more inserted in the children's routine, the hostels would be more efficient with year-round guests, and education would be integrated with knowledge and leisure time, as in modern colleges around the world.

By utilizing the colonies on a year-round basis, charities could enable more children to gain the benefits of this environment, and the area would have a more lovely inhabited landscape

## **The Author's Personal Experience**

I have the chance to say something about a phenomenon which I experienced at different stages of my life, because of all the situations I have encountered.

My father was a strong supporter of the colony idea, so enthusiastic that he sent me to this sort of college until the age of fifteen and before the legal age of six. He fought to obtain my inclusion and he succeeds as my sixth birthday was in November, few months after the summer period. More over, my parents didn't allow themselves a summer holiday, because they worked only during the summer, my mother as a peasant, my father a sugar industry employee; in the Italian north plains, sugar beets are harvested in August and soon transformed, as such this work only continues until October.

Summer holidays weren't possible for my family, nor were holidays in general, because with only 3 or 4 months of work, their earnings had to sustain the family all year round.

In these conditions my first experience occurred in 1954, and it was disruptive.

My family conditions were poor, but so were the Italian conditions in general. One aspect of the colonies system in particular was very expensive: the transport. A solution was to amass children on a truck like animals, and like animals we were herded up a ramp into the truck. Upon our arrival, the situation worsened. I remember a big, too big, sleeping room with dozens of unknown mates. I arrived at the hostel with new clothes, but after only a few days I was robbed of them, covering myself with the old clothes the thief left. I lost the first toothpaste and toothbrush I had in my life, robbed not for their value or attractiveness, but for the candies that accompanied the package as

advertisement (stupidly joined to the toothpaste tube to attract children to use it). Unfortunately the thief didn't steal my sandals, which became my trial all through the month of my stay there: I wasn't able to tie them, and during the promenades I remained the last in the line, unsuccessfully tying them every moment.

Worse than that was the bath in the sea: 1,300 children<sup>12</sup>, males and females separated by a few meters, were compelled to run into the sea at the whistle ring. The bath would only last a few allowed minutes; for this reason the first day I went on the front line, to profit more from these few minutes of amusement, but....I was submersed by the mass behind me, and I fell face down in five centimeters of water. My love for the sea sustained me in fighting against difficulties, so, on the second day, I stayed at the back of the line, but this was not a good idea, because before I could touch the water, the exit whistle rang, so immediately hundreds of children, running out of the sea, submersed me. This time, I not fell on my face, but on my back in the sand.

Years and years passed before I could find the serenity to learn to swim.

I went on colony until 15 years, a very late age, for which only a few possibilities were available, at high cost.

Finally, I became adult, and with my title of schoolteacher I became a caretaker.

I haven't remarkable remembrances of this experience because I only remained at this post for a year.

## **The Last Colony**

In order to bring myself up to date, last summer I visited the area where most of the colonies are located.

I walked past one of the last existing colonies, owned by the national phone company.

Without knowing who I was, one boy approached me behind the fences and asked me if I appreciated his hat. I answered affirmatively, but I didn't understand why he had to ask me that. He explained later that he colored his hat red because he didn't accept the rule that he had to dress the same way as his peers, all in white.

I discovered during the conversation, that he tried to distinguish himself from others because he was the oldest, aged thirteen, and he didn't accept the discipline, even if the hostel was elegant with a green garden and a nice swimming pool; he was rich, at home he had more than a boy could desire and he was missing his toys.

In few minutes our entertainment was interrupted by the children's supervisor asking the boy to come back to his mates.

## **Conclusions**

We can state that the phenomenon of the colonies has persisted for a hundred years, very slow at its birth, very fast at its disappearance.

We remember it as one bad thing, even with some sentimental remembrances, but the same could be said about colleges.

Surely it has been an important way to enable holidays for all, and encourage mass tourism.

The phenomenon lost its opportunity to become a source of educational knowledge and interplay with other people and with the environment.

Stereotypic judgments see the organization as a prison, and effectively, as in prisons, boarders become aggressive towards one other.

Socially damaging for that time was a system in which a lot of money has been spent for vacation, at the same time during which not enough schools were offered to the population, and when poor children attended only two or three years of school.

Certainly the system has been organized for poor infirm people, but the solution should have gone into the roots of the illnesses, or it would have been necessary to nurse a malnourished population with sound food. Certainly healthy climate is important, but in addition to a sound style of life.

The Italian State wasn't able in the past to give the entire population what needed, but it tried to offer to the poor an aspect of what the elite class enjoys, and in this way it was forecasting the future development of Italian tourism.

Even Cipolla (2004: 32) states that more than 1000 children were hosted in one turn, but usually they were in groups of a few hundred.



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## About the Author :



I am currently working as a Senior Lecturer at the Tourism Studies Department, Faculty of Tourism and Hotel Management, Suez Canal University, Ismailia, Egypt. I obtained my MA from London Metropolitan University in 1998. The course was titled International Tourism Policy, where my thesis was focused on the marketing practices undertaken by the NTOs to create, diversify and correct destination images. While the PhD, was focusing on designing a model for Repositioning Destination Images driven from evaluating the managerial policies adopted by the Egyptian Tourism Authority in order to reposition the cultural tourist image of Egypt. I got my PhD from the University of Bedfordshire, UK in 2004.