

Schools.

Although the supply of primary schools, and also any provision for children leaving the primary schools and not able to study further, seem defective, yet for others who are able, there appear to be excellent arrangements for ensuring proficiency in higher studies; and the condition that each institution, or class, has to do its own proper work before a pupil can advance, is especially good.¹

NORMAL SCHOOLS.

There are normal schools, for the training of teachers, maintained by the Government,² where the course of study is three years, and gratuitous.

ART SCHOOLS.

Art schools are plentiful, and reputedly superior.

MANAGEMENT OF STATE EDUCATION.

The whole machinery of State education is supremely controlled³ by a Minister of Public Instruction.

In each province there is a School Board under the presidency of the Prefect, which Board has the supervision of private⁴ as well as public primary and secondary schools in respect of sanitary and moral matters.

EXCELLENCE OF DEAF-MUTE INSTITUTIONS.

There is only one main point in which Italy in educational matters excels all other countries in Europe, and that is in respect of its deaf-mute institutions. (See Special Report.)

ROMAN CATHOLIC SCHOOLS.

In addition to State-aided and private schools, there exist numerous primary and secondary schools⁵ established by the Roman Catholic Church, which are gratuitous, well attended, well conducted, and carried on under the presidency of the clergy. There, of course, religious instruction is a main feature.

ROMAN CATHOLIC OPINION OF STATE SCHOOLS.

From the conversations that I had with the dignitaries alluded to, I ascertained—

(1.) That the Roman Catholic authorities are not at all satisfied with the system of State education in Italy—hence they have felt compelled to carry on their own free schools; and

(2.) That the principal grounds of their dissatisfaction are—

(a) That religious instruction is not, in State schools, the basis of education;

(b) And, when given, is not conducted as they approve:

which defects are considered to have a most depraving effect upon the *morale* of the school. One, at least, of the highest authorities on education at Rome expresses to me his opinion—

(a) That there are far too many subjects taught in the State schools;

¹ See Pec., p. 101; and *re* promotion and examination, pp. 101 and 251.

On the subject generally, see remarks of Dr. Philbrick in "Circulars of Information of the Bureau of Education," No. 1, 1885, and "City School System in the United States," p. 142 and *seq.* Washington Government Printing Office, 1885.

² See (a) Pec., pp. 185-195, 215-240, and 264-297;

(b) Hipp., pp., 40, 83, 84, and 102-112.

For qualifications of teachers, see Hipp., pp. 38, 39; for

salaries, p. 39; and Pec., pp., 87, 95, 111, 112; but note pp. 105, 106.

For pensions by private associations, see p. 91 and *seq.*

³ See Hipp., pp. 1-36.

⁴ But note functions of municipalities; see—

(a) Pec., pp. 85, 86, and 200, 201; and

(b) Hipp., p. 23.

⁵ See also Pec., pp. 86, 87.