the greatest care. Contrary to the usage of most orphaned creatures, the little snakes throve and grew. They learnt to know their friend and foster-father and were not afraid to approach him.

One day Melampus, tired with study and labour, lay down, in the soft grass close to the serpents' oak, to rest. A gentle breeze played in the oak leaves and lulled him to sleep, and the sunshine, tempered by their shade, soothed him with its warmth. Presently a curious sensation woke him from his dreams; something touched both his ears. Opening his eyes, he saw the little serpents playing about him, and finding that he lay still they again crept close to him and licked his ears. Strange visions opened before him; he saw future events as in an open scroll. The voices of the birds which sang in the oak tree sounded strangely familiar to him, and he soon learnt to interpret their meaning. Thus the service which he had rendered was paid back to him; and the legend continues to relate what honours and favours from the gods awaited him, and how, at last, temples were erected to his memory.

No people who despised the lower animals would have originated or preserved this charming myth.—*School Newspaper.*

V. Education in Various Countries.

1. ENGLISH PUBLIC AND RAGGED SCHOOLS.

The London School Board has discussed the relations of the public school and the ragged schools, owing to certain charges that the Board had broken up these schools, and thrown 30,000 poor children into the streets. The public interest and discussion awakened, led Sir Charles Reed, M.P., Chairman of the London Board, to make several important statements at the meeting of the Board, Feb. 2. He said that "at the close of the year 1870, in which the Elementary Education Act was passed, the number of children on the roll of the various ragged schools was 32,309. According to the last report of the Ragged School Union, the number of children on the rolls of ragged schools was 9,347. The roll, therefore, had fallen off by 22,962, or in round numbers 23,000. Of these 23,000 children formerly attending ragged schools, between 12,000 and 13,000—say 12,500—have been directly transferred to the Board, in many cases with their former managers, and have either been drafted into permanent schools, or are still in temporary buildings waiting for the erection of permanent schools. A few more, say about 500, were drafted into schools of the Board by their managers when the schools were opened. Other ragged schools, with an attendance of say 1,500, have ceased their connection with the Ragged School Union, a small fee being charged for instruction. Altogether, therefore, there will remain 8,500 children to be accounted for. But these 8,500 children have not been thrown upon the streets. Many of the ragged schools have been discontinued where there are no Board schools at all, and the children have been transferred to efficient voluntary schools in the neighbourhood. The rule of the Board, it may be here stated, is never to take action against the parents of children attending inefficient schools except in districts where there is an available supply of efficient school accommodation. What the opinion of the Ragged School Union itself is may be gathered from their last report, which was adopted on the 10th of May, 1875, Lord Shaftesbury himself being in the chair. On the first page of this report it is stated, 'The committee have no reason to believe that the children formerly cared for by them are not scholars elsewhere.'" Such a report as the above is the best possible commentary upon the practical workings of the free school system in London, inasmuch as its influence is to place under the very best public instruction, children who have been brought together on account of poverty by poor charitable institutions.—*New-England Journal of Education.*

2. ENGLISH EXHIBITION OF SCIENTIFIC INSTRUMENTS.

A new exhibition of a very interesting nature is about to be organized in England: a collection of scientific instruments, which is to take place on the 1st of April, 1876, in the Palace of South Kensington, and is to last six months. The object of the exhibition is to collect and open to public inspection the greater number of instruments to which are attached historical associations, such as the astrolabes of Tycho, the lenses of Galileo, the balances of Lavoisier, the lightning-rods of Franklin, the injector of Gifford, the pendulum of Leon Foucault, etc. An influential committee has been formed in England to promote the undertaking, and local committees are to be organized in various other countries which have been invited to take part in the same; and the Academy of Science, of Paris, and the Conservatory of Arts and Trades, have promised to coöperate, and will send a great many of the scientific curiosities which they possess.—*Ibid.*

3. EDUCATION IN HUNGARY.

The *Manuel Général* of Paris gives interesting details from the official report presented to the Chamber of Representatives as to the state of education in this country, from which we make some extracts. Hungary, including Transylvania, has 11,352 *communes*, or parishes, with a population of 13,455,030 souls, of whom 2,121,430 are children of an age to attend school. The schools number 15,445, of which 1,542 are communal or non-confessional, where children of all creeds are collected, and receive religious instruction from their respective ministers. Of the 2,121,430 children of age to attend school, 1,443, 263 do actually attend, who are composed of seven separate nationalities, nearly a third part being Magyars. The diversity of origin is one of the difficulties which the Minister of Instruction has to contend against, it being naturally not easy to present a common system that could form of such heterogeneous elements a body of young men animated with a love for their common country. Happily the Minister's efforts have not been without much success: the number of scholars attending school has been increased during the past year from 64 to 68 per cent.; the schools of arboriculture have increased 571, the gymnastic establishments 374. The number of scholastic libraries is 1,508. The normal schools are 57, of which 10 are for female teachers, with a course of three years, frequented by 2,471 pupils, of whom 594 are girls; the teachers of the normal schools number 510. There are in addition 147 *gymnases*, with 1681 professors and 27,220 pupils; and 24 royal schools, with 337 professors and 7,310 pupils. In the universities 1,046 students are following the courses of the faculty of theology, and 1,744 are pursuing the studies of the faculty of law. The salaries of the teachers are still small, averaging 289 florins each; but the Minister is making efforts, in which he is aided by the different *communes*, to increase these salaries, and to provide pensions for those teachers who have served forty years.—*Ibid.*

4. NORMAL SCHOOLS IN GERMANY.

The total number of normal schools now exceeds 100, of which some are very ancient, that of the Hallberstadt having been founded in 1778, and that of Gotha in 1780; but the greater number owe their origin to near the beginning of the present century. Saxony is the country the most advanced as to the means of education, having for a population of two millions and a half of souls no less than 2,143 schools, with 16 normal schools.—*Ibid.*

5. SCHOOL SUPERVISION.

It has often been said, and with great truthfulness, that "the most important branch of administration, as connected with education, relates to school inspection."

What is needed for all our schools, and what is essential to their highest efficiency, is a constant thorough, intelligent, impartial, and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that after a long life devoted to educational labour, he said: "Take care how you choose your inspectors; they are men whom you ought to look for with lantern in hand."

The great majority of school men to whom by statute the supervision of our schools is confided, by their own acknowledgment discharge this duty very imperfectly. There are very few men in any community who can afford to devote the time and labour which this service requires.

"A school," says Everett, "is not a clock which you can wind up and then leave to go of itself." Our railroads and factories require some directing, controlling and constantly supervising mind for their highest efficiency, and do not our schools need the same?

How to meet this great want of a proper supervision of our schools is the great problem of the day. The more direct, frequent and constant this supervision is, when wisely and judiciously exerted, the more successful will be the results. Hence the employment of a person possessing the needed qualifications, who shall devote his whole time to one county is unquestionably the best thing. Next to this, is for several counties to unite in employing such a person, who shall divide his time among them, and be paid proportionately by them according to the time and services rendered.—*American Journal of Education.*

6. REV. DR. JENNINGS.

The Rev. Dr. Jennings was born in Glasgow in October, 1814, and on the death of his parents was sent to his uncle, Rev. Mr. Tyndal, in Fifeshire, from whom he received his early education. The Rev. Mr. Tyndal was a minister of the United Secession Church,