The Family Circle.

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CIRCLE CHAT.

THE REWARD OF GENIUS.

From the very carliest times, authors have been an extremely poorly-paid class, and at the present day, while a very few can command large pecuniary reward for their labors, the vast majority are paid even less than in years gone by. The standard works of our literature, and indeed popular current writings, are all eagerly seized by publishers and given to the reading public at a mere nominal price, so that only those that have the very largest sales can possibly remunerate their authors. No lover of literature can look upon the position and chances of success of the myriads of young Canadian and American aspirants to literary fame and consider the extreme natural sensitiveness of those of poetic tastes, without a feeling of deep regret at the state of affairs.

But there is, of course, a higher aim in the breasts of these young geniuses—that of fame—which is still more difficult to attain, and without money they labor at a great disadvantage. The real poet, it may be argued, will exhibit his genius in spite of any circumstances, but tracing the annals of those lives in the past we will surely be moved to pity in perusing the trials that they have surmounted. Let us glance at a short list:

Homer was a beggar; Plautus, the Roman comic port, turned a mill; Lee, the poet, died in the street; Cervan'es died of hunger; Speacer died in want; Dryden lived in roverty and distress; Sir Walter Raleigh died on the scaffold; Tasso, the Italian poet, was usually in sore distress; Steers, the humorist, lived in constant warfare with bailiffs; Chatterton, the child of genius and misfortune, destroyed himself at eighteen; Levege died in prison, where he was confined for debt; Goldsmith's "Vicar of Wakefield" was sold for a trifle-to secure him from the grip of the law; Fielding lies in a country burying ground without a stone to mark the spot; and Milton finished his life in obscurity.

Oh that this galaxy of glorious names had been dealtliberally with, for they have indeed done more for our advancement and pleasure than many philanthropists whohave been far more extelled.

It is indeed a pity that our authors are not all able, through affluent circumstances, to follow M. Gentil, the inventor of a balloon which, it is claimed, can be guided and managed at will. He says his invention is for the scientific-public, "the work of my life; and shall I, then, prostitute my grand work by putting it upon exhibition at ten cents a head, like a stuffed whale or petrified hog? I want no-money. I give it to the people, and I am happy."

EDUCATED FOR NO GOOD.

Not infrequently we hear it said of persons who changetheir opinion as to an occupation, that they have lost their education, and very often, too, the opinion is expressed that such a one's education has done him no good. There certainly is meaning in such expressions, but they generally convey a wrong notion, and are often uttered through ignorance of the benefits of mental culture. If a man successfully passes the examinations required for any profession, and has derived all the benefits of mental discipline and cultivation that he should therefrom, and then turn his efforts to business or farming, or some other occupation, the pursuit of which would not require the passing of those examinations, it does not follow that he has lost his education, and we are inclined to doubt very much that his education will not bealmost as directly useful in one as another. He may not care to remember all that he has studied, but no knowledge is everacquired that does not leave an impression and give himmore power than he would otherwise have had.

In the other cases above referred to, of which it is said, "their education has done them no good," those who say this are certainly mistaken. A man may pass through the schools-without being very well educated, but every bit of education, whether acquired in the class-room or among men in the highways of life, is good. All knowledge is good. All mental development is good, and if a man is educated, whether it be perceptible to others or not, he most assuredly reaps the benefits of his education.

TRIUMPHS OVER DIFFICULTIES.

There is nothing to be attained without industry, and the most diligent are rewarded with the most pleasure in successes. Distasteful occupation may be made congenial to us by persewerance. What we deem hard work may become a source of amusement. The earnest student learns this in his school tasks, and it is a lesson also of universal application. We are all proud of triumphs, and from the time of learning to walk till our latest achievement in life, there is no more fruitful source of happiness.