minded man or woman will always find time and opportunity for the character lessons. Should not the school teach the child to identify his own worth with that of others? Should he not be taught to rejoice in another's success?—Mrs. Putnam, Chicago.

REAL GENIUS IS RARE.---It is supposed, sometimes, that the state of nature is a state of equality, and that inequality is artificial. This was the famous belief, or profession, of the republicans and revolutionists of the last century. We have been misled by comparing the educated rich, in days when the poor were uneducated, with the uneducated poor. The language of Gray's immortal " Elegy " has been taken with prosaic literalness, and applied to every village. It has been supposed that in every churchyard, sleeping among the rude forefathers of the hamlet, were to be found, not one, but many village Hampdens, and mute inglorious Miltons, and Cromwells guiltless of their country's blood. And some people talk as though it needed only the institution of free education, and, I suppose we may add now, the Parish Council, to make genius for letters and affairs as common in every village as the blackberries on its hedgerows.

I believe this to be largely an illusion. Real genius is rare, exceedingly rare. All the education in the world will not create it, and, I believe, want of higher education does not often retard it. If the genius is taught to read, and if he has the necessary moral qualities, I believe he will generally show himself, and rise to the top. The divinely gifted man will, I think, not find it very difficult to "burst his fate's invidious bar, and grasp the skirts of happy chance." What was possible for Bunyan and Burns, Stephenson and Davy and Faraday, is always possible. It is the

want not of education, but of real genius, a force of character that arrests human progress at various stages short of the highest achievement. In a certain sense education may produce equality. Given two men of equal ability, doubtless they are more equal if both can read, write, and cipher, than if one knows the three R's and the other does not. But, on the other hand, given two men of unequal ability, I believe they will be more unequal if both are highly educated than if both are equally uneducated. There is no difference, so far, between a Newton or a Raphael, and an ordinary average man, if neither of them has learnt to calculate or to draw. It is, be it noted, only the highly gifted natures that are capable of the highest educa-Nowhere, I think teachers will tion. agree with me, is the survival of the fittest more conspicuously true than in the field of education. A friend of mine, a living poet, Mr. Robert Bridges, in a beautiful little poem, which every teacher should read, written for the Ninth Jubilee of Eton, puts this somewhat differently, but with a poet's insight, when he says to the scholars of Eton---

"Now learn, love, have, do, be the best, Each in one thing excel the rest : Strive; and hold fast this truth of heaven— To him that hach shall more be given." —The President of the Teachers' Guild.

NOTES FROM CANADA.—It is the proud boast of Ontario that no one can be employed as teacher in her schools, from the kindergarten to the collegiate institute, who does not possess a thorough professional preparation for the work. She was the first Province in the Dominion of Canada to establish a training school for teachers. This institution which has been in operation for half a century, and has in that period sent out many men and women who have risen to distinction in the teachers' profes-