

The Rev. John P. Gulliver said to Mr. Lincoln "I want very much to know how you got 'this unusual way of putting things.' It must have been a matter of education. No man has it by nature alone. What has your education been?"

"Well," said Mr. Lincoln, "as to education, the newspapers are correct. I never went to school more than six months in my life. But, as you say, this must be a product of culture in some form, and I have been putting the question you ask me to myself, while you have been talking. I can say this, that, among my earliest recollections, I remember how, when a mere child, I used to get irritated when anybody talked to me in a way I could not understand. I don't think I ever got angry at anything else in my life. But that always disturbed my temper, and has ever since. I can remember going to my little bedroom, after hearing the neighbours talk of an evening with my father, and spending no small part of the night walking up and down, and trying to make out what was the exact meaning of some of their, to me, dark sayings. I could not sleep, though I often tried to, when I got on such a hunt after an idea, until I caught it, and when I thought I had got it, I was not satisfied, until I had repeated it over and over, until I had put it in language plain enough, as I thought, for any boy I knew to comprehend. This was a kind of passion with me, and it has stuck by me, for I am never easy now, when I am handling a thought, till I have bounded it north, and bounded it south, and bounded it east, and bound it west. Perhaps that accounts for the characteristic you observe in my speeches, though I never put the two things together before."

"Mr. Lincoln, I thank you for this. It is the most splendid educational fact I ever happened upon. This is *genius*, with all its impulsive, inspiring, dominating power over the mind of its possessor, developed by education into *talent*, with its uniformity, its permanence, and its disciplined strength, always ready, always available, never capricious—the highest possession of the human intellect. But let me ask, did you prepare for your profession?"

"O yes! I 'read law,' as the phrase is: that is, I became a lawyer's clerk in Springfield, and copied tedious documents, and picked up what I could of law in the intervals of other work. But your question reminds me of a bit of education I had, which I am bound in honesty to mention. In the course of my law-reading I constantly came upon the word *demonstrate*. I thought at first, that I understood its meaning, but soon became satisfied that I did not. I said to myself, 'what do I mean when I *demonstrate*, more than when I *reason* or *prove*?' How does demonstration differ from any other proof? I consulted Webster's Dictionary. That told of 'certain proof,' 'proof beyond possibility of doubt'; but I could form no idea what sort of proof that was. I thought a great many things were proved beyond the possibility of doubt, without recourse to any such extraordinary process of reasoning as I understood, 'demonstration' to be. I consulted all the dictionaries and books of reference I could find, but with no better results. You might as well have defined *blue* to a blind man. At last I said, 'Lincoln, you can never make a lawyer if you do not understand what *demonstrate* means; and I left my situation in Springfield, went home to my father's house, and stayed there till I could give any proposition in the six books of Euclid at sight. I then found out what 'demonstrate' means, and went back to my law studies."

I could not refrain from saying, in my admiration at such a development of character and genius combined:—

"Mr. Lincoln, your success is no longer a marvel. It is the legitimate result of adequate causes. You deserve it all, and a great deal more. If you will permit me, I would like to use this fact publicly. It will be most valuable to inciting our young men to that patient classical and mathematical culture which most minds absolutely require. No man can talk well unless he is able first of all to define to himself what he is talking about. Euclid, well studied, would free the world of half its calamities, by banishing half the nonsense which now deludes and curses it. I have often thought that Euclid would be one of the best books to put on the catalogue of the Tract Society, if they could only get the people to read it. It would be a means of grace."

"I think so," said he, laughing: "I vote for Euclid."—From the *Anglo-African*, No. 6, Vol. IV.

A boy was going up Sycamore Street yesterday with a glass inkstand to fill. Every few steps he would toss it into the air and catch it again. He did it successfully until the last time, when it landed gracefully on the pavement in a thousand pieces. As looked at it a minute and then said: "It serves the old man right. I told him before I started that I couldn't carry that thing up street."—*Oil City Derrick*.

## SALARIES IN THE UNITED STATES.

Governor Butler thinks our male teachers are paid too high, and our female teachers too low salaries. We agree with him in the last clause of the statement, and shall expect him to use his influence in securing an increase to women's wages in our public schools. His honesty in desiring to see our female teachers paid better salaries will probably appear in the special message on that subject, which we shall be glad to circulate as wide as possible all over our land, in all places where woman's work is held at too small value. Massachusetts pays her women 30.59 dollars per month; but what will Governor Butler say of these States where the average pay to women teachers is less than twenty dollars, and in some less than sixteen dollars per month? These are wrongs which should be righted, and to accomplish their overthrow the Governor has a 'Herculean task, but many well-wishers and helpers. But, says the Governor, "the salaries of the principals, in most of the higher schools, teachers, and supervisors are very much more than they ought to be; or, to use other words to express my meaning, higher than other like business pays, and higher than the sum for which equally good services could be, and are, obtained." Here we beg to differ from His Excellency, because his opinion is unwarranted in fact, and is unsupported by argument. The principals of our high schools, and the superintendents of our public schools, represent, as a rule, the best scholarship, and the largest and ripest experience in the profession. Most of these men and women are college graduates, or have a liberal education equivalent to a college course of study. They are the exceptional men and women on whom devolve the greatest responsibilities, and the most delicate and arduous labours. Scholarship, teaching-tact, experience, professional success, are parts of the inventory of qualifications for the highest places in the profession, to secure which, years of toil, study, sacrifice, have been cheerfully rendered. As masters of our largest grammar and high schools, these men have reached mature life, have devoted all their years to the preparation for teaching and in teaching, and now have the instruction and discipline, sometimes of twenty schools with one thousand pupils,—often more; and this high position is acquired for the enormous salaries of from 1,200 dols. to 3,000 dols. a year. From this position, promotion is made to the superintendency, where the salaries range from 1,000 dols. to 4,000 dols. a year; the higher figures in each case being only exceptional in the whole country, the general average in both not exceeding 1,500 dols. a year. Now, we cannot believe that Governor Butler has the face to say that 1,500 dols. a year is too high a salary to be paid to the master or superintendent of our larger schools,—a salary probably less than half that paid his own private clerk, or the superintendent over some of his industrial interests of vastly less importance and with less labor, and would Governor Butler limit the income of the most talented and successful in our profession to a salary less than that paid the head cook at Parker's, or the chief clerk in the Fifth Avenue or the Grand Pacific?

"Upon what meat doth this our Cæsar feed,  
That he is grown so great,"

that he may accumulate annually by hundreds of thousands, while he is unwilling to bestow the pittance of a livelihood upon those who are carrying the heavy burdens and doing the hard service of directing, advising, superintending school affairs,—of prime interest to the State?—*The New England Journal of Education*.

## "WE LEARN TO DO BY DOING."

This statement admits of a two-fold interpretation. One is true, the other, false. It is not therefore a good aphorism, and should be avoided in a scientific discussion of the Art of Teaching.