

THE OVERCROWDED PROFESSIONS.

The mere assertion that the professions are overcrowded, and that each year it is becoming more difficult to earn a fair livelihood in professional calling, does not appear to deter our young men from applying themselves to the study of law, medicine, etc.

We have no desire to place obstacles in the way of those who desire to improve their condition, nor have we the slightest wish to damp the ardor of those who fancy that fame and fortune are within easy reach; but, under the circumstances, it is but fair to point out to those aspiring to the professions, that the glamor which ambition throws over such callings is liable to be rudely dispelled, when, as a doctor or a lawyer, the young man undertakes to battle with the world.

With nearly three hundred medical men, or one to every 1500 of our population, Nova Scotia offers a comparatively poor field to the young practitioner; and even at the best, he is but the servant of the public, called upon to undergo hardships and endure self-sacrifices such as are never dreamed of by the ordinary citizen. A large percentage of his patients, in these days of keen competition, consider they are doing him a favor to call on him for his professional services, and comparatively few of them regard it as obligatory upon them to pay the moderate fees which he has charged. But if the medical profession is overcrowded, that of the law is even more so, and scarce a week goes by that we do not hear young men regretting that they have used the best years of their lives in the study of a profession which does not afford them even a scanty livelihood.

A large number of the lawyers in this Province will, if consulted, honestly admit that the practice of their profession in Nova Scotia is unremunerative. This they attribute mainly to the inherent aversion of our people to litigation; but while there may be some truth in their assertion, they overlook the real fact, which is, that the profession is crowded far beyond the actual needs of the country, the lawyers now outnumbering the doctors in the Province.

Young men who are about to choose a calling in life, should bear these facts in mind, especially since there are other pursuits to which they might devote themselves, which guarantee a more certain and independent livelihood than they can hope to obtain as barristers, attorneys, physicians or surgeons.—*Halifax Critic.*

QUESTION DEPARTMENT.

- (1) Does the one-third poor aid which is added to the teacher's draft belong to the District or the teacher?
- (2) Could the District or trustees take it to help pay the teacher's salary if the clause "The poor aid for the benefit of the District" is not in her agreement?
- (3) Does not the District get their share of poor aid in the County Fund?

ANXIOUS ENQUIRY.

The object of Poor Aid is to assist certain Districts designated Poor Districts to provide school accommodation. At the end of each year the Inspector sends to the Chief Superintendent a list of those Districts in his opinion entitled to rank as Poor Districts. At the beginning of the year these Districts are notified by the Department, and in making their agreements with the teacher should take the fact in consideration. A specification as to whom the poor aid shall belong in the agreement is not at all necessary. If the District is a Poor District the amount agreed upon will be as much less, as the teacher will on that account receive more on the Government allowance to him or her. The trustees of poor districts also receive one-third more County Fund.

In your case the agreement seems to have been drawn up in ignorance of the fact that the District was a Poor District. It may fairly be supposed that if the trustees had been aware they were receiving special aid they would have been more gen-

erous in regard to salary. Perhaps the fairest way to arrive at the solution of the matter would be for the teacher and trustees to divide the amount.

What number diminished by $\frac{2}{3}$ of itself leaves a remainder of 34? A. S. T.

$$\begin{array}{r} 20 \\ - \text{whole number.} \\ 20 \\ 20 \quad 3 \quad 17 \\ - \quad - \quad - \\ 20 \quad 20 \quad 20 \\ 1 \quad 20 \\ - \quad - \quad - \\ 20 \quad 2 \quad 20 \\ - \quad - \quad - \\ 20 \quad 20 \end{array}$$

- (1) Why does a hoop while rolling remain upright, though it fall as soon as it stops?
- (2) From what is the word "News" derived?

R. L. B.

What am I to do with a child, naturally left-handed, who persists in writing with his left hand?

"A SUBSCRIBER."

- (1) Please to inform me where "Lake Zirkulity" is situated?
- (2) Which is correct, "I should like to have gone;" or, "I should have liked to go?"

C. E. B.

(Answers next issue.)

EXERCISE IN COMPOSITION.

Write the following sentences so as to form a continuous narrative.

A fish lived in a large pond.
He was a careless fish.
He was not a year old.
He was quite large.
He could swim faster than his brother and sister fishes.

The flies came buzzing over the water.
He would spring and catch them.
He would eat worms too.
His mamma warned him about the hooks (Tell what she said.)

One day he saw a worm.
He saw the hook.
(Tell what he thought.)
Took hold of the worm.
The worm began to move away.
(Tell what the fish said.)

The worm gave a jump.
The fish felt something sharp in his mouth.
He swam this way and that.
He went out of the water.
And came down in a trice.
That was the last of him.

LINCOLN'S LITERARY STYLE.

The errors of grammar and construction which spring invariably from an effort to avoid redundancy of expression remained with him through life. He seemed to grudge the space required for necessary parts of speech. But his language was at twenty-two, as it was thirty years later, the simple and manly attire of his thought, with little attempt at ornament and none at disguise. There was an intermediate time when he sinned in the direction of fine writing; but this ebullition soon passed away, and left that marvelously strong and transparent style in which his two inaugurals were written.—*Nicolay and Hay in the December Century.*

PERSONAL.

Inspector Mersereau is visiting the schools in the eastern end of Gloucester County.

The young friends of Collin H. Livingston, pupil in the St. John Grammar school, and later a distinguished graduate of McGill college, Montreal, will be pleased to learn he has been appointed to the position of lecturer on English literature and language, logic, rhetoric and experimental chemistry in the Gramercy Park Polytechnic schools, New York. The staff comprises twelve professors, including instructors in metal and wood turning, printing, engraving and electrical sciences.

Do thy best. A great painter once fell ill and bade one of his pupils to finish the picture upon which he had been at work.

"O, I cannot," said the young man, "I would spoil it."

"Do thy best," said the master.

"But I have no skill at all, dear master," said the pupil.

"Do thy best, my son. I commission thee to do thy best."

At last he took the brush, knelt before the picture and prayed for aid to finish the work for the sake of his beloved master. His hand grew steady, his eye sparkled with the fire of genius that had slumbered in him till now. His heart filled with joy as he saw the result of his work, and at last he carried it to his master's couch, completed. When the master saw it he burst into tears of joy at its beauty. "My son, I paint no more," he said, "you are henceforth the master," and a master of painting he was ever afterward. His great work, "The Last Supper," has been a study for artists for hundreds of years.

A "TRUSTEE" writing to an Eastern paper says:—"To our way of thinking when children leave school they should be able to read well and understandingly, at sight, ordinary reading, write a letter in a neat, rapid and legible hand, and to perform any arithmetical problem they would be likely to meet in practical life. Now we assert, and we challenge contradiction, that there is not one in fifty of the young people in the country can do this. And why? Because their time was worse than thrown away in memorizing difficult geographical names, historical dates, and the technical terms of botany, chemistry, etc., together with poetry and dialogues for exhibition day, which children very wisely make all haste to forget when they leave school."

CONCERNING the public system of teaching, the *Christian Union* says: "The present system in vogue in our public schools does not meet the needs of the children of all classes, and to the poorest classes—that is, the children of the mechanic and labourer—it gives but the very rudiments of an education, and that not of the most practical kind. There is no doubt that there are thousands of fathers and mothers who take their children from school, because they know that the studies to which they have access are not those that will be used in earning a living, and that is the paramount question in thousands of homes."

FROM a hygienic point of view, corporal punishment is not to be encouraged. When a teacher "thrashes" a pupil, he or she is generally in anger, and from this very reason, is not able accurately to gauge the amount of force that is meted out. A sharp blow on the ear has caused incurable deafness, and it has more than once occurred that a boy or girl has been ruined for life by corporal punishment inflicted at school. We are pleased to see that this method of correction is deprecated in the last report of the Massachusetts School Board, wherein it is stated that "a teacher that finds it necessary to use corporal punishment to any appreciable extent, gives evidence of a want of ability to control."—*Annals of Hygiene*

Taddy Pole and Polly Wogg
Lived together in a bog;
Here you see the very pool,
Where they went to swimming school.
By and by (it's true, but strange),
O'er them came a wondrous change,
Here you see them on a log,
Each a most decided frog.

TEACHERS' BUREAU.

WANTED.—For Intermediate Department Graded Schools, Dalhousie, N. B., a second-class male teacher. Only one of undoubted teaching capacity will be employed. Reply, giving best references obtainable, and lowest salary from District to Trustees School District No. 1, Dalhousie, N. B.

WANTED.—a school. The applicant a 2nd class male teacher, of considerable experience, who expects to obtain a 1st class license in the December examination. References given. Apply to H. F., in care of editor JOURNAL OF EDUCATION, St. John, N. B.