

honored, happy home, that the lessons for others in heroic self control and patient submission must be our only excuse in referring to it.

Mrs. Carr (Miss M. M. Bothwell, third daughter of the late Frederick Bothwell, Esq., of Quebec) had received her preparatory training from her brother, Mr. Bothwell, a brilliant Montreal lawyer, whose untimely end is still counted a national loss; and to his family the loss was irreparable. Later she studied for two years under the tuition of Rev. Robt. Laing, M. A., now principal of the Ladies' College, Halifax, N. S., and after spending three years under the personal direction and tuition of Sir Wm. Dawson, Dr. Robins, and Dr. Darey, she graduated second in her year, taking honors in mathematics, English, Latin and chemistry. Soon after she came to St. John, N. B., as the wife of the late Rev. J. F. Carr, assistant minister of St. Mark's parish. Removing two years later Mr. and Mrs. Carr worked for five years in Kingsclear, York County, N. B., building up a solid and enduring parish. Their work there is well known throughout New Brunswick, in every department of church work. In February, 1878, Mr. Carr was stricken by a malignant form of diphtheria and with his second daughter died after a two days' illness. In the following November at the suggestion of Governor Boyd and Dr. Rand, Superintendent of Education, Mrs. Carr removed to St. John once more and took charge of the Victoria High School. In 1881 Mrs. Carr was appointed by the N. B. Board of Education as provincial examiner in domestic economy, for teachers' license. In 1887, as already stated, she was offered the principalship of Trafalgar Institute, Montreal, but at the urgent solicitation of the St. John school board she was induced to remain. In September, 1888, she resigned the principalship of the Victoria to become the wife of the Rev. J. deSoyres, rector of St. John's Church.

Mrs. Carr's work in the Victoria was of that solid and enduring character which time cannot efface. Truth, honor, obedience to law, courtesy, as well as accurate scholarship, were taught by example and precept. Her own careful training added to a dignity of manner and a rare gift of imparting knowledge, placed her in the foremost rank of teachers. Her work speaks for itself, but with that modesty which is the characteristic of every true teacher, she felt that she was not doing and could not do enough for those placed under her charge. When she sent candidates from the Girls' High School for matriculation to the N. B. University these at once took a high position, and when she opened to her students the larger field of the examinations of McGill University and Lennoxville, the results were even more gratifying, and called forth high praise from the McGill examiners for the accuracy of their scholarship and the many excellent features of detail in their work.

Nova Scotia Provincial Educational Institute.

The Thirteenth convention of the Nova Scotia Provincial Educational Association, was held in Truro on the 14th, 15th, and 16th of October. The programme was full and varied, and covered the most important issues now before educationists. With two or three exceptions, the papers were excellent. The attendance was much larger than that of last year, and the interest better sustained. At every session the large assembly hall of the normal school was completely filled—all this in spite of the very unpleasant weather.

In the opening address, the superintendent of education showed the necessity of normal school training for all teachers. The course should be greatly extended, covering in no case less than one year. The Truro normal school he claimed as the best in the Dominion, with a fuller all round course than any other. Well-trained teachers could command better salaries and yet give much greater value for their services than the cheap untrained teacher. The proportion of at least partially trained teachers is yearly increasing. The importance of having only the best teachers is evident from the fact that the school gives by far the best opportunities for training for good citizenship—for the school is a miniature commonwealth.

The Committee on Superannuation, through their chairman, Principal O'Hearn, reported in favor of the pensioning of teachers. The fundamental principles only were formulated. The details of any scheme must be worked out by a skilled actuary. Any system adopted should be managed by the Council of Public Instruction, and should apply to all teachers and school officials wholly engaged in educational work. The principal part of the funds necessary should be a tax upon those who might possibly claim the benefits. The amount of the pension should be the minimum necessary for comfortable subsistence. It was argued from general principles and shown by the experience of other countries that a system of pensioning teachers raises the status of the profession and secured to it all the benefits of accumulated experience. Teaching would not then continue to be in the hands of novices who made it merely a stepping stone to some other profession, and whose interest in it was mainly measured by the dollars and cents they could make out of it while waiting or preparing for something else. Teachers always have been, are, and always must continue to be poorly paid. This is because the prime importance of a good education is not generally understood. Besides, so many teachers are required that it is difficult to make adequate provision for all so as to enable them to have enough to lay up for old age and at the same time live as they should. A partial remedy, however, and the only one available is to pension those who have spent their lives in the service of the state. The experience of other countries, and to a limited extent, the experience of our own country, proves that the pensioning of teachers would greatly improve the character of our educational work.

On the other side, however, it was argued that teachers, like others, should learn to be provident and be to their pupils examples of thrift as of all other virtues,