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**Interesting Paper Read Before  
Teachers' Association**

### The Three-Fold Character of Instruction Every True Tea

'Schoolroom Ethics' was the admirable paper read recently before the Victoria Teachers' Association by Pineo. The paper having excited considerable criticism among the

"A few years ago," Mr. Pinso said in introduction, "the writer was one of a party of about 200 men, sailing along the shores of an estuary of Fundy, busily engaged in collecting and examining the fossils."

old carboniferous age in search of the existence of living things that primeval period of the history. Presently his search ended by the unexpected discovery of a well-defined series of foot-prints, decided in an upturned stone. Millions ago—how many one can scarcely

cedly retreat by the river man  
dered out over the muddy  
bare by the receding tide.  
ed, its trail was clearly mar  
oly printed tracks which the fir  
ne incoming tide partially filled  
osit of oozy silt. Wave after w  
ed in quick succession and so

under the pressure of many feet of rock-forming material, the soft mud changed into solid stone. The reptile was the type passed on to its contemporaries, and was succeeded by higher forms which in turn gave rise to the more progressive ones still higher in the scale of evolution.

of grand ascent of life. Most changes of level had taken place by elevation of the land, or the submergence of the sea, the fossil-bearing strata being the footprints made so many times as the land had been brought again to life. It was an unmistakable story of the belated

est geologist, examined and determined, and is now, no doubt, peering upon the shelves of the Royal Museum at Montreal.

But what has this to do with ethics? you inquire. The one

upon my fellow-teachers is the  
 ions once made are made for all  
 ernity. Such impressions may  
 tionally, unconsciously, made, b  
 urely are they received and crys  
 never-dying character. We ar  
 ally giving ourselves to others  
 ally is this true of teachers.

to instruct the tender youth, to nascent thoughts and mould the positions as no other outside the can. Man is a threefold being of a physical, a mental and a spiritual nature, living a threefold distinct planes which are yet so

development of a perfect manhood neither the physical, the moral capabilities of the individual ignored. To train the hand is important, for nature bestows only upon those that labor for the sweat of man's brow that

it was won from nature or  
labor as degrading, is himself only  
g object of contempt and pity  
the mind is essential, for it is  
that makes him king among men  
intelligence that makes his ph  
a hundredfold more effective; it

forces of the earth and enables him to draw from nature in largest measure the things that make for his material comfort. But above all the interests involved in physical and mental training, those of the plane rank supreme—those concerned with all that is highest in man and best in man that

giving him a co-worker with the in-  
g the uplifting of the world. V  
many instances—men of brillian  
nal parts, geniuses we call  
ings upon the intellectual plane  
because lacking in high moral qua  
y shaping their lives to selfish

happy for having lived—who  
 the tear from sorrow's eye and b  
 healing balm the bruised  
 heart; who has fringed  
 with silvery beauty; who  
 the rose and watered it

ids or gathered the splendors of nature into charming symmetry. The result becomes a practical one. What evidence do these facts bear for our parents, our councils, for our school boards, and particularly for ourselves? We are led in the obvious conclusion that the present system of education is only one

be educated—the physical culture must not be lost sight of, his natural nature must be duly matured, and his moral or spiritual nature duly trained into lofty growth. The second is more important than the third than either, but neither without the other. The third

nor can the soul say to the brain  
'I am not here'; but yet the soul  
is more than the brain, even as the brain  
is more than the body. The most im-  
portant place than does the heart  
the whole child must be at school.  
The useful faculties must be directed  
and most emphatically must all  
abilities be made to work.

that this is a practical age, and that we should fit boys and girls for the duties of life. Beyond question, this is eminently true as a statement of fact, but how distorted and untrue are the theories which apparently prevail so generally as to the real nature of those activities.

deals, the highest aim of education is to make men shrewd and sharp, to take advantage of their fellow men; to be able to write at the expense of others' good well-being, and by trickery to live in affluence while other men sweat and worthy, starve.

But the education that takes in  
the moral nature of the child, w