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In these days there have come to be so many ways of looking at things, that one has to be careful in making his selection of a direction in which to look; and this possibility of bewilderment is perhaps becoming as imminent in our educational investigations as in any other investigations.

The teacher, in his novitiate, when he thinks do deal with the being of the child as a unit, finds no difficulty, in laying down a simple basis for his operations in school-work. The beginning and end of school-work is the improvement of the child's mind, the storing up of knowledge, the furbishing and furnishing of the memory; and the method which secures this, along the lines of the least possible resistance, is the only true method. Is there anything more simple as a science than this, is there anything in any art so easy to get at as such a pedagogic?

Even when there comes to the young teacher the revelation of the trinity in himself and in each of his pupils,—when he becomes convinced of the wider scope his pedagogy must take, he is still able to circumscribe for himself a simple basis for his professional operations, for his practical investigations of child-nature. The body, the mind, and the *ego*, and their inter-relationships have been the

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\* An address given at the late Buffalo Convention by Dr. J. M. Harper, Inspector of Superior Schools.