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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 to 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 furnishing 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 theme of all educationists; a simple theme in itself, and, as the young teacher used to think, one easy to be understood as a safe guidance in school work. But is it not a fact that so widely—I was almost going to say so wildly—have we continued to discuss this same trinity and its relationships, that our teachers are beginning to beseech us to simplify rather than amplify our pedagogic disquisitions? In a word, the query that stares us in the face at a convention such as this is to be found in the cry of the young teacher: Has the science of education in these later times come to be the endless chain of the seer—is there any limit to the sphere of its theories—are we ever to find rest for the soles of our feet?

The discussion which the preceding papers are likely to provoke, brings to my mind an article I once wrote, in which an endeavor was made to strike an analogy between society as an organism and the tripartite being of the child. The steam engine, taken as an exponent of the manufacturing arts and physical comfort-promoters of the times, indicates in its effects the marvellous physical development of the world, just as the printing press

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