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PROFESSIONAL TRAINING OF TEACHERS.

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The creation and preservation of any school for the training of teachers must always rest upon a practical belief in the importance of and pedagogical necessity for training. The advocates of such schools stoutly affirm that there is a science of education, that its principles can and should be discovered and applied by every teacher, and further, that the educational interests of a country are so important that it is a duty of the State to see to it that those who undertake the education of her children should have laid a preparation broad and deep in professional training.

All do not agree with this view, and notwithstanding all that has been said and written on the subject, the problem of *professional training* is still, in my opinion, "facile princeps," the most important educational question of the hour. Upon its proper solution the educational destiny of a country must depend. The question will not be downed, and although the number of those who affirm the principle is constantly increasing, its advocates must be prepared on all occasions to give reasons for the faith that is within them. The principle, broadly stated, is this:—Every teacher, from the Kindergarten Assistant to the College President, no matter how ignorant or