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TEACHERS' READING CIRCLES.*

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There is no point more generally insisted upon at the present time by the best writers upon educational subjects than the necessity of professional training as a preparation for the work of teaching. The opinion is rapidly gaining ground that if teaching is not at present a profession, it should be a profession; that the teacher should be a professional man, and, as such, undergo a thorough preparatory professional training before entering upon the important work of teaching, similar to the preparatory course for other professions, and that the teacher should maintain his professional standing (1) by a systematic course of professional reading which shall keep him abreast of the best thought and methods of his profession, and (2) by careful study and preparation of each day's work. This tendency is one of the most important and encouraging features of the present educational outlook. It is important that we, the Protestant teachers of this Province, should take note of this tendency and guide ourselves accordingly. The time was when men failed to distinguish between the knowledge of a subject and the knowledge of the methods of teaching a subject. A good arithmetician and a good teacher of arithmetic were considered synonymous terms, the first necessarily involved the second. One had only to secure a good classic in order to have Latin and Greek taught successfully. Individuals rose up here and there in the educational world and maintained the necessity of a knowledge of methods as well as a knowledge of subjects, as a qualification for a successful

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