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ONE OR TWO UNSETTLED QUESTIONS OF  
MODERN EDUCATION.

(From an Address delivered before the Meeting of the Teachers' Association  
Montreal, in March.)

It is difficult for a teacher of the present day, to avoid the error of magnifying his office. Surely in no age since the age of the Greek philosophers has the subject of education loomed so large before the minds of thinkers on social conditions. They are fully awake to the fact that if the secret of education could be really grasped in the case of every group, every individual, we should have won in the school or its play-ground, not only the battle of Waterloo, but the harder battles of our day, the struggle to maintain lofty political and social ideals, in the midst of the unidealizing tendencies of present social and political conditions, the demoralizing wrestle for life, the confusion of ends and means.

Streams of thought from various sources force upon us the conviction that there should be no more halting between two opinions, that we should arrive at and apply definite conclusions as to education. There is the spirit of democracy, making demands of uncompromising idealism, —equality of opportunity, a genuine chance for every human being to lead the truly human life. The Christian rule that the best should not be withheld from a single individual is more difficult of attainment, now that the