

difficult to be overcome than any that are to be met with of a purely physical nature. If the missionary in the backwoods is often obstructed in his journey by dangers which try to the utmost his sense of duty, he knows that his visit is always welcome, and his ministrations valued in proportion to the obstacles that stand in his way. In the city, however, the teacher meets with impediments which ordinary experience and skill are weak to overcome, and in many cases, unless strengthened from above, he only augments the evils he is most anxious to avert.

I make these remarks in order to speak of the position which our schools occupy in this great city, and whilst doing so, to show that although at the present time the extension of educational means in Montreal is engrossing a large share of the attention of good and influential men, these schools are as essentially needed as at the period when they were first set on foot.

The rapid growth of Montreal within the last fifteen years, during which time it has doubled its population, has caused it to assume all the characteristics which are to be found in connection with large cities, increasing wealth, a large number of poor, intellectual activity, and much crime. Now, these are just the things which call for the influences of education, but it must be an education based on religious instruction, or else it had better be neglected altogether. The teacher who labours in a large city has generally all the advantages derivable from well adapted school buildings, a sufficiency of apparatus, well filled schools, and, on the part of the parents of his pupils, a keen appreciation of some of the advantages of school instruction, but at the same time he was to contend with all those vitiating influences which a large population invariably brings to bear on the youthful mind. To counteract these nothing can take the place of Bible instruction, training under the direction of Christian example, and prayer to the Almighty for His blessing on all that is done. I have already shown that the Society imperatively demands the first of these from all its agents, and we have made it the one characteristic of our schools since their establishment, and it is but right here to state it was this feature of our school instruction which led the Committee of the Parent Society to say in their last report that "they would join with their friends in Montreal in asking for increased support to enable them to carry on this great and important work." The time, apparently is fast approaching when education will be placed within the reach of all, and be maintained by means provided from other sources than the contributions of those who are desirous of devoting a part of their substance to God's service, but many there are who have little confidence in any scheme which sets aside religious instruction as the basis of all that is done in this matter. In the meantime we labour on, and we have the testimony of numbers from