

neighbors since the Revolution ending in 1783. The attempts made in many quarters to prove that American sentiment is friendly to England, and that "blood is thicker than water" in this case as in others, while entirely honorable to the individuals and associations engaged in the pleasant work of reconciliation are based on a radically false view of what both the history of the past, and the experience of the present teaches. The "Monroe Doctrine" in its modern form is simply an expression of the hostility of the majority of the United States people to England and her American colonies. For the Mother Country to yield to her monstrous claims at this time may secure a temporary peace, and may gratify that powerful class in Britain whose commercial and financial interests are so closely interwoven with those of the United States.

But the cessation of American insults and threats of war would be bought at the very dear price of Britain's dishonor, without securing what all must ardently desire, the establishment of permanently good relations between the two great English nations of the globe. While all who reflect on the horrors of war, must shrink from the very thought of a conflict between nations so closely bound together by common interests, nevertheless, Canadians at least must feel that a policy of resolute and calm resistance to all claims based on the Monroe Doctrine is the policy which will best secure the interests of the British Empire, and at the same time put a stop to that spirit of perpetual and insolent aggression which unfortunately is cultivated in the United States in the joint interests of patriotism and party politics.

## OUR RURAL SCHOOLS, THEIR PRESENT STATUS: HOW CAN THEY BE IMPROVED?

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**I**N considering the rural schools, it is my purpose to confine myself strictly to the point of view of a trustee and to carefully abstain from trespassing upon the proper domain of the teacher.

Since the formation of the Ontario Educational Association, a great deal of attention has been given to the consideration of matters relating to our public schools. Legitimate criticism has not been unrecognized in recent legislation. It may safely be claimed that most of the defects which have been alleged to exist in the public schools generally, are to be found in a more aggravated form in the rural schools. In our admirable

system of education, the rural schools are, probably, the weakest and most neglected part. This should not be so. It has been truly said that its system of parish schools was the foundation stone of Scotland's greatness, the secret of the successes and triumphs of her sons. That system, inaugurated by John Knox, still retains very many of its original features. Principal Grant in a recent paper on the "Schools of Scotland" says: "In several respects the Scottish system differs from ours. (1) The old practice of appointing the teacher 'for life or fault' is still largely followed. Consequently instead of having young boys and girls teaching for