

# EDUCATION FOR INDUSTRY IN NOVA SCOTIA

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**U**NTIL recent years public education concerned itself not at all with industry. The system of training for trades through apprenticeship, which was brought to flower in the Middle Ages, has persisted in some measure down to modern times. Under that system the youth bound himself, practically without pay, to a master workman, who in return undertook to impart to the indentured apprentice all of his trade knowledge, trade secrets, and skilled practices. The boy usually lived in his master's household, and outside of shop hours performed many servile tasks. He was thoroughly "exploited", according to modern conceptions, but the relations between the employer and the employee were human and personal. At the end of his period of training, covering four to seven years, the young man stepped forth as a journeyman and an employer had a reasonable guarantee of trade efficiency in hiring him.

When man discovered the secret of manufacturing power by means of the steam-engine, the Industrial Revolution quickly followed. Before that time man's capacity had been limited to his own personal strength, but the steam-engine could now be used to produce unlimited power wherever it was needed. From the shoulders of man the burden of physical toil was to a large extent lifted, so that he was left free to invent and design new machines and to increase his capacity a thousand-fold. His intellect was freed to harness, direct, and control the great forces of nature for the service of mankind. The consequences of the Industrial Revolution are known in a general way to all. The swift development of labour-saving machinery, the establishment of the factory, the surge of workers to towns, the condensation of the nations of the world into a neighborhood through improved means of transportation and communication, the stupendous increases in world wealth, the innovation of the joint stock company with its concomitant progress to the corporation, merger, pool and trust, the enormous advances in the material well-being of the most highly civilized nations—these and other changes rapidly developed into that amazing complex called modern industrial life.

The consequent reactions on social organization were radical and far-reaching. While nations labored to satisfy the wants of their individual members and to create new wants that demanded more and finer products, factories threw up more belching chimneys and the country folk swarmed into festering slums. While nations reached out over their boundaries in ruthless competition for the markets of simple foreign peoples, the schisms between employer and employee, between the owners and the workers or capital and labour deepened and widened. The sub-division of tasks and the specialization of work became more and more accentuated. A single trade was split into a hundred occupations and men became machine operators instead of craftsmen. A workman's duty resolved itself into the repetition of routine motions until he became almost a machine himself. Wizards of invention evolved more and more intricate machines to duplicate human effort in the attempt to eliminate man as far as possible from production. People were sung and played to in their homes by machines, and crowded to amusement houses to laugh, sob, or be thrilled at shadows from machines. Life revolved about machinery and the world was engrossed with material concerns. It was the apotheosis of industrialism, and the leaders of men gave their lives to the service of this Baal. This is, in a high degree, the condition of the world today.

Social organization lagged lamely after industrial evolution, and education faltered in the rear of industry. The master workman in his individual establishment was swallowed up in the gorge of the factory. Apprenticeship as a means of acquiring the productive skill necessary to earn a livelihood almost disappeared. Modern industry demanded workers already trained, and shed the last vestiges of educational service which it had formerly recognized as indispensable. A prospective wage-earner was attached to one or more machines in a factory. He was discharged if he did not fulfil the standard of production, and yoked to the machine if he showed aptitude. He made a special part or performed a special small operation in the manufacturing enterprise, often without knowing the rest of the process or his own relation to others in carrying it out. If an ambitious youth wished to become proficient in the various productive steps so that he might qualify for an expert or directive position, he would be compelled to enter the service of one plant after another, under false declarations, so that he might virtually "steal" his trade.

It was the intense organization of industry and the high degree of sub-division of labour which thrust the burden of vocational education on the public school system. Since education undertakes

the gigantic task of preparing us for life, it must change as the conditions of life change. If there is no avenue which youth can follow to become adequately trained for expressing his highest productive ability, then the school, which is almost the only human institution controlled by the people, must furnish the needed provision.

The public school is, in this respect, far behind the rest of the world. It has not kept step with human progress. Industry has made such breathless advances at an ever-increasing acceleration that education has been left a long way in the rear. The school system is inherently so organized that there is a strong tendency to the persistent perpetuation of accepted aims, ideals, and practices. The youth of today should be training for the life of today, but the instructors are at present removed by a generation from their pupils. They are repeating the precepts and adhering to the methods which were instilled into them many years ago by professors who were trained in a yet older school. It is trite to say that this is largely due to the fact that the grudging pittances offered for developing and inspiring our children for the great tasks of the future do not secure the outstanding leaders of men for this profession. The weaklings, the timid ones, the unstable ones for the most part are even with difficulty induced to enter this great service. Social recognition, which used to be unreservedly lavished on the dominie is now largely withheld. For these and many other reasons the public school system is now inadequate, inflexible, inherently antagonistic to new ideas, and inclined to the stereotyping of outgrown methods.

The people have clamored for many years to the public schools for the facilities to prepare them for a livelihood. Industry also raised its voice in favour of this new service, because it was feverishly engaged in production and more production. Skilled workers with industrial intelligence, who had been recruited from the ranks of craftsmen made proficient by apprenticeship, were disappearing. Intense demand arose for thoroughly trained men to direct and control the delicate and intricate processes of scientific manufacture. Capital and labour were at one on the necessity for technical and vocational education in the public schools.

Education for industry has been highly developed in some of the most advanced European countries in the latter half of the nineteenth century. By this is meant, not the education of human beings for the sole benefit and profit of industry, but the education of all people for equality of opportunity in earning a livelihood, and the development through education of the infinitely

diversified human powers for their highest and most efficient expression in creative production. The advances and success of these European nations demonstrated the value of vocational education as a new social and industrial instrument. Simultaneously with the State of Massachusetts, the Province of Nova Scotia became a pioneer in 1907 in establishing by legislative enactment a comprehensive system of technical education. It is true that our province had already for twenty years carried on continuation classes for men employed in the coal mining industry. This effort was a modest but effective one, and the views had been accepted by the Government that definite education for industrial purposes should be provided at public expense.

The "Act Relating to Technical Education" (N.S. Laws, 1907, Chap. 1) laid down broad principles which would cover the anticipated developments in this branch for many years in the future. The provisions are now well known. A central institution, to be known as the Nova Scotia Technical College, was created. This was to serve as an establishment to provide engineering courses of a university grade, to conduct industrial and scientific research, and to become the administration centre for technical education throughout the province. The schools for coal miners were transferred, and the power was provided to co-operate with industrial communities in the establishing of local technical schools "of such character and extent as will most effectively meet the requirements of the population and industries of the locality."

The Technical College with its buildings and equipment represents an investment of nearly half a million dollars. It provides for complete training in the basic divisions of engineering, viz.—civil, electrical, mechanical, and mining. It reached a happy and effective basis of union with the other five colleges in the province and with Mount Allison in New Brunswick. A uniform course, covering the first two of the four years of training, was adopted and is carried on by each one of the affiliated colleges. The Technical College restricts its efforts to the last two years of professional training, and grants the degree of Bachelor of Science. Every effort is made to help the son of the poor man to obtain the highest engineering training, and the Government provides a scholarship for each of the eighteen counties which gives the winner absolutely free tuition for the year. The college also renders other services in the lower range of secondary technical education. When industrial activity is at a low ebb during the heart of the Canadian winter, short courses in a large variety of technical and scientific subjects are offered during a period of three months each year.

For these intensive courses there is no scholastic standard for admission. Any man direct from the factory or mine, who has had a good public school education and the proper industrial experience, may enter as a student. Ambitious young mechanics, who have found the path of promotion to greater responsibility blocked on account of a lack of technical knowledge, enroll in these short courses. They go back to their places with new power and vision, and usually advance steadily to higher places. The Technical College also possesses a correspondence study service. This reaches out wherever the mails are carried, and enables the man with limited opportunity in the remote hamlet to prepare himself for greater things.

The coal mining schools and engineering schools are of the type known as "industrial continuation schools". They are established and maintained in practically every coal mining town in the province. To them the colliery workers turn in order to secure the knowledge which enables them to obtain certificates of competency required for administrative positions. Preparatory classes in arithmetic and English are provided for those men suffering from limitation or defects in their early training. These schools have rendered a notable service in establishing the equality of opportunity which is so persistently demanded among workers. Quietly the most ambitious miners have worked their way through these classes, have won their certificates, and have been promoted to the very highest places according to their personal qualifications. This educational effort has markedly increased the ability and knowledge of our colliery workers, and is reflected in the fact that the number of fatal accidents per thousand of those employed is much lower than elsewhere on this continent, notwithstanding the fact that our coal is extracted under natural conditions more dangerous and difficult than those existing elsewhere.

The local technical schools so far established have taken the form of evening continuation classes. They have been organized in all of the leading industrial communities. They are maintained jointly by the Government and the municipalities. The courses offered cover technical and commercial subjects desired by wage earners and home-makers in order to make them more proficient in their daily tasks. The range of facilities offered covers some thirty or more subjects. The opportunity for education is placed at the very threshold of the worker, and he may train himself without the loss of an hour's wages. The youths of the province have risen with zeal to embrace these chances for self-improvement, and there are now more than 2500 students taking advantage of them.

Perhaps the most noteworthy service which has thus been rendered in education for industry is that of the vocational rehabilitation of soldiers disabled in the Great War. When the first casualties from the front began to filter back through the English hospitals to convalescent homes in Canada, an admiring nation wished to show gratitude to her heroic sons. No one doubted but that all possible reparation should be made to those who had given of themselves in the country's defence. Pensions of money were forthcoming, of course; that means of compensation had been established in preceding wars. Our people, however, wished to go further, and to recognize the soldier's service in any way the country could afford, provided that the method would result in real benefit to the man. The consequences of grants of land to Boer War Veterans and of the Fenian Raid bounties were vivid and fresh in the minds of the people.

There was another form of effort, however,<sup>3</sup> which was intensely humanitarian, and at the same time justified on the basis of national economy. This was the training of the maimed and crippled men for useful occupations. After previous wars there was always a residue of disabled loafers. There were miserable, misshapen beggars with rows of service ribbons, wan-faced men with empty sleeves, doughty red-faced veterans who stumped to the grocery store on wooden pegs, there to idly gossip and recount the glorious events of days gone by. This backwash of humanity lived meanly on pensions inadequate for full support, and in the main nursed grudges toward an ungrateful and forgetful country. They constituted a group which was noxious, if not vicious, in community life. A perfectly idle man is a social menace.

The development of organized industry had produced a form of employment which seemed to offer a solution to the problem of getting the crippled soldier back into a new gainful occupation. Machine work did not demand physical perfection, the specializing of labour had greatly reduced the amount of time necessary to become an expert worker, and the range of opportunity had been vastly extended by the sub-division of a hundred standard trades into ten thousand occupations. There seemed to be room for a man no matter how badly crippled. Even one who had been blinded and had lost both legs could be a dictaphone operator or a masseur.

Thus the country developed a generous policy of placing the broken soldier back on his feet in productive life after it had bound up his wounds. A huge organization was formed to educate these cripples for industry. Amazing success attended this effort, and thousands of men, who had wan-

dered in the black abyss of hopeless introspection, were restored to self-confidence and independence. The Technical College, with its splendid equipment and ripe experience, threw its doors wide open to help in furthering this great enterprise. Its halls had been emptied of regular students who had cheerfully dropped their books and instruments to don the service uniform. For four whole years the college was engaged mainly in special trade training for the unfortunates who had crept back from the fray, wounded and spent. As the frightful struggle wore on and on, the numbers grew and grew until there were nearly four hundred of the crippled heroes at one time learning to work in some new fields of human endeavour where their disabilities would be little or no handicap. About four thousand returned soldiers in this province alone were given courses of industrial re-training. More than three whole battalions may thus be said to have been marched into school and to have been remoulded there in a few months into efficient soldiers of industry.

For five or six months they went back to school for eight hours a day. The curriculum called for about twenty per cent of the time in the recitation room and the rest of the time in the shop. The work was carried on along lines of the latest industrial practice. The students were plied with information, and acquired trade knowledge which they might never have had the chance to pick up in industry in years of experience. They were always told the reasons for the different operations, and thus a basis of understanding was laid upon which they could develop proficiency and make further progress. From the classes the man was apprenticed in industry for two or three months in order to adjust himself to actual every day working conditions before his Government allowances were stopped. He was then usually absorbed on the regular payroll in his chosen calling. For another four months he was followed up by the Vocational Department to see that his working conditions, his performance, and his relations with his employer were satisfactory. Then he was considered re-established. Men were trained at the Technical College for over thirty different trades, and four-fifths of those who finished courses there are holding their places with normal workers in industry.

The vocational rehabilitation of the soldier was a most inspiring work. Salvage of human minds and bodies in patriotic service brings rewards that are finer than much fine gold. The roughly expressed gratitude of mangled men who had restored to them the power of self-support through a little intensive technical training made the instructors feel more amply repaid than the Samaritan if he was thanked that day on the Jericho road. If the college had

rendered no other service than to help in bringing back these crippled Nova Scotians to useful, busy, self-respecting citizenship, it justified its foundation and its existence.

What of future developments in education for industry in Nova Scotia? The efforts which have been briefly chronicled here are but the beginnings, if the absolute needs and demands of our people are to be adequately met. The state of general education today satisfies no one, least of all the men who are responsible for administering it. The leaders of men, the finest of women, must be reinstated in the teaching profession and held there. Even the crudest and most selfish citizen will readily concede that on education hangs the nation's future. With man's limitless capacity for development, education can in time develop any kind of ideals, aims, purposes, and accomplishments which are chosen as desirable. If industry and society were to be re-organized completely with altruism as the dominating motive, then much could be done by education to produce altruistic citizens in a comparatively short time. The general discipline of the public schools must be sound, and must constitute an adequate preparation for life. It is the basis on which all other training is built. The methods and practices of today should be deeply and even radically altered. They should be held open to change with changing social and industrial life.

Technical education is not in conflict with general education, but rather in league with it, supplementary and complementary. It is a branch which has risen to meet a new need. It should be an integral part of the educational system, not separated or put into competition with other forms of training. It should not be saturated with commercialism or materialism, but be inspired with that spirit of culture which comes with the joyful creative effort of the perfect craftsman. It should be deeply concerned with inculcating the ideals of responsible citizenship. Most of its effort should be applied in the realm of secondary education, building upon the foundation laid in the common schools.

The present provision in Nova Scotia should be widely extended. Two of the immediate necessities are:—

1. Vocational courses parallel with the commercial and college matriculation courses in our academies:—Fewer than ten percent. of our youths ever enter the academies, or so-called "poor men's colleges," and fewer than four per cent. finish. A great majority, especially of boys, have mechanical aptitudes, and would stay in school above the eighth grade, if there were definite opportunities to prepare for special trades. Newton, Massachusetts, doubled

its high school enrolment by establishing vocational courses there.

2. Part-time courses for boys and girls between the ages of fourteen and eighteen who are at work in gainful occupations:— With the new ideals of democracy and the increasing responsibilities of citizenship, it has become recognized that men and women have not been well enough educated if they are allowed to leave school at the age of fourteen or even sixteen. Nor do they now find a fair opportunity to learn enough about their vocations in industry. The war brought home the fact that in the United States over twenty per cent. of the soldiers called up for service could not read and write. In Nova Scotia the percentage was only four, but this seemed shamefully high to those who had habitually boasted the thoroughness and efficiency of our public school system. Great Britain has now determined that her people shall be better educated and trained for a fuller life. She has proceeded to extend the period of compulsory attendance at school to the age of eighteen. If boys and girls are employed in industry, they must be allowed to attend classes for four to eight hours per day during working time, and be paid at the same rate for this period at school as if they had been engaged in productive work in the factory. Over half of the states in the American union have put similar laws into effect. Ontario is actively engaged in like manner. This is the most important advance in public education in a century, and Nova Scotia, which has always been in the van, must quickly follow suit.

The period of re-construction and re-adjustment is charged with new ideals and human desires struggling for expression. Never has education felt the stirring impulses of impending change so intensely as at the present. All peoples and all classes of people are straining toward the light of a new time, and more or less implicitly pinning their faith to a deeper, broader, higher development of education to furnish the light and bring the day. Masses that have been more or less submerged and inarticulate are demanding a higher interpretation of the democratic order, the making real of more equality of opportunity. Only through education can democracy be successfully perpetuated and raised to further heights of enduring human satisfaction.

# “THE MIRRORS OF DOWNING STREET.”

W. E. MACLELLAN, LL.B.

UNDER the above title a little book was printed in London last autumn. It has been widely read, and has aroused considerable comment. After running through nine English editions it has been lately reprinted in New York. The authorship is anonymous, but must be readily recognisable by some of those who are made the victims or the heroes of its personal anecdotes. Various public guesses have been ventured in literary quarters, but none of them seems so far to have been well established.

The author lays high claim to judicial impartiality and exaltation of motive. On this he agrees very earnestly with himself, but if he has no more convincing title deeds than his book in support of such a claim he may find its acceptance by his readers rather doubtful. He is much too confident and precise in his apportionment of praise and blame. He does not fortify his opinions or conceptions by concrete facts. His prejudices, political, social, and moral, are not effectively concealed. But he believes in himself to the verge of enthusiasm. To me, in spite of his protestations, the book looks suspiciously like one “made to sell”. The prefatory apologia has it that “inspired by a pure purpose” the author “might have said far more,” and that he has made “an effort to be just”. Why, being so inspired, has he not said more? Why was an “effort” required in order to be just? The quality of justice is no more strained than that of mercy. His aim, he declares, is “to raise the tone of public life”. That also is the professed aim of every earnest political partisan, who expresses the views of his friends or opponents through the press or from the platform. No one can read this book and lay it down with any serious doubt as to the political leanings of its author.

*The Mirrors of Downing Street* purports to be written by “A Gentleman with a Duster.” Its self-assigned task is to polish up the moral looking-glasses of a number of public men, that they may see themselves as others see them. Its actual achievement is to exhibit these persons as the author regards them, in the light of his own predilections and prejudices. There is no attempt at real psychological analysis, no marshalling of evidence. We get just

a statement of the author's unsupported opinions, which are not to be taken too seriously, however entertainingly they may be presented. That they are brightly presented is indisputable, otherwise the book would not have found such a multitude of readers. Few things are, to many, more attractive than the public vivisection by a skilful hand of those who have won special celebrity. The hand that wields the "Duster" is quite cunning. But, when a mirror becomes cloudy, a duster is the very last instrument to apply to it for cleansing purposes. It merely smears. One may see but dimly through a layer of looking-glass dust, but otherwise one sees truly. The best mirror absorbs much light, and, to that extent, is untrue. After being smeared by a duster it is almost certain to distort and to falsify. For the best result we need soap and water as well.

Yet the book is entertaining, and probably contains considerable truth, mixed with much fancy and more bias. Its author evidently writes under the impression that man is, or should be, an unvarying creature from youth to old age, more especially if he takes part in public affairs. Such as one appears to be in boyhood, that he thinks one should continue to be in middle or advanced life. He would have the enthusiasms of the adolescent come to full fruition in old age. Thus he complains that a number of public men, of whom he does not at present approve, have experienced radical changes of character. I am myself convinced that actual character is continuous, distrusting alike the reported conversions and reported perversions except in the matter of ideas. A man may alter his habits, he cannot much vary his nature. The speech to Falstaff, which Shakespeare puts into the mouth of King Henry V—the former riotous Prince Hal—on his accession to the throne may be quoted against my belief:

Presume not that I am the thing I was,  
 For Heaven doth know, so shall the world perceive  
 That I have turned away my former self;  
 So will I those who kept my company.

The answer is that the young king was merely revealing his true former self for the first time. Theretofore he had concealed it under a loose cloak of habits. The "Gentleman with a Duster" is plainly inconsistent in contending, for example, that Mr. Lloyd-George and Mr. Asquith have been untrue to themselves, and have falsified the promise of their youth, because their outlook at sixty is not what it was at twenty. Modified in attitude by circumstance, by experience, by their own physical changes they unques-

tionably must have been. But fundamentally different? No. If Mr. Lloyd-George is a demagogue and an opportunist now, he was that potentially from his conscious beginning. If his tastes are not now refined, neither were they then. If his culture is defective, it is because of his disposition. If he sees the world at present through different eyes, it is not only because his eyes have aged in observing much, but because the world too has changed its outer aspect.

The "Duster" has many specific complaints to make against Mr. Lloyd-George, and much to charge to his account. The obvious fact is that he dislikes him. He can scarce even forbear to sneer at the Premier's humble social origin. "How is it," he asks, "that this politician has attained even so much super-eminence?" Surely such a question with regard to one who achieved what Mr. Lloyd-George did in the war, with the glad support of men of all parties, has a touch of the ludicrously impertinent. To offset it, in his burning desire to be fair the "Duster" tells us how Mr. Lloyd-George succeeded in one vitally important matter when all others had failed. He graciously admits that "this was not stage acting." He goes on to tell how the Premier in his early days in London used to make speeches to his room-mate, "lit by the passion of justice, directed to the liberation of all peoples oppressed by tyranny." He condemns Mr. Lloyd-George for not continuing to make such speeches, while devoting, as best he can, his energies to the work which he then advocated. The critic adds: "His schemes were disordered and crude; nevertheless the spirit that informed them was like a new birth in the politics of the whole world." He sadly laments that "those days have departed and taken with them the fire of Mr. Lloyd-George's passion." In brief, the Premier has no longer a young head on old shoulders. The "Duster" admits that the Premier's "intuitions are amazing," and that "he astonished great soldiers in the war by his premonstrations." That he aroused and united the British people as no one else could have done, is common knowledge. In very truth he has been first in peace, first in war, first in the hearts of his fellow-countrymen. Yet this boastfully fair "Duster" person ventures to call him "a man of straw," and to say: "History, it is certain, will unmask his pretensions to grandeur with a rough, perhaps with an angry, hand." This because "Mr. Lloyd-George has gradually lost in the world of political makeshift his original enthusiasm for righteousness."

He is pronounced "not a bad man to the exclusion of goodness; but . . . not a good man to the exclusion of badness." Who, with the shining exception of the "Duster" man, reaches this suggested

ideal? Moreover, Mr. Lloyd-George is accused, and probably could be convicted, of not being a "reader". Neither politics nor war, it might be pleaded in extenuation, is conducive to literary pursuits. It appears, too, that in his leisure moments—not hours—the Premier has a weakness for the easy chair at home with his family, which, it seems, prevents him from "trusting to his vision," from "believing once again passionately in truth and justice and goodness and the soul of the British people." This is mere hysterical rant. And what of the charge that Mr. Lloyd-George has low tastes? He does not always select companions such as the "Duster" man approves. All that is urged against him, and the spirit in which it is urged, serve to blunt entirely the point of the concluding words: "This, I hope, may be said on his behalf, when he stands at the bar of history, that the cause of his failure to serve the world as he might have done—as Gladstone would have done—was due rather to a vulgarity of mind for which he was not wholly responsible, than to any deliberate choice of a cynical partnership with the powers of darkness." If this does not crush Mr. Lloyd-George, it at least unmasks his detractor. It almost disposes one to like the Premier, if for no other reason than because of the enemy he has made.

Mr. Asquith is tried at the same bar of "Duster" opinion. He is similarly convicted, but not so severely sentenced, although he falls under like condemnation. It is intimated that he never was enthusiastic, or an idealist. "Nothing in his career," we are told, "is more remarkable than his fall from power. It was as if a pin had dropped." It would have taken much more than the closing, or even the slamming, of an official door behind any retiring statesman, however great or exalted, to make the event audible above the roaring inferno in France when Mr. Asquith went out. Nothing more favourably revealed the fallen Minister than the quiet dignity of his withdrawal. "One must trespass upon private life to discover the true cause of his bewildering collapse." That cause, we are gravely assured, was "the loss of the rigid Puritanism of his early years." He can now smile, or—still worse—laugh. "After the day's work there is nothing so diverting to him as the society of young people." If he had persisted in his youthful strenuousness "he might have been an unpleasant person for a young ladies' tea-party," but "he would never have fallen from Olympus with the lightness of thistledown."

Lord Northcliffe is, if not acquitted, at least let off easily, on the "Baby Act" plea. He is a "boy," with a bad digestion which makes him at times subject to tantrums. He is "full of adventure,

romance, and whims." He loves to play at being Napoleon: "I am sure that he chose the title Northcliffe so that he might sign his notes with the initial N." When he comes to Mr. A. J. Balfour, the critic at once dons the judicial black cap. For this offender there are not even sympathetic words before sentence is passed. His very smile becomes evidence against him: "It has no more to do with his character than his tailcoat." "Of his servants he never knows the least detail, not even their names." That, to say the least, must be rather inconvenient for him, unless he has adopted the free-born American habit of shouting "Hi, you there!" Even that, it would appear, is conceivable, for he has contracted "that unlovely Front Bench habit of putting his feet upon the Clerks' table" in the House.

I do not advance it in mitigation of sentence upon Mr. Balfour—for that would be vain—but here is a little story which, I think, has not hitherto been printed. Three young volunteers from a Nova Scotian town were on a brief furlough in London. They were keen on seeing the Houses of Parliament, which were not then sitting. A doorkeeper, of course, prevented them from entering. They were pleading with him in vain for admission, when a gentleman approached. At a motion from him they were allowed to pass. He took them himself over the buildings, and pointed out everything of interest. When they came to the Upper House, one of the lads innocently asked their unknown guide if the Lords were "very stuck up". He was diplomatically assured that there were a good many of them who had no reason to be so. The boys were at last dismissed with a kindly hand-shake, and good wishes. They questioned the doorkeeper, and learned that they had been "personally conducted" by Mr. Balfour. So perhaps he may not be wholly devoid of human qualities, the "Duster" to the contrary notwithstanding.

Even Lord Kitchener's untimely death does not prevent the dusting of his mirror, in spite of the impossibility of his seeing himself in it, one way or another. He was not fair to look upon. He squinted, and had a coarse face. He had peculiar habits. He was a poor soldier and a worse administrator. Nothing in his life, in short, became him like the leaving of it. Mr. Winston Churchill is more gently handled, but he is damned with very faint praise. All the others with whom the book deals are showered with unstinted compliment, particularly Lord Carnock, Lord Fisher, and Lord Haldane. With regard to these most readers will find themselves in close agreement with the author. Mere panegyrics are pronounced on Lords Rhondda, Inverforth, and Leverhulme. Prob-

ably they are well deserved. But the subjects of them have been business administrators rather than statesmen, and are comparatively little known to the Overseas British world. *The Mirrors of Downing Street* in spite of its *ex-cathedra* pronouncements and its overdone insistence on abstract "righteousness" as the sole key to international as well as national problems, is a little book of intense interest, and likely to find readers on this side of the Atlantic in fair proportion to those in England.