

tion by the government. Nomination is not always the hunting up by the minister of the man who is on the right side of politics and can bring political influence to bear. Nominations are sometimes made after consultation with the Commission and full agreement as to the desirability of securing the services of the person to be nominated. Further, it is sometimes necessary to offer a position to a man in order to get him to take it, partly because there are few people in the country with that particular qualification and partly because the salary we have to offer is sometimes less than they are actually getting. . . .

Promotions.

"We are required to pass on promotions from the point of view of qualifications. When we came here we found that there was no organization in the Canadian service that regarded all the departments equally. Each department had gone on from time immemorial in its own way organizing things in complete disregard of other departments and their methods. We found, much to our dismay, that the same sort of work was paid \$2,500 in one department, \$1,500 in another, and \$800 or \$900 in another. We were asked to pass on promotions in those departments on an uneven basis. You see the difficulty of the situation. We were employed, and often employed a good deal, in trying to move up some and hold back others. When a department gets an appropriation for 25 or 30 promotions, one could not hold up the whole 25. We have been merely a sort of check or drag on this system. Patronage operates more steadily and persistently in promotions than in appointments.

The Educational Test.

"Finally, there is the question of education as a test for entering the Service or going forward in it. I had the greatest surprise of my life

when I came to Ottawa and found that education was regarded in so low a way in the Service—that is, by the vocal part of the Service. We have heard a great deal about the 'educational standard'. We have been told over and over again how ridiculous it is to ask a man to pass examinations on merely school subjects on entering the Service or going into a higher grade. We have been told that it is all nonsense, that it is not practicable, that it is not reasonable—we have had brought forward and repeated all the arguments that were used on this subject in the Stone Age. . . .

Value of Training.

"Nevertheless, the question remains as to the real justification for an educational standard. Is it that the examinations are supposed to test the qualifications of an individual to do the actual work that he is to be put at? Not at all. The education of the mind and character is a training in patience, in discipline of all kinds, mental and moral. A student who will stay at home and get up his work instead of going on the streets is going to be a far superior man. Read the conditions under which, when there were no facilities for education, the individuals who came to the front sat by the log fire or the tallow dip and worked out their education for themselves. Was that not discipline? These are the men who did great things. . . .

"We asked at one examination for twenty stenographers; we got two. Not because there were not twenty available, but because the salaries offered did not attract a sufficient number to qualify. Men can go outside, or take the lower-grade examination and get \$1,000 in the postal service under patronage, when they could not get more than \$500 if appointed in the Third Division. Some, however, go in at more than that.