INDIA'S UNREST.

EDUCATION A BIG FACTOR.

Members of the Commonweal Club, on Monday entertained the Rev. A. G. Fraser, the Rev. H. R. Broadley, and the Rev. C. J. Ceylon, at luncheon in the Adelphi Town Hall. Sir John Downer, K.C., presided over a large attendance. Among those present was the Hon. Mr. Justice W. B. Way, the Chief Secretary (Mr. A. W. Spies), and the Attorney-General (Mr. J. T. Laughton).

President Fraser delivered a most interesting address on "Education and Nationalism." It had been said of India, he said, that the various parts were as widely different as the light and shadow of one and the same country, and that the youth of India and the educated classes was in a state of doubt and quiescence, so that India's unrest would be a great factor in the future of the country. (Applause.)

In India, he added, there was a widespread desire for education. It was not yet possible to say whether the government would be able to provide the schools and colleges that were needed, but if it did not, the desire for education would not be extinguished. (Applause.)

The President continued: "The industrial revival and the Christian mission have been spread over 500 years in England; a far greater renaissance in thought, a far greater increase in the important classes, and in political aspirations, have been brought into the world by the power and influence of the English-speaking races. The great British Empire has brought to the world a powerful economic revolution that totally changed the standards of living. How is it possible to foster this industrial development under the circumstances. The only way is by the agitation and the agitation has been as small. (Applause.)

Education System.

One of the great forces in creating the unrest in India has been the method of education. Generally, the fault lay not so much with the imperial authorities in the administration of India, as with the government itself. In 1861, the Government, seeing the importance of education, appointed the very strong Committee to investigate the whole system of education. It was a matter of great importance that the Committee reported that there were thousands, and there would be millions, of educated Indians "wandering about the world, uneducated, unhappily, not knowing their rights or duties."

It was a fact that there were thousands of educated Indians who were unable to read or write, were unable to learn the letters. They knew the language, but could not read the letters. They did not learn in the schools, but went out and found the schools, and there were 600 students at the school when they were 18. (Applause.)

The President added: "The system, as it stands, is of great importance. It is a great system, and it is a great system, and it is a great system. (Applause.)"
India's Loyalty.

One could hardly realize what it meant to the Indians to have their blood in the trenches with the British and French, unless one had some knowledge of the sensitiveness of the people and the strength of the caste feeling. He would be able to appreciate the feelings of the son of a high official, and a very clever boy, after attending a theatre one evening, called in at a refreshment-room with some friends, and ordered some buttoned-up drinks, three clerks from the commercial houses deliberately blocked him, asked him to leave, and asked politely, "Would you mind letting our order pass?" What right have the Indians to keep the clerks from doing their work? One of the clerks, he knocked the glasses over. The same student was traveling on the same train, with a first-class ticket, and was seated by himself in the smoking-car. All the other tables were occupied, but there were three vacant seats at his table. He invited those men, on seeing those seats vacant, excepted companions at another table, and asked why they had not put themselves in with a thing like that. In the face of those insults, that boy had been one of the first to rush to the assistance of his countrymen.

Compulsory education and training for the present moment. For that it would be necessary to train 6,000,000 soldiers and officers.

Were those teachers so trained that they went out into the villages and trained the men, so that they were trained so that they took with them the sense of the future? They were told that the Indians were to be treated as the French, that they were to be trained in the same way, and the men who were trained in this way had a chance to assure the future of India, would be surrendering their heritage for a mess of pottage.

AUSTRALIA AND THE WAR.

From "Qui Vive". After the war I believe the British Empire will be very different. Sir John Gordon's comments, it appears that some of us have not yet learned the lesson that a wire is not a cable. A wire to Lord Kitchener he might have been, and the feeling that he had for the British Empire and the imperial patriotism pervading it as a whole.
From "Minute History", 1915.

May 1, 1915

The excerpt reads:

"From "Minute History"—"It is exceedingly interesting and gratifying to observe the report of the exhibition of the local cricket clubs. With eyes aching, we read that the cricket season being over, the local clubs have arranged to raise money to buy new equipment. The clubs will be collecting subscriptions and it is expected that the money will be used to purchase new equipment."

From F. G. Hicks. The letter from Sir John Gordon in The Register of April 30th is a welcome report. He states that he is glad to see the interest in the game increasing."

The letter states that the game is improving and that the players are working hard to improve their skills. He states that the game is becoming more popular and that the local clubs are working hard to promote the game."

The letter also states that the game is becoming more competitive and that the players are working hard to improve their skills."

The letter from Sir John Gordon is signed:

"Sir John Gordon, Chairman, Cricket Club."