

Nation-Building Through Physical Education

O. MOHANASUNDARAM

NEEDED for *Social Planning*.—Health, physical fitness and ability to earn a decent livelihood are matters of very great national importance. Side by side with economic planning, social planning should be undertaken on a nation-wide scale. These social schemes should include standardised plans for parks, playgrounds, sports-fields, stadia, gymnasia, swimming pools, open-spaces in connection with housing colonies, indoor recreation centres and community centres in the cities, as well as provision of camping sites, sanatoria, rest-houses and recreation centres in the countryside. Suitable leadership is essential in providing these facilities and realising the maximum benefits from them. Through scientific planning we can generate health in our nation for life, work, joy and service. The standard of living may thus be raised and our nation now sullen, discontented and pessimistic may, in course of time, be transformed into a virile and exuberant one commanding the respect of other nations by its inherent strength. Such achievement should be born out of the urge for freedom and national self-respect. Naturally, it should be undertaken by the people for their own benefit under proper leadership. It is high time for one and all of our countrymen to realise that the problem of health and physical education is a national problem of the first magnitude and that we should apply ourselves to its solution with all the energy and power we possess.

Physical Education in Social Services.—In an ideal society, there is no need for any social work because all functions of the State will be harnessed for the services of the citizens. The spirit of social service will become the very life-breath of its administration. In such an intelligently ordered society, recreation and physical activities need no excuse or reason for existence. It becomes a fundamental part

of the rhythm of daily life. In an imperfect and diseased society as of today, it becomes an imperative need. In addition to training the body and the mind, the soul should be awakened and the heart educated to feel and be alive to the pangs and privations of the suffering humanity. This, latter, can be a distinct contribution that India, by her traditional tolerance and religiousness, is best fitted to make for the enrichment of the philosophy of modern physical education. Here is a field of constructive national service which offers immense scope to the ideals and energies of our youth.

To realise the significance of physical education, we should view it in the background of the changing panorama of the problems of the country, namely, political, economic, health, educational, industrial, rural and urban. Health and physical education and recreation have a distinct contribution to make in each one of these fields. The strength of the nation will depend upon the physical fitness of its individuals. A nation of weaklings can never claim, attain or retain freedom. In the economic field, health and ability to earn a livelihood go together. Ill-health forbodes impaired efficiency which in its turn lowers the earning capacity and creates a vicious circle. In planning public health and a programme of preventive medicine and town-planning of urban and rural areas, play-centres can act the role of 'lungs', counteract the evil effects of slums and slum habits and generate health and social consciousness. In tackling juvenile and adult delinquency, in the institutional care and training of children, in the psychiatric field of medicine, in industrial welfare and in the various other fields of social work, play and recreational programmes have become indispensable instruments to elevate the human personality.

In education, 'the play-way' is a recognised method which is advocated by our foremost educationists.

Physical Education vs. Militarism.—Patriotism, militarism and physical training have always moved hand in hand. If we try to fathom the real motive behind the great interest in physical education in the many countries of the world during the recent decades, we will find that it had its root in patriotism. The totalitarian countries have used them as medium of indoctrinating its children, young people and adults with definite social, economic and political ideas, aims and purposes. So, it was no wonder that the greater part of Europe was an armed camp even before the present world conflagration started. In England, in spite of the saying that 'the battle of Waterloo was won on the playing fields of Eton' physical education was more connected with general education than with military training. It was more an expression of the people who enjoy play for its own sake. This urge, of course, is born out of a higher standard of life and health consciousness. In the U. S. A. the play movement, from the beginning primarily a social one, has been the foundation for building a virile nation. In Soviet Russia, along with economic planning there had been extensive social planning which included planned parks for rest and culture, sports, aquatics, aeronautics and recreation institutions. There were 10,000 playing fields and 3,500 gymnasias which the Soviet Union built between 1921 and 1941.

Though militarism has exploited physical education a great deal, yet the ideologies, principles and philosophy of the two are poles apart. Militarism is no respecter of individuals or personalities. It believes in making cannon-fodder of humanity however laudable the motivating factors may be and whatever precautions may be taken to minimise the casualties. Physical education, at its best, enables individuals to **live** life in an abundant way, fosters human

brotherhood and in the words of William and Brownell, 'works for the realization of the highest level of the richness and fulness of the richest kind of living'.

Evolution of the Play Movement.—It will be interesting to trace the evolution of the play movement and estimate the role it has played in the changing civilization of the human race. Play is universal and it is found where life exists, even in places untouched by our so-called civilization. The history of the paintings, sculpture and literature of the world conclusively prove that play has developed from being an unorganised activity to the present day systematised and scientifically based aspect of life and civilization. In the primitive man play was just the by-product of the instinct of self-preservation and race preservation, evidenced either during his quest for food or a mate. In the eternal struggle for existence and in the process of survival of the fittest, running, leaping and fighting formed the fundamental activities. The play life of the child was carefully planned to train it for the strains and struggles of life. This was real education in the broadest sense of the term; no force was employed nor was there any rigid discipline displayed. Nothing was done to curb the individuality or stunt the personality of the child. Sense of confidence was fostered in the young ones, which in later life developed into courageous leadership. Through the laborious process which might be termed the evolution of the human race, the man has developed a human mechanism, the foundation of which is physical activity. Through ambition, desire for conquest and creative genius, he has succeeded in harnessing the inestimable energy of natural forces and has substituted it for human energy. This change has brought about a marked deterioration in the human physique. Our modern civilization through time-saving and energy-saving devices, has robbed us of the many natural activities which were imperative for existence during the pre-machine age. Luckily

for us, we have been provided with the safety-valves in the shape of increased leisure and recreation. Creative minds gave shape and form to these fundamental natural movements and initiated the era of modern games and sports.

The Child and the Play.—The child grows by activity. Play is a serious fact of its life and is its very birth-right. It is its medium of self-expression and growth of personality. Through social participation the primitive savage in the child is trained in socially acceptable ways. Play and recreational activities bring the children together, develop in them a sense of fairness and co-operation and teach them to submerge their individual interest in that of the group. Records of playgrounds the world over show that delinquency among juveniles and criminal activities among the youth have been considerably reduced in areas where play-grounds are established. If children have opportunities of using their pent up energies in parks, playgrounds, gymnasias and in other wholesome ways they will not insist on committing acts that jeopardise public welfare. The child which develops tuberculosis, defective posture, vicious and immoral tendencies is usually the child that has missed the priceless values of vigorous, recreative, health-giving and organised play.

It is interesting to see how other countries have cared for their children. Communism holds, in common with democracy, that children represent the power of the future and consequently they must be given the best of care and education. No nation which has neglected the physical culture of its growing generations has come to the forefront. America whose writers have described the 20th Century as the Century of the Child, records peak achievement in the care and training of children. President Hoover's White House Conference on Child Health and Protection drew up a Children's Charter in which they have stressed, among other things, the need 'for every child from

birth through adolescence, of promotion of health, including health instruction, and health programme, wholesome physical and mental recreation, with teachers and leaders adequately trained.' Soviet Russia has organised extensive services for the care of mothers and children. Children's Villages in the Parks for Rest and Culture are unique institutions in the world. In short, all free nations have realised that the children bear the promise of a better world, that the children of today are the citizens of tomorrow, that they are the real wealth of the nation and that they need to get the right start to life.

It is sad to relate that in contrast with these, India records the highest infantile mortality in the world. The mortality within 5 years of life in India constitutes a formidable figure in India. Even the unfed and underfed skinny children of the slums and the dirty streets need the tonic of active play. No where in the world is the child so exploited as in India. The child worker is drawn from the homes of the middle-classes and poorer classes and is worked either in the house itself or outside. Our congested homes, our schools without playgrounds, neighbourhoods devoid of open spaces and our civilization in general have all conspired to steal away play from the lives of our young people. Is it any wonder that we are the shortest-lived people in the world?

Education through Play.—Physical education is no more connected with mere muscle culture. It is ultra-education as most modern educationists have recognised it. It stands for the education and harmonious development of organic vigour, of physical alertness, establishment of wholesome social habits and sentiments and above all the building up of character and the qualities that go to make good citizens. The physical educationist constantly endeavours to create situations in which the success of these responses depends on the measure of intellectual discrimination and observation they use, as well as the ability

to adjust themselves to and to co-operate with the responses of their associates. It is in recognition, of this fact that Froebel, Pestolozzi and Montessorie have all stressed learning through the medium of play. The method works at its best in the playgrounds and in the camps, where situations are created in which the individual is so much more spontaneous than in the class-room, that he naturally expresses himself perfectly, freely and unguardedly, and gives a better opportunity to those who are watching over him to observe and educate responses which may be anti-social, such as those indicating selfishness, aggressiveness and deceitfulness. It is possible to make class-room education as enjoyable as play and less irksome than work, and make play as educational as it can be made. And further, in the class-rooms there is not that opportunity which exists in the playground for intimate contact and fellowship. Teachers with vision, character and purpose have unique opportunity to influence intimately the lives of the growing generations that come under their care, inculcate ideals of abundant living, bring under one fold individuals of different social status, caste, creed, religion and nationality so that they may feel members of one family.

Our National Heritage.—We are an ancient nation, with a civilization which can be traced back to at least 3,000 years. The life, then, was simple but well-ordered. Our ancients knew well the art of living. They did not create for themselves the many social complications and perplexities which are characteristic of our present day civilization. There was creative zeal in their work and work was a pastime. It ceased to be a task. There was not much of a distinction between work and play, labour and leisure, education and recreation. There was plenty of mutual aid, accommodation and appreciation. The spirit of service pervaded every walk of life. By its intrinsic worth and traditional tolerance, our civilization has not only withstood the onslaught of

many and varied cultures but has assimilated them in the process, and emerged out of these contacts richer and finer. It is a hopeful sign of our times that we see today, after a stage of dormancy, a renaissance of our ancient culture in every field, in art, craft, dance, literature and what not.

In physical education as in every other field, we have a rich heritage of which we can be rightly proud. We get a glimpse of these in our memorable epics. While the fighting forces of ancient India were well equipped in the many manly arts of wrestling, archery, fencing, sword-play, horse-riding, hunting, swimming, boxing, etc., Yoga-Asanas, Pranayams, Surya Namaskars, Dhunds, Bhaithaks and other indigenous gymnastics, games, contests and activities were practised by all and sundry, for the attainment, and maintenance of a sound body and mind. Even in these as in every other field, the spiritual attitude was all-pervading. In the military art of killing the enemy, ethics and chivalry of a high order prevailed and elevated humanity much above the beasts. There was no ruthlessness in competition and conflict, no barbarity even in the bitterest struggle. In normal day-to-day life, work amidst the rough, rustic, rural atmosphere and the facing of the rigours of Mother Nature, made people fit for life and service. When the earthly abode of the human soul was viewed as the temple of God and was hence enjoined by our scriptures to be kept in health and cleanliness, it is no wonder that physical exercise was gone through with real religious fervour, devotion and regularity and had a great mass appeal. Thus, health and keep-fit consciousness had a religious appeal. Even our many schools of classical dancing were dedicated to the Divine and our folk-dances and other rhythmic activities were features of the many religious festivities of our country.

Present Condition.—While gloating over our brilliant past and emphasising the importance of physical education, we cannot

be blind to the stark realities of the present conditions in our country. The utter poverty of the masses, mal-nutrition, starvation, poor resistance to diseases, inadequate medical relief, illiteracy, ignorance, superstition and a legion of other problems are harrowing facts, if only we have eyes to see, ears to hear and hearts to feel. Let us remind ourselves of the fact that India records the lowest expectancy of human life. We have the largest infantile mortality in the world. People in our country have poor standard of life and the per-capita income is one of the lowest. Only a negligible percentage of people are literate. The health conditions of services are deplorable and inadequate. The incidence of all preventable diseases is the greatest in our country. Constantly recurring epidemics and prevalence of contagious diseases like tuberculosis, etc., cannot be adequately met with due to inadequate food, insanitary conditions, congested housing, poor resistance and the low ebb of life.

Recreation and Leisure.—Disraeli has well said that 'increased leisure and increased recreation are the two civilizers of man.' If what we see in the present war is the symbol of our modern civilization, it is evident that the leisure of the mechanised age is being misused, recreation and physical fitness movement prostituted, and the very vitals of our civilization destroyed before our eyes. A nobler civilization of the nations' leisure alone can better humanity and elevate civilization.

The way in which the man-in-the-street spends his hours of leisure is a matter of great social significance. The leisure, if rightly used, can result in self-improvement, self-expression, and cultural advancement. But there is much truth in the maxim that the idle man's mind is the devil's workshop. More than 90% of the criminal acts are committed during the leisure hours. This is more true of juvenile delinquency, the incidence of which is higher during the vacation. The hours of leisure are usually hours

of danger, often misdirected and ill-spent in dissipation, excitement and demoralization. The drugs, opium and alcohol are resorted to for 'escape' from the anguish of life and for temporary feeling of exhilaration and contentment. While the taverns and commercialised public recreational places such as cinemas, gambling places, etc., are well patronised by our labouring classes, we still find some people reading newspapers, magazines, novels, etc., perhaps of a doubtful character; some drink tea and hear way-side music in some petty restaurant; some smoke away their hours in blessed idleness or in the company of gossip mongers; some gamble away their time and money on anything that may come along their way; some get mixed up in processions and meetings, work themselves into a high frenzy and come into conflict with law; only a few who have developed active habits of play actually take part in sports and games while many enjoy as passive on-lookers and critics. Undoubtedly, there exists a craving for social participation and to escape the monotony of routine living. There is an unquenchable thirst for knowledge, may be physical, intellectual, aesthetic, cultural or spiritual. There is the urge for leadership, excitement, thrills, self-expression and self-sacrifice. The modern recreation movement with its programme of games, sports, reading-rooms, libraries, lectures, debates, music, cinema, drama, camps, outings, community recreation and celebration of festivities can alone accept the challenge of the problem of leisure and use it for the elevation and preservation of human values.

Recreation in 'Public Health' and 'Town-Planning':—Our cities have grown in a chaotic way into sprawling towns. They grow and become set, even before we realise the necessity of planning. Even the extensions of the greater city areas are not well planned, with any vision of the future developments and needs. We tolerate many slums, cropping up like mushrooms all over

the cities. What we need is a sweeping policy to do away with these blighted spots which are the breeding places of plague, pestilence, vice and crime. We need Improvement Trusts in our cities to tackle the problem of housing on a scientific basis, by providing modern tenements with plenty of light, space, privacy, adequate transport and facilities for healthy social and community life. We need to use the extensive fore shores of our port towns for better purposes than merely as idlers' paradise. Public recreation on a comprehensive scale, suitable for both sexes and all ages, can be organised in these "ozone-areas."

A city wanting in these features which are necessary for the fruitful and happy life of its people, falls short of its highest possibilities. There is nothing in the city-plan that may contribute more vitally to the active life of its people than appropriate provision for active recreation which provides enough sunlight, release of creative energies and contact with nature. Good city-planing calls for a variety of outdoor play-areas which fall under the following types :—1. Home play yards. 2. Play-lots for children of pre-school age, within apartment buildings. 3. Neighbourhood playground for boys and girls. 4. Play-fields for adults and youths. 5. Parks,—landscaped areas with play facilities. 6. Swimming pools, gymnasias, Thalim-khanas and Akhad-
das. 7. Stadia for mass demonstrations, youth rallies, etc. 8. Community recreation and service centres. 9. Organised foreshores for active recreation, music, etc. 10. Reservations in the country for camping, hiking, picnicking, Sanatoria, Rest-houses, Youth-Hostels, Convalescent Homes, etc.

AVENUES OF SERVICE : 1. *Health Education*.—We emphasise the need for an adequate programme of graded health education in our educational institutions which will include health services, opportunities for the practice and inculcation of health habits. As far more important than mastering Milton, Shakespeare, Southey, Kalidasa and Fir-

dausi, our young people will have to be told to cultivate an erect posture, to take care of their body, hands, legs, noses, eyes, teeth, ears, organs, muscles and nerves. They should know something about the hygiene of living, of housing, of food, of dress, of mat-
ing. 'The curriculum of studies should take cognisance of these things as well as those that provide recreation and amusement of a healthy and edifying character. And, it is necessary for our girls to have some knowledge of home-craft, mother-craft, child-care and training. Medical inspection should be linked up with the treatment of defects discovered and arrangements should be made for the follow-up work. In addition to Doctors, Physical Directors, Nurses and Health Visitors, there should be social workers for individual case work among problem children and problem parents. Provision for mid-day meals in schools is a dire necessity to combat the malnutrition which is rampant due to chronic poverty in the country.

2. *School Physical Education*.—The urgent reforms of school physical education can be stated thus:—

a. Health and Physical educations shall form a vital part of intra-curricular programme.

b. Our educational institutions shall provide adequate playgrounds and facilities for 'Play-for-all' and 'Play-all-games' programme.

c. Adequate number of teachers with professional training, adequate salary and status, shall be in charge of the health and physical education programme.

d. Promotion of pupils shall depend, in the first place, upon the health and physical fitness and their capacity to stand the strain of an all-round and comprehensive education.

3. *College Physical Education*.—Physical education as a science should be a course in the curriculum. Our colleges have greater responsibility in preparing our young men for life and work. College education is yet

PLAY-EQUIPMENT IN RELATION TO AGE AND ATTRACTIONS FOR PRE-SCHOOL AND SCHOOL BOYS

AGE	1 upto 3 yrs.	3 upto 6 yrs.	6 upto 12 yrs.	12 upto 15 yrs.	15 upto 18 yrs.
Period	Baby	Childhood		Early Adolescence	Later Adolescence
Place	Home	Nursery	Ele. School	Sec. School	High School
Attractions	Sound Shape Taste Colour	Creation Destruction Manipulation Moving articles	Mobility Manual labour Self-help Work idea	Invention Skill-thirst Competition Team Spirit Rhythm	Pleasure Recreation Exercise Co-operation Competition
Indoor or shade play equipments and activities	Rattle Ball Wooden Toys Beads Play-blocks Wooden pegs	Pyramids Puzzle boxes Hammer & Pegs Peg-clock Pull-alongs Building blocks	Tricycle Scooter Rocking Horse Hand Cart Wheelbarrow Toys for water and sand play	Complicated mosaics House builders Meccano sets Hand work in clay, paper, leather, wire, beads, knitting Group rhythmic activities	Science Lab. Indoor games Music Drama, paintings, art, etc. Indoor Gym.
Outdoor Play Apparatus, Games, Sports etc.	Sand Play Safe Wooden Platform Space for free-play	Sand-box Chair swings Small-slide Low climbing device Reserved spot for play Simple games Story plays Imitation Musical plays	Sand Box Wading pool Swings See-Saws Sliding-Chute Horizontal ladder Travelling Rings Balance Beam Giant Stride Jungle Gym. Low climbing and sliding devices Area for free play and low organised games Hunting, chasing and running play Traffic play Individual play with marbles, tops, kites, etc. Nature study Museum Rhythmic activities Dramatics	Swings Horizontal Bar Horizontal ladder Rings, Trapeze Ocean Wave Giant Stride Team Games Simple minor group games Small-area and Big-area major games Indian games Simple track and field sports Swimming, Boxing, Tumbling Cubbing, Camping	Horizontal bars Parallel bars Horse, Buck Roman Rings Trapeze Selected minor group games Small-area and big-area Major games Indian games Track and Field sports Aquatics Boxing Wrestling Camping Scouting Indian Gymnastics

The lists cannot be exhaustive. The groups are arbitrary and are quite elastic. The activities can be over-lapping. Programme making and planning should be in the hands of trained leadership.

In *Adulthood*, the play habit should be carried on, according to interest and *capacity*.

For *Girls*, from the period of early adolescence an entirely different programme of activities will have to be devised.

the privilege of a microscopic fraction of the population ; therefore it is much more incumbent that each individual, in addition to self-improvement, should be charged with the task of serving, enlightening and enriching the lives of the less-privileged people. The colleges have the responsibility not

merely for self-development but also for leadership training. A rational scheme of physical education makes a valuable contribution to the social life of the University community by developing wholesome ideals and standards of conduct amongst its members.

4. *Physical Education for Girls and Women.*—Up to the primary school stage or early adolescence, girls and boys can have identical programme. But from then onwards, physical, psychological and emotional changes in these necessitate our planning different programmes for them. Nature prepares man to be strong and hardy to face the rigours of life, while it prepares women for the graceful and tender biological duties of motherhood. Naturally, our programme of physical education will have to aid, rather than run counter to what mother Nature has so carefully planned. Hence, it is obvious that evolving a scheme suited to the traditions, interest, health and growth of our womanhood is one of the most delicate and scientific tasks. Track and field games of speed, violence and toughness are from their nature unsuited for girls, while team sports requiring lesser organisation and group activities with rhythm and music like the Lezim, Kolattum Kummi, folk-dances and individual ones such as fencing, archery, tennis, golf, etc., appear well suited. For sheer beauty, art, expression, poise, music, rhythm, joy through effort and poetry, can anything excel our classical dancing, such as Bharata-Natya, Abhinaya, etc. ? These activities are more becoming of our girls and are in keeping with our traditions and heritage just as the sarees lie gracefully and naturally on Indian women.

5. *Educational Institutions as Community Centres.*—It is of paramount importance that our educational institutions should create an urge in the minds of the students to serve the community, the neighbourhood and the nation at large. Such social education can be described as the education of the 'heart', the ability to see, feel and heal. If Schools and Colleges become real community centres they can contribute a great deal to the civic, social, health and keep-fit consciousness. Social investigations into the slum areas and studies in the socio-economic conditions of our people will be interesting

avocations during the vacations. Walking tours, outings, campings, etc. can invigorate our youths and harden them to face the struggles of life, softening their hearts at the same time to feel for the underprivileged and work for social justice and human betterment. In a comprehensive programme of physical education these extra-curricular activities should find ample encouragement. And further, it is an economic waste to utilise our school-plant and playground-plant for only a few hours during the day and for a few months during the year. Can they not be made use of for many more community activities and throughout the year ?

6. *Recreation in Industries.*—Recreation is one of the most important items of industrial welfare. Labour in industries frequently works under conditions which are unhygienic, filled with noises, nerve-racking vibrations, dust, odours and stale indoor air. These put a strain upon the workers' mental equilibrium and physical resistance. Under such conditions, a well balanced scheme of organised recreation acts as a soothing balm to their tired nerves and rejuvenates them. This sphere of welfare work can contribute indirectly to the maximum production by keeping the workers fit and lessening absenteeism due to petty ailments which usually result from poor resistance. It can also bring about industrial harmony by building personal relationship, co-operation, team-work and loyalty and by offering opportunities for self-improvement and self-expression.

In addition to planning a central organisation which can co-ordinate the activities of the various clubs for the different games, there should be provision for indoor recreation through reading rooms, table-games, gymnastics, music, drama, cinema, hobby-clubs, as well as camping, picnicking, etc. A net-work of community centres in all the residential localities, established not only by the industrialists but by the Municipalities as well as the Governments, can

go a long way in brightening up the lives of the workers. These can become the oases in the desert of their existence. If these community centres are properly organised under suitable leadership and financial support, they can build up healthy inter-family and inter-communal fellowship and neighbourliness. Crowds can be turned into communities through creative activities. In short, these centres can become the training places for democratic living and good citizenship.

7. *Community Service through Public Playgrounds.*—In the hands of trained and resourceful leadership, the play activities in public playgrounds could be made the means to know the individual and communities intimately, knit them together in human brotherhood without the distinction of caste, creed, colour and nationality and lead them on into many channels of fruitful activity that will enrich their personalities. The playgrounds undoubtedly offer fresh, open-air, recreation and exercise and these are quite apparent even to the layman. The supervised and organised games, in addition, open opportunities for character building. Team work builds up discipline, co-operation and camaraderie. Extension activities can include adult education, night-school, reading rooms, lectures, debates, drama, cinema, concerts, camping, excursions, first-aid, home-nursing, unemployment bureau, sick-visiting, etc. In short, playground directors can become friends, guides and philosophers of the communities and carry the message of good living and cheer into many of the needy homes. If there are a string of playgrounds, the effectiveness of service can be manifold provided there is co-ordination and centralised guidance.

8. *Rural Recreation**.—There is need for a network of rural community centres, at least one in each village, which can tackle simultaneously the problems of finding the fundamentals of normal human existence, namely, food, clothing and shelter ; pro-

blems of education—basic, technical, agricultural, adult, health and physical ; problems of various vocations, co-operative farming, cottage industries, arts, handicrafts, co-operative marketing, etc.; problems of recreation and organisation of social and community life and the problems of social security. The role, which these community centres can play in rebuilding rural life cannot be too much emphasised.

Once the economy of the village is placed on a sound basis by this method of co-ordination of all the activities, we can go ahead in our scheme of putting more joy and merriment into the drab life of dwindling rural India. We can resurrect and revive the old-time village games and contests which have lost their glamour due to contact with the towns and the town-habits, and introduce such of those town-games that may suit our village conditions and finances. We should, however, place emphasis on team games of indigenous origin, organise teams everywhere and co-ordinate their activities: through inter-club and inter-village leagues and tournaments. We can encourage wrestling, fencing, music, entertainments, folk dances, etc. We can steal a leaf from the Stakhonovism of Russia and make each man a hero, one who can handle the greatest weight of paddy or wheat, plough the greatest tract of land, raise the best crop in the village, make or handle the largest number of bricks or revets. We can put in healthy competitive idea of sports into agriculture, manual labour, handicrafts and arts. By setting the strong man of health and character as the ideal of the village, we can inspire growing generations with the ideals of full and glorious life.

9. *Health and Education through Camping and Allied Activities.*—Camping is recognised throughout the world as an activity of great educational value to every boy and girl, and the most important single item in the character building work undertaken by boy and girl leaders. It solves the problem of 'too much house' and takes the boys and

girls away from the city's noise and whirl and its social complications and abnormalities. The emancipation from parent devotion and domination is often essential for the attainment of the emotional, intellectual and social maturing and independence of the boys and girls. Such qualities as courage, resourcefulness, robustness, love of the beautiful in Nature, industry, sociability, and co-operative behaviour have ever been considered among the fine fruits of the summer camping experience. The camp is built on the principle that every one works. It is a training place in the art of co-operative living and self-help and is thoroughly democratic in its organisation. Strong physique, robust health, good blood, sound nerves, these are essential conditions for character and efficiency. And these combined with adaptability, sociable and co-operative behaviour and the spirit of sharing and serving undoubtedly go to make good citizenship. Educational tours, walking tours, picnics, excursions to places of interest should all be considered legitimate activities of our educational institutions. These can widen the outlook and deepen the culture of the people.

10. *Youth Organisations.*—The countries that have progressed amongst the comity of nations are those which have taken care of their young people. It is in the nature of the youths to get together; for, they thirst for society, companionship and activities. We find any number of youth organisations scattered all over the country, —ill-organised, semi-organised and facing the many problems of mere existence. These youth organisations should be knit together, given state-aid and guidance and the activities co-ordinated for national demonstrations and "get-togethers". Unless a National Youth Organisation affiliates all the existing recognised youth institutions and makes it possible for even the poorest to seek membership without any financial obligation, it will not be possible to care for all the young men and women in the

country. It should be a purely social venture and steer clear of all power and party politics, with the one and only aim of serving and building the young, physically fit, mentally alert, morally upright, socially amicable, emotionally stable, and spiritually balanced. The adequate care of the unemployed youth will be a special problem to be tackled. The 'Peace army' organised in England after the last great war for providing wholesome work to the unemployed, to save them from the drudgery and monotony and to teach them the dignity of labour by working on the roads, clearing the forests, etc., was a constructive experiment and could be profitably tried in India. This will benefit and improve the country as well as the youths. In England and in the continent we hear of Youth-Hostels scattered all over the country, catering to the various recreational interests of the youths and providing them with plenty of outdoor life and open air. These activities will help to unite the young people of the country in an indissoluble fellowship and understanding.

In conclusion, let it be emphasised that we have a rich reservoir of experience in our ancient past from which we can rightly draw our inspiration. In India we have an inter-play of various cultures as well as the valuable experiences of other countries. There is at the disposal of humanity the scientific knowledge of the world by which we can test every known method. We are well acquainted with the conditions that prevail at present in India, the social structure, the economic status and the various other factors. The potentialities of the play movement are immense. A comprehensive national programme of physical education and recreation will have to be born out of a desire to elevate the status of our motherland amidst the comity of nations. It is not an easy task but once we realise the magnitude of the problem and the necessity to solve it, no obstacle will prove insurmountable.