

ORGANISED PLAY AND RECREATION

In Adult life "Play" has been capitalised; we have reverted to something akin to the old gladiatorial combat before masses of sightseers upon whom the effect is to produce rowdy partisanship and contempt for the finer qualities of the game. Organised games provide Education in self-control. In Canada the organised game plays but an inconspicuous part in school life, to our loss, for it is on the playing-field that character and true gentlemanliness are developed. To "play the game" is instinctive to youth; developed to its fullest, this natural gift becomes an asset of great national worth and importance in the evolution of a high type of citizenship.

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Play constitutes but a small fraction of leisure, and Education must therefore concern itself with the provision and the enhancement of interests both for the child and the adult. It is in the stimulation of these interests that Education has so largely failed. Without "interests" life becomes dull and sordid and a breeding-ground of vice and selfishness. There must be an interest, which only Education can give, "if" to use the words of Dr. Ernest Barker, "*men are to gain the faculty of using leisure easily, happily and fruitfully.*"

SUGGESTED SPEAKERS

THE RT. HON. LORD EUSTACE PERCY, M.A., M.P.

President of the Board of Education of Great Britain. Author of a number of works on Education.

THE BISHOP OF BATHURST, THE RIGHT REV. GEORGE M. LONG, C.B.E., D.D., LL.D.

Late Brigadier-General, Director of Education, Australian Imperial Force. Chaplain to the Australian Imperial Force in France.

REPRESENTATIVE FROM NEW ZEALAND

JOHN L. PATON, M.A.

Late Head Master of University College School. President of the Teachers Guild, 1907-1908. Examiner in Education, Oxford University, 1908, 1922-23, Cambridge University, 1910-11. President of the Newfoundland Memorial College, Newfoundland.

MUSIC

In the old songs one finds both history and tradition, for they tell of ancient rite, social customs in many lands, and in general reveal a healthy and desirable attitude of mind in the realm of love and romance. Music should have a place in our leisure as a factor in nation-building and as an elevating influence on both the individual and the community. Folk Dances too, are of undisputed value in the training of both mind and body. The physical and recreational benefits to be derived from the practice of Folk-Dancing are obvious. The revival of this Art in Great Britain has been truly remarkable, and is being welcomed as a healthy corrective to the tendencies of the modern dance.

"Through music the soul learns harmony and rhythm, and even a disposition to justice; for 'can he who is harmoniously constituted ever be unjust? Is not this, Glaucon, why musical training is so powerful, because rhythm and harmony find their way into the secret places of the soul, bearing grace in their movements and making the soul graceful?' Music moulds character, and therefore shares in determining social and political issues. Damon tells me,—and I can quite believe it,—that when modes of music change, the fundamental laws of the state change with them".—(DURANT on Plato and Music).

"Music can and should be an educational medium of the highest value, developing character, promoting spiritual growth, and leading to the development of a finer and nobler humanity It is a universal language. Like thought and the pictorial art it is comprehended in degree by folk of any nationality."—
H. ERNEST HUNT

"Let me write the songs of a nation, and I care not who makes its laws".—DANIEL O'CONNELL.

SUGGESTED SPEAKERS

SIR HENRY WALFORD DAVIES, Mus. Doc., A.R.C.M., LL.D., F.R.C.O.

Director of Music and Chairman of the National Council of Music, University of Wales. Late Organising Director of Music, Royal Air Force. Author and Editor of many compositions.

REPRESENTATIVE OF THE ENGLISH FOLK DANCE SOCIETY