

is brazenly appropriated from the altars they defile. But it makes cunning use of a weakness in our defenses which education has too long tolerated, and still continues to tolerate. It craftily exploits the fact that while we strive to make mature our reasoning processes, we give little attention to emotional discipline. We seem content in our educational system to let the emotions remain undisciplined, susceptible to any rabble rousing attack, their cultivation static on a six-year old level. That remains, in my opinion, at once the most damning indictment of our education, and the source of our greatest danger.

We have been forced to give this subject attention in public recreation. We have no compulsory attendance laws. Either we attract, or we don't get patrons. In their free time, people seek a larger freedom, not a lessened one. And that word lessen appears equally unappealing, whether it is spelled with an "en" or an "on." We simply have no market for sombre didacticism. It strikes no responsive chord at all. It has no emotional pull. We must use what we call the recreational approach. We have to sell our wares. We have to make participation adventurous, emotionally appealing.

This is not to say that we must make it easy. I doubt that people fundamentally want life to be too easy. It gets stale if it is too easy. The Youth Hostel movement - pedalling bikes up mountain sides, sleeping on hard bunks, cooking one's own meals, priding one's self that he can "take it" without whimpering - that isn't easy. It isn't soft. It isn't devoid of disciplines. But still it exerts a thrilling appeal. And the games people play when free to do as they please - haven't you noticed that by virtue of the restrictions the players voluntarily impose upon themselves, games always tend to become more difficult? Witness the lively ball, the forward pass, two-move restriction in checkers, 18-2 in billiards, bridge converted to contract, tennis moving off the