

building study experience into effective action in later and differing situations. Old methods are discredited by the evidence of every test - they appear doomed to continuing futility. Life, on the other hand, does show integrations. But life is vital, not lethargic; it is intense, not superficial. It is instinct with emotional meanings and validity, rather than merely unobjectionable in either fact or logic. To bring the curriculum into relation to life needs seems to require a further transfusion of the life element into the study program. It implies vitalizing that program. It is a question of an approach that will make inert studies come alive. And in the curriculum itself is one subject which to some extent, at least, has been resurrected from the dead, and remains a living example of the process by which that can actually be done, in fact, and not in theory. To the bystander this constitutes one of the major challenges to education today. Despite the oft repeated proverb, knowledge of itself simply isn't power, until it is connected up with the driving forces, the life forces, that lend it power.

Other life needs, of course, come to mind as worthy of mention. There is the consciousness of selfhood, in the midst of all our educational standardization. The self respect, the confidence, that comes from individual achievement is an experience more stressed in the recreational than the educational curriculum. I suggest that some day you explore it. There is also the matter of a social consciousness, actual experience in cooperative living. That is a life need of the utmost importance. And the curriculum pretty generally passes by on the other side. You might think that over too.

But because it relates to a life need with which I am particularly concerned, I want you to think about one other problem in particular. Let me state it in this way. The millions who throng our parks demonstrate another need which concerns education. They seek adventurous variety, in novel experiences. And lest