

Recreational skills that will be used by the man in service generally will have to be learned by him prior to his induction. The military camps and bases have recreational facilities of varying extent and probably will expand these as rapidly as can be done. Games, such as volley ball, tennikoit, paddle tennis, handball, badminton, and individual activities, such as swimming, diving, and fencing, may be taught to students in college so that they may be able to enter wholeheartedly into active recreational events in their military camps. Other games of a more vigorous nature, such as soccer, basketball, touch football, also may serve as recreations for many of the men.

Colleges wherein the teaching of some of the less vigorous sports and activities has been discontinued in favor of the development of physical strength may have overlooked the responsibilities which the colleges have for teaching these very important recreational skills to the college men.

It is recognized that men in military service enjoy recreations other than those of an active sport type. This report is concerned with the physical activity program.

A great deal is made of the need for physical activity among the men in the armed services. Those men who know how to play some game or sport with enough skill to like to play the game frequently when the facilities and time are available are the ones who will keep on participating in some type of physical activity.

All military services are interested in the factor of leadership as well as the ability to obey commands and orders. From the standpoint of the military training programs as well as from the viewpoint of the actual combat situations it is important to have men who are leaders in the real sense of the word. It is necessary to have men who command and men who obey commands promptly and efficiently. It is of equal necessity to the molding of large numbers of men into a vital, irresistible combat unit that there be among them leaders who by their very manner and behavior draw to themselves the wholehearted, hard-headed support of the men in their command.

Every part of the educational program which can contribute to the developing of these leadership qualities should give especial attention to the task. Physical education can do its share through providing situations requiring leaders, and through helping each man to learn to be a leader to the extent possible for him.

Vigorous games of a highly competitive type provide innumerable opportunities for young men to develop leadership qualities. In the organization of a team, the planning of strategy, the disciplining of team mates, the urging on of one's own men when the going is rough—in fact, in the whole situation of participating with others in a common enterprise the opportunities for learning real leadership qualities exist in unparalleled numbers.

The teachers of physical education in the college can utilize these games and sports situations for developing leadership among the students. The opportunities are there and only the most unimaginative persons will fail to see their potentialities for developing leaders and men of high morale.

Other Related Values

Muscular strength is not the only outcome of a physical education. Seek them or not, believe in their existence or not, experiences in motor activities are personally developmental in a social or cultural sense. Common experience from childhood through life indicates clearly the tremendously important bearing that play has upon individual development. Lessons