

Specifically, what can physical education do to aid the war effort?

1. Develop every boy to his optimum physical potentialities. This means the development of all essential muscle groups: (a) shoulder girdle and arm, (b) abdominal, (c) back, and (d) leg muscles. This also means the development, in every boy, of the fundamental skills: (a) running, both sprint and distance suitable to his physiological age, (b) jumping, (c) throwing and catching objects, (d) climbing and supporting his weight entirely by his arms in varied situations, (e) balancing and general bodily control, and (f) swimming. Obviously, physical education programs comprised entirely or primarily of touch football, basketball, volleyball and soft ball are not adequate to produce all-around physical fitness. Men who call themselves "physical educators" and conduct such programs are failing their responsibility both to the youth under their charge and to the nation's war effort.

2. Eliminate these mamby-pamby activities and these coeducational activities from the required physical education period. Even if one whole hour per day were available for actual physical education activities, it would be inadequate. And we know that the actual activity time of every gym period is only thirty to forty-five minutes! Let's not waste the precious time that hard-won state laws have given us! Let the orientation classes, the social science department, or some other department, provide these purely social and non-vigorous recreational activities such as social dancing, ping pong, horseshoes, shuffle board, and coeducational team games.

3. Examine carefully all activities selected for use in the physical education period, and particularly the manner in which they are conducted. I'm not advocating one hour of calisthenics or one hour of running every day. But every activity should be selected and conducted in such a manner that real developmental values may be obtained. A "unit" of softball, which may last sev-