

eral weeks, for instance, is practically worthless in developmental values, especially for those very boys who need physical development the most! What value do the boys (invariably the dubs) receive who, day after day, walk out to right and center fields, have a ball come near them a couple of times during the entire period, walk back, and go to bat a few times?! Parallel examples may be found in many other activities. Labeling such a total program of activities for the year as a "physical education course" is farcical. No wonder the Army is receiving motor morons in large numbers! Obviously, coaches and physical education teachers are going to have to spend as much time and energy in planning and teaching every physical education class as they have spent in the past on their varsity teams!

4. Teach the boys some skills in vigorous individual sports. It is amazing to find the number of officers and men who have no skill at all and have never played such games as handball, badminton, tennis, who can't swim, and who have never learned to handle any kind of a ball with any facility. Our problem of maintaining physical condition, particularly in our flying officers, would be tremendously lessened if these men were all equipped with skills in individual sports.

5. Teach every boy the fundamentals of water safety, and require that every boy learn to swim. With our planes operating over water constantly, and with hundreds of thousands of our soldiers and sailors exposed to torpedoing, swimming ability becomes tremendously important. Hundreds, probably thousands of our men may drown in this war because they cannot swim.

6. Vigorously follow-up for correction, with the parents of every boy whose examination reveals remedial physical defects. The cooperation of the school doctor, nurse, and principal, should be obtained in this work.

7. It seems essential to me, that some type of measurement of the physical achievement of every boy should be made. Every boy should be brought up to the