

mural athletes be a routine of departmental administration.

3. The health examination be so organized and conducted that it will: (a) result in obtaining more complete information for guidance purposes; (b) result in sharing the findings with the student as an educational experience; (c) result in a follow-up program which will actually secure the correction of remediable handicapping defects revealed in the health examination.

4. Every attempt be made to help men who have been rejected for service, because of defects, to correct those defects through appropriate medical treatment, surgery, and physical education activities.

5. Institutions provide adequate programs of immunization for the control of communicable diseases.

6. Colleges and universities expand their facilities for health service, if needed, even though such facilities must be housed in temporary quarters.

7. Medical advisors and physical educators utilize their strategic positions to supplement and reinforce each other and those who work in other departments in making the values of the health and physical education programs become a functional part of students' lives.

Health Instruction

It is recommended that:

1. Colleges and universities provide well-adapted programs of instruction in health information suited to today's needs and stressing the development of attitudes and practices. Emphasis should be on solutions to problems in the areas of personal hygiene, mental hygiene, nutrition, foundations of physical fitness, and community health. Instruction in nursing, first aid, safety, lifesaving, camp hygiene and sanitation, and in the principles of fatigue and relaxation is also important.

2. Every college student be given adequate and appropriate instruction about the prevention, care, and treatment of all communicable diseases with special attention to the venereal diseases.

3. Every student complete the elementary First-Aid Course as outlined by the American Red Cross and that the Red Cross allow this course and the Advanced Course to be taught in colleges and universities by instructors who are competent.

4. There be a survey and correction of campus conditions and practices which increase accident hazards.

5. The college or university survey the work, rest, and relaxation habits of its students and help students to make desirable adjustments. College students show strain and fatigue which can be reduced by better scheduling and more desirable campus activities.

6. That the institution survey its entire nutrition program for students to result in ascertaining: (a) the adequacy of nutrition information, the food requirements and actual food habits of its students; (b) the resources in nutrition-trained personnel, actual or potential within the institution or community, for giving required non-technical nutrition instruction and counseling, and for supervising food services; (c)

steps to secure good nutrition for students where their incomes are inadequate to pay for it.

7. Opportunities for individual conferences on health problems be greatly extended.

Environment

It is recommended that:

1. The institution assume responsibility for creating a healthful campus and community environment. This means constant attention to environmental conditions so that they are conducive to healthful living. It means the adequate sanitary inspection of all facilities to protect students and to furnish an example of the practice of maintaining sanitary standards.

Physical Education

It is clear that the program of physical education for men should receive special study in terms of attitudes and skills needed for service in the armed forces and that the program for women be adjusted to the demands for wider participation in war industries and other types of war service. However, it is necessary to avoid confusing the pre-training of all students with the specific demands coming from the war services. The needs of civilians are not the same as those for soldiers, nor are the needs of women the same as those of men.

Some of the physical education activities are of more immediate importance for the war effort than others and it is assumed that the colleges and universities will give more emphasis to these activities. Developmental activities that contribute to strength and endurance have general conditioning value; they enable the potential draftee to meet tests of endurance and perform difficult physical feats with the economy of effort that comes from good skill and physical condition. The competitive spirit developed in athletics is a contributing factor in the will to win which is so essential in military service.

It is recommended that:

1. Instruction be given in connection with the physical education program, designed to give the students an understanding of the place and importance of physical fitness in life, and particularly now in relation to the war effort.

2. Physical education programs be re-evaluated to place greater and continuous emphasis upon: (a) conditioning exercises for endurance or the ability to resist fatigue; (b) strengthening the muscles of the trunk, arms, and legs; (c) combative and other types of aggressive activities; (d) swimming and taking care of oneself in and on the water; (e) recreative activities appropriate for military camps, ships, and for living in times of peace; (f) first aid and the preservation of life under conditions of war and peace; (g) rehabilitation of those not fit.

Ditch jumping, wall scaling, maze running, obstacle relays, the throwing of objects, tumbling, running, combative sports and fundamental conditioning gymnastics have direct military value. Morale-contributing activities include all recreative sports. They