

test skill and endurance, has always been regarded as a source of benefit to the health of all engaging in them. Under proper guidance athletic sports should serve society in the physical and moral training of youth as well as in furthering activities which, as a source of increased energy and strength, enrich life and add to human happiness.

British educators have for many centuries warmly supported games as a vital force in the education of youth. For children over ten years of age the supervision and regulation of sport has been regarded as too important to be left to chance, and all games in educational institutes have been carried on under the guidance of teachers. In the greater number of schools and colleges in America athletics were for long regarded as playing a very minor part in education, and were left in great measure under the control of the students themselves, with the result that of late years collegiate sport has acquired a definitely commercial aspect. This phase of athletics received special attention in the Foundation investigation, and was regarded as having a demoralizing influence.

As a result of this development in university sport a greater value has been placed on monetary returns and athletic *kudos* than on the moral and physical well-being of the university student. Commercialism is considered by the Foundation to be obliterating the non-material advantages of athletics, namely, the educational value of stimulation in the individual student of courage, quick thinking, keen co-operation, and honest play. The desire to win at any price has given rise to many shady actions in sport that have a lowering influence on the character of those employing such tactics. Competitive sport should always