

educators stepped aside when it came to the question of athletics.

Ten years ago we entered into the third period, that of CO-OPERATION. Superintendents and principals began to see that not only must they tolerate but they must coöperate and take an active part in the administration of this subject that seemed to dominate this whole school and student body. Since 1918 therefore we see a remarkable growth of state athletic associations. Today forty-two states have these state associations that enroll practically all the high schools of their respective states. Today we have a National Federation of State High School Athletic Associations.

Requires Firm Administrative Control

Time does not permit us to enumerate the great growth in athletics as to the number of students participating. Today, however, we are entering the fourth stage in the administration of athletics. This is the stage of direct ADMINISTRATION as a school subject through school budgets under the control of the health and physical education athletic departments of the school system. A score of our cities now, like Cleveland, Detroit, Buffalo, and Albany place the control of athletics as an administrative unit directly under the superintendent of schools and the director of the department of physical education and athletics. There is, of course, an athletic association composed of principals, faculty members, students and coaches who meet together to legislate. But the making of the schedule, the hiring and assigning of physical educators and coaches, the control of the games, the number of games, the employment of officials, the purchasing of athletic goods and uniforms and the handling of all finances are done through the superintendent of schools and his regular departments. Finances go through a common budget kept by the financial department of the school board. All purchases are made through bids. All schools have the same material and the same facilities. In the distribution of the receipts from the games, the stronger and larger schools help to carry weaker schools, but still get their percentage on a pro rata basis. The study of how Buffalo and Detroit handle their athletics as a school subject through regular educational authorities is most worthy. Besides the cities mentioned above that are controlling athletics as a definite part of the school administration forces, it is interesting