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## A study of athletic honor awards in Indiana high schools

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FIRST COPY

A STUDY OF ATHLETIC HONOR AWARDS  
IN INDIANA HIGH SCHOOLS

A Thesis

Presented to

the Faculty of the Department of Education

Indiana State Teachers College

Number 410

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

Leonard E. Lowe

1940

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The thesis of Leonard E. Lowe,  
Contribution of the Graduate School, Indiana State  
Teachers College, Number 410, under the title A  
Study of Athletic Honor Awards in Indiana High  
Schools

is hereby approved as counting toward the completion  
of the Master's degree in the amount of      hours'  
credit.

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Date of Acceptance

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

The increasing importance of athletics in the high school curricula has brought many serious problems to administrators. Many have been solved, but the annual problem of awarding athletic honors continues.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study: (1) to find what interscholastic athletic sports each Indiana high school engaged in; (2) to find what awards were given in each school; (3) to find in which sports major awards were given; (4) to find what a boy had to do to win a major award in each sport; (5) to find if each school gave major awards; (6) to find if each school believed in giving major awards; (7) to find what price limit each school placed on major awards; (8) to find what time of the year major awards were given; (9) to find if major awards were given when first earned or given only in the senior year; (10) to find if major awards were given in more than one sport; (11) to find if major awards were the same for each sport; (12) to find if major awards were the same each year; (13) to find if each school had regulations to provide a

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major award for an injured or sick athlete; (14) to find who determined the giving of major awards; (15) to find if each school had a written athletic constitution to govern major awards; (16) to find if each school had an athletic board to decide major awards; (17) to find the make-up of the athletic board that made the major awards; (18) to find if letters and stripes or chevrons were given each year; (19) to find if stripes were determined by the number of letters earned; and (20) to find if qualifications for earning a letter were the same as for earning a major award.

Importance of the study. Contests of some kind have been engaged in since the dawn of time. These contests gradually evolved into regular athletic programs. As a matter of course, the contestants received awards. These have ranged in value from the olive wreaths of the Greeks to the "million dollar gates" of modern prize fighters. Athletic programs came into the school system at an early date. The custom and the problem of granting athletic honor awards came along with its introduction. The many problems connected with the granting of athletic honor awards has plagued the administration of the athletic program for a long time. Fully one half of the states have attempted to curtail this problem by limiting the value of awards.

to one dollar or less.<sup>1</sup> In conjunction with this same principle, the National Federation of State High School Athletic Association has limited the cost of awards to one dollar or less.<sup>2</sup> The Indiana High School Athletic Association likewise recognized this same principle when it said:

Only one sweater, jacket, jersey, blanket, or similar article may be given in each sport to a high school student for participation in athletics in high school. The giving and receiving of prizes, awards, gifts, and articles shall be kept within reasonable bounds and such as are given or received shall have symbolic value only.<sup>3</sup>

In addition to the principle of limiting the value of awards, another way to alleviate the situation would be the development of a definite method of granting awards. C. E. Forsythe has suggested the following plan:<sup>4</sup> (1) the coach should make the award policy clear to all contestants; (2) the records of all contestants should be kept; (3) the coach should present a list of eligible

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<sup>1</sup> C. E. Forsythe, The Administration of High School Athletics (Chicago: Prentice Hall Inc., 1938), p. 63.

<sup>2</sup> Ibid., p. 223.

<sup>3</sup> 35th Annual Handbook of the Indiana High School Athletic Association, 1938, Article 11, p. 117.

<sup>4</sup> C. E. Forsythe, op. cit., p. 22.

contestants to the athletic director and principal; (4) the principal, coach, and athletic director should confer on the citizenship, attitude, character, and scholastic standing of the contestants; (5) these three should send a combined recommendation to the athletic board; and (6) awards should be made in the school assembly at the end of the semester.

The state of Michigan has adopted a similar idea.<sup>5</sup> Their plan is: (1) the contestant should be recommended by the coach; (2) the contestant must meet the required time of participation; and (3) contestants must be judged by committee action of the faculty.

Some Indiana high schools have recognized the problems and have individually attempted to solve them but their efforts have been spasmodic and without unified direction.

## II. DEFINITIONS OF TERMS USED

Major awards. Major awards were considered as sweaters, jackets, blankets, gold balls, and gold track shoes.

Minor awards. Minor awards were considered as letters

and stripes or chevrons.

### III. SOURCE AND METHOD OF SECURING MATERIAL

Thirty-eight per cent of the high schools in the state were contacted through the questionnaire method. Questionnaires were sent to the principals of every small city high school, to alternate township high schools within each county, and to alternate high schools in large cities.<sup>6</sup> Four hundred twenty questionnaires were sent out. A 70 per cent return showed the general eagerness of administrators to solve this problem.

### IV. PROCEDURE WITH FINDINGS

On the basis of enrollment, the Indiana High School Athletic Association has divided the schools into five classes as follows:

Class I	1- 75	Class III	121-250
Class II	76-120	Class IV	251-600
	Class V	601-	

The tables used in this study were compiled on the above classification. Thus, administrators in each class

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An example of this questionnaire is given in the Appendix of this study, page 35.

are able to see the practices in their particular case as well as the general practice throughout the state.

## CHAPTER II

### FINDINGS OF THE STUDY

#### I. GENERAL AWARD PRACTICES

Table I, page 8, shows the general award practices in the various Indiana high schools. It is rather paradoxical that while only 80 per cent of the schools in Indiana believed in giving major awards, yet 96 per cent actually gave them. This was not in conformity with the practices of the majority of states as cited in the introduction of this study. No doubt, outside critics will charge this practice to the prevalent belief that basketball is over-emphasized in Indiana. Not only were major awards given in 96 per cent of the schools, but also 37 per cent of the schools gave major awards in more than one sport. Many of this group were found in the fourth and fifth class. This was no doubt due to the better financial circumstance of these larger schools. Eighty per cent of this group gave the same award in each sport. The other 20 per cent varied the award according to their idea of the relative importance of the sports. All were agreed that basketball and football awards should be equal in importance but lesser importance was attached to the awards of other sports. Most schools, 90 per cent, gave approximately the same type and value

TABLE I  
GENERAL AWARD PRACTICES

Award Practices	CLASS OF SCHOOL					Total
	1	2	3	4	5	
Schools reporting	20	72	111	53	36	292
Schools that give major awards	20	68	108	50	35	281
Schools that do not give major awards		4	3	3	1	11
Schools giving major awards in more than one sport	3	9	25	37	35	109
Schools giving same major awards in each sport	3	7	16	32	29	87
Schools giving same major awards yearly	19	66	99	47	33	264
Schools that give major awards when first earned		5	11	11	25	52
Schools that give major awards in senior year	20	63	97	39	10	229
Schools that give major awards at end of Athletic season	5	32	51	31	33	152
Schools that give major awards near close of school	6	17	27	15	2	68
Schools that give major awards at tourney time	9	19	30	4		62
Schools having same qualifications to earn letter as major award	4	21	58	33	26	142
Schools that give letter yearly	5	28	69	41	32	175
Schools with regulations for sick or injured players	4	14	32	24	22	96

of award yearly. It is interesting to note that 78 per cent of the schools believed that the award should be given in the senior year. The remaining 22 per cent thought that the award should be given when first earned.

A majority of schools, 53 per cent, gave the awards at the end of the athletic season. The other 47 per cent were evenly divided as to whether these would be given at the close of school or at tourney time. Since tourney time is the end of the athletic season for a majority of schools, 70 per cent, no doubt about 76 per cent really favor the end of the athletic season as the time for awards.

Fifty per cent of the schools believed that there should be the same qualifications for earning a letter as for a major award. Eighty per cent of the schools gave letters annually.

Only 33 per cent of the schools provided major awards for sick or injured athletes. Nearly all of the schools felt that written regulations were impractical to administer and the matter was left to the discretion of the coach, principal, or athletic board.

## II. TYPES AND VALUES OF AWARDS

Types. In Table II, page 11, are found the types and values of awards of the Indiana high schools. Jackets



or sweaters were nearly a unanimous choice for major awards. Only one school gave any other type and that school gave a gold award. Nine per cent of the other schools gave gold awards also, but they were given in addition to the sweater or jacket. As a matter of course, all the schools that gave sweaters or jackets gave letters and stripes or chevrons. Eleven of the 292 schools gave no major awards. However, eight of these 11 gave letters.

Seventeen per cent gave a sportsmanship award as compared to 12 per cent who gave a most valuable player award. Evidently, the schools not only belittled these types of awards but also placed these on a fairly equal basis.

Values. While the tendency throughout the nation is to limit the value of awards to one dollar, Indiana was decidedly in favor of an award valued at about ten dollars or the cost of a good sweater. Only eleven schools, a negligible per cent, favored the one dollar limit, and only twelve schools favored a five dollar limit. Eighteen per cent believed that there should be a six to eight dollar limit, 40 per cent believed that there should be a ten dollar limit. Twenty-five per cent did not want a limit placed on the value of the award. As some of these schools stated that they gave an award according to their financial

TABLE II  
TYPES AND VALUES OF AWARDS

Types and Values of Awards	CLASS OF SCHOOL					Total
	1	2	3	4	5	
Number of schools reporting	20	72	111	53	36	292
Schools giving a sweater or jacket	20	68	107	50	35	280
Schools giving gold awards		1	9	8	11	29
Schools giving sportsmanship awards	2	10	14	12	11	49
Schools giving most valuable player awards		8	12	9	7	36
Schools giving letters	20	69	111	53	36	289
Schools giving stripes or chevrons	20	69	111	53	36	289
Schools placing \$1.00 limit on award		3	5	3		11
Schools placing \$5.00 limit on award	1	1	3	4	3	12
Schools placing \$6.00 - \$8.00 limit on award	4	13	24	6	6	53
Schools placing \$10.00 limit on award	12	27	41	28	11	119
Schools placing \$11.00 - \$12.00 on award		4	10	2	2	18
Schools placing no limit on awards	3	20	28	10	13	74

condition, it was evident that they believed in giving an award of considerable value. Since 96 per cent gave a sweater or jacket as a major award and since these ordinarily cost about ten dollars, it is safe to say that the ten dollar limit was very popular.

### III. THE ADMINISTRATION AND GRANTING OF MAJOR AWARDS

In Table III, page 13, is found the administration and granting of major awards in the various high schools of Indiana to which the questionnaire refers.

Administration. There was not much uniformity in the administration of major awards. Twenty-three per cent of the schools provided for this in a written athletic constitution. Forty per cent had set up athletic boards for this purpose. However, only 56 per cent of this group actually functioned. Sixty-four per cent had written regulations to administer the awards. One county, Montgomery, had adopted a similar set of rules for all schools in the county.

The granting. The point system has been advocated as a panacea for the granting of major awards, yet only thirteen out of the 292 schools reporting used it. Most major awards, 66 per cent, were granted by the principal or coach. Athletic boards made the grant in only 29 per cent

TABLE III  
THE ADMINISTRATION AND GRANTING  
OF MAJOR AWARDS

Methods Used	CLASS OF SCHOOL					Total
	1	2	3	4	5	
Number of schools reporting	20	72	111	53	36	292
Schools with an athletic constitution	2	11	24	20	9	66
Schools with an athletic board	5	11	42	31	29	118
Schools granting awards by written rules	7	38	71	41	30	187
Schools granting awards by an athletic board	1	6	26	19	16	68
Schools granting awards by principal and coach	18	61	66	23	9	177
Schools granting awards by coach		3	16	6	9	34
Schools granting awards by point system	1	2	3	5	2	13

of the schools. Eleven per cent left the grant to the discretion of the coach.

#### IV. MAKE-UP OF THE ATHLETIC BOARD

Table IV, page 15, gives the make-up of the athletic board of the various high schools of Indiana. Forty per cent of the schools had an athletic board to govern athletic problems. There was, however, an alarming lack of uniformity in the make-up of the athletic boards. Various combinations of superintendents, principals, coaches, business managers, regular teachers, hiring officials, students, and representatives from outside the school were used on the board. Only two combinations were large enough to mention: (1) the combination of principal, coach, and business manager; and (2) the combination of superintendent, principal, and coach. These comprised 20 and 23 per cent, respectively. No other combination rated more than 4 per cent.

As was to be expected, the two most important figures on an athletic program were nearly unanimously selected on athletic boards; mainly, the principal and coach. The superintendent was included in a large majority of the schools that had this official in the system. The business or athletic manager who was closely associated with athletics was also considered important in 33 per cent of the schools.

TABLE IV  
MAKE-UP OF THE ATHLETIC BOARDS

Make-Up	Number of Schools
Schools having an athletic board	118
Schools using coach on athletic board	118
Schools using principal on athletic board	116
Schools using superintendent on athletic board	55
Schools using business or athletic manager on athletic board	40
Schools using one to two teachers on athletic board	15
Schools using entire faculty on athletic board	5
Schools using the officers of athletic association on athletic board	3
Schools using school board members on athletic board	7
Schools using trustees on athletic board	5
Schools using outside school men on the athletic board	4
Schools using one to two students on the athletic board	16
Schools using four students on the athletic board	17
Schools using entire student council on athletic board	1
Schools using entire officers of student council on athletic board	2
Schools using president of student council on athletic board	3

Twenty per cent of the schools also used regular teachers on the board. One third of the schools had from one to eight students represented on the board. Four schools used outside school representatives on the board.

V. SPORTS ENGAGED IN AND REQUIREMENTS  
FOR EARNING AWARDS

Table V, page 17, shows the sports engaged in and the number of schools which gave major awards.

As was to be expected, basketball was played by every school and all schools that gave major awards gave one in basketball. However, there was no uniformity in the requirements for earning the major award as is shown in Table VI, page 18. One school required four years of participation, while seventeen schools granted the major award for participation in only five games. The largest single group in uniform requirements, 22 per cent, granted the major award for participation in 50 per cent of the games. Less than 7 per cent granted the major award at the coaches' discretion. Nine other types of requirements for granting the major award are listed in the table.

TABLE V  
SPORTS ENGAGED IN AND MAJOR AWARDS GIVEN

Sports and Awards	CLASS OF SCHOOL					Total
	1	2	3	4	5	
Number of schools reporting	20	72	111	53	36	292
Number of schools playing basketball	20	72	111	53	36	292
Number of schools giving major awards in basketball	20	72	108	50	35	281
Number playing football		1	6	24	34	65
Number of schools giving major awards in football		1	5	24	33	63
Number of schools playing baseball	12	36	66	28	15	157
Number of schools giving major awards in baseball	2	7	13	9	8	39
Number of schools playing softball	7	32	53	29	10	131
Number of schools giving major awards in softball	1	1		5	2	9
Number of schools participating in track	6	12	45	40	33	136
Number of schools giving major awards in track	3	3	13	20	27	66
Number of schools playing tennis		1	18	22	30	121
Number of schools giving major awards in tennis			1	3	8	12
Number of schools playing golf			4	9	23	36
Number of schools giving major awards in golf				2	5	7



TABLE VI  
REQUIREMENTS FOR BASKETBALL AWARDS

Requirements	CLASS OF SCHOOL					Total
	1	2	3	4	5	
Schools reporting	20	72	111	53	36	292
Number of schools participating	20	72	111	53	36	292
Number of schools giving major awards	20	68	108	50	35	281
Earn a certain number of points	1	2	3	5	2	13
Play in 50 per cent of games	3	15	21	15	9	63
Make the tourney squad	1	6	17	5	8	37
Make the first team	6	5	11	4	4	30
Play in ten games	3	5	11	3		22
Play in 75 per cent of games		5	12	3	2	22
Left to discretion of coach		7	5	5	2	19
Play in five games		6	6		5	17
Play in majority of the games	1	3	4	5		13
Play two games		5	3	1	1	10
Left to discretion of athletic board					1	1
Play four years	1					1

Baseball as shown in Table VII, page 20, was played by 54 per cent of the schools and was the second most popular sport. However, only 24 per cent granted major awards. Again a lack of uniformity was found in requirements for a major award. The largest group in uniform requirements granted the major award for contestants making the first team.

TABLE VII  
REQUIREMENTS FOR BASEBALL AWARDS

Requirements	CLASS OF SCHOOL					Total
	1	2	3	4	5	
Schools reporting	20	72	111	53	36	292
Schools participating	12	36	66	28	15	157
Schools giving major awards	2	7	13	9	8	39
Earn number of points		2	2	3	3	10
Make first team	1	5	5			11
Play in majority of games			3	4		7
Play two thirds of total innings					7	7
Play in 50 per cent of games			2	2		4

Track and field was a third choice sport. As shown in Table VIII, page 22, 46 per cent participated and 41 per cent granted major awards. It is interesting to note that requirements for earning a major award were based on the principle of winning points, meets, or honors.

TABLE VIII  
REQUIREMENTS FOR TRACK AWARDS

Requirements	CLASS OF SCHOOL					Total
	1	2	3	4	5	
Schools reporting	20	72	111	53	36	292
Schools participating	6	12	45	40	33	136
Schools giving major awards	3	3	13	20	27	66
Win fifteen points in meets	2	2	3	10	5	22
Win first or second in state			2	3	9	14
Win sectional honors			2	4	7	13
Discretion of coach			4	1	3	8
Earn number of points	1	1	2	2	2	8

While softball is a relatively new sport, yet it took fourth place with 45 per cent of the schools participating. See Table IX, page 24. However, only 7 per cent considered it important enough for major awards. As in the other sports there was no uniformity of requirements for a major award.

TABLE IX  
REQUIREMENTS FOR SOFTBALL AWARDS

Requirements	CLASS OF SCHOOL					Total
	1	2	3	4	5	
Schools participating	7	32	53	29	10	131
Schools giving major awards	1	1		5	2	9
Earn number of points	1	1		1		3
Make first team				2		2
Play in majority of games				2		2
Play in 50 per cent of games					2	2

Tennis was a fifth choice sport. Table X, page 26, shows that 22 per cent of the schools participated in this sport. It was clearly classed as a minor sport as only 16 per cent granted major awards. Again it was found that major awards were granted largely on the principle of winning.



TABLE X  
REQUIREMENTS FOR TENNIS

Requirements	CLASS OF SCHOOLS					Total
	1	2	3	4	5	
Schools participating		1	18	22	30	121
Schools giving major awards			1	3	8	12
Point system				2		2
Win two matches			1		4	5
Member of conference team					4	4

Football, as shown in Table XI, page 28, was played by 22 per cent of the schools and was a sixth choice. This in no way should show that it really is sixth in choice among the sports as the fourth and fifth class schools who had ample facilities for the sport clearly placed it second. As in the other sports, a lack of uniformity was shown in the requirements to earn a major award. The importance of the sport is shown by the fact that 95 per cent granted major awards.

TABLE XI  
REQUIREMENTS FOR FOOTBALL AWARDS

Requirements	CLASS OF SCHOOLS					Total
	1	2	3	4	5	
Schools reporting	20	72	111	53	36	292
Schools participating		1	6	24	34	65
Schools giving major awards		1	5	24	33	63
Play in 50 per cent of games		1	2	7	11	21
Make first squad			1	7	9	17
Earn number of points			1	3	2	6
Play majority of the games				2	4	6
Left to discretion of coach				2	2	4
Play in 75 per cent of the games			1	2	1	4
Play in twelve quarters					2	2
Play two years			1	1		2
Left to discretion of athletic board					1	1
Win a letter for three years					1	1

Golf, as shown in Table XII, page 30, was played by only 12 per cent of the schools. Again there was found no uniformity in requirements for earning a major award, and the award based on the principle of winning matches. Twenty per cent granted major awards.

Eleven of the fourth class schools engaged in wrestling. Thirty-five per cent granted major awards on the basis of making the team.

Swimming was last in popularity. Only four of the fourth and fifth class schools participated. One granted a major award on the basis of making the team.

TABLE XII  
REQUIREMENTS FOR GOLF

Requirements	CLASS OF SCHOOLS					Total
	1	2	3	4	5	
Schools participating			4	9	23	36
Schools giving major awards				2	5	7
Win a match				2	5	7

## CHAPTER III

### SUMMARY AND RECOMMENDATIONS

#### I. SUMMARY OF FINDINGS

This study has brought out many weaknesses in the awarding of athletic honors, and should awaken educators to solve these problems. A wide divergency and a lack of uniformity was found throughout the state: *exempli gratia*, one school required four years of participation in basketball to earn a major award while another only required the student to make the tourney squad. Another example was the leaving of the whole matter of athletic awards to the discretion of the coach in one school while another had written provisions covering all points of the award.

Of course, the wide variations in the athletic problems of the large high schools and in those of the small high schools make it impossible to formulate set policies of procedures. However, this study showed the following tendencies to be prevalent: (1) basketball, baseball, track and field, softball, tennis, football, golf, and wrestling were the favorite sports in the order named; (2) a majority of the schools believed in giving major awards and had written regulations to govern the same; (3) jackets or sweaters, limited in value to ten dollars, were the favorite awards; (4) most schools believed in giving only one award; (5) most schools granted

the major awards on the basis of the judgment of the principal and coach at the end of the athletic season to Seniors only; (6) a majority of the schools gave major awards in basketball and football; (7) of the 40 per cent of schools that had an athletic board, the superintendent, principal, coach, faculty manager, and one or more pupils comprised the personnel in a majority of cases; and (8) letters were given annually by most schools.

## II. RECOMMENDATIONS

It is easy to conclude that a more uniform and a more definite policy is needed to govern athletic honor awards. This policy should provide an athletic constitution to govern all athletic problems. Especially, should there be written rules to govern the earning of awards and the problems connected therewith as stated in "The Problem" of this thesis in Chapter I. An athletic board should be set up in every school with full power to administer all athletic problems whether or not they were covered in the written regulations. This board should preferably be made up of the superintendent, principal, coach, faculty manager, one student representative, and a school board member or trustee.

One uniform school award should be granted by the

athletic board in the Senior year at the close of the athletic season. The board's action should be based on the coaches recommendation and the written record of the player. This award, preferably a jacket or sweater, should be limited in value to ten dollars. Possibly a state wide minimum time and service required to earn the award should be adopted.

The policy of giving stripes or chevrons is questionable. If given, they should be determined by the number of years that a player has given service to the school.

Letters should be given only as a part of the major award.

The award for sportsmanship and the most valuable player award should be discontinued.

While only thirteen Indiana high schools in the survey used the point system to determine awards for athletics, the writer believes that the adoption of one uniform athletic award based on this system would be advantageous. Points could be based upon each sport according to its relative value and service required. Too often a player easily earns an award because of his natural ability. More stress should be placed on the time and effort required in practice.



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## APPENDIX

## APPENDIX

A copy of the questionnaire used in this study is given below.

\_\_\_\_\_ High School \_\_\_\_\_ Indiana \_\_\_\_\_ County

Your school was selected as a representative school to help solve the problem of Athletic Honor Awards. Please answer promptly.

1. Does your school have a written athletic constitution?  
\_\_\_\_\_
2. Does your school have an athletic board? \_\_\_\_\_
3. If so, what is the personnel of the board? \_\_\_\_\_  
\_\_\_\_\_
4. Please underline the interscholastic athletic sports engaged in by your school: football, basketball, baseball, softball, track and field, tennis, golf, wrestling, and swimming.
5. We consider major awards as sweaters, jackets, blankets, gold balls, gold track shoes, et cetera.
6. Do you give major awards? \_\_\_\_ Do you believe in giving them? \_\_\_\_\_.
7. Do you have written rules to govern the giving of major awards? \_\_\_\_\_
8. What price limit would you put on a major award? \_\_\_\_\_
9. What sports do you give a major award in? \_\_\_\_\_  
\_\_\_\_\_
10. Do you give a major award in more than one sport? \_\_\_\_\_
11. Check the time of the year that you give major awards: End of athletic season; \_\_\_\_ near close of school; \_\_\_\_ tourney time \_\_\_\_.
12. Are major awards given when first earned? \_\_\_\_ Senior year \_\_\_\_\_.

13. What does a boy have to do to win a major award in:  
Basketball \_\_\_\_\_  
Golf \_\_\_\_\_  
Football \_\_\_\_\_  
Swimming \_\_\_\_\_  
Baseball \_\_\_\_\_  
Wrestling \_\_\_\_\_  
Track and field \_\_\_\_\_  
Tennis \_\_\_\_\_
14. Who determines the giving of major awards? Athletic Board \_\_\_\_\_; Coach and Principal \_\_\_\_\_; Other ways \_\_\_\_\_.
15. Are your major awards the same for each sport? \_\_\_\_\_  
Explain difference, if any. \_\_\_\_\_
16. Is your major award the same every year? \_\_\_\_\_
17. Do you have regulations to cover awards for special service cases; such as, sickness, injury, unusual service in practice, et cetera? \_\_\_\_\_ Explain \_\_\_\_\_
18. Are qualifications for earning a letter the same as for a major award? \_\_\_\_\_
19. Do you give letters each year that they are earned? \_\_\_\_\_
20. Do you determine stripes by the number of letters earned? \_\_\_\_\_
21. Underline all awards given in your school: sweaters, jackets, gold awards (balls, track shoes, medals), blankets, certificates, letters, stripes, sportsmanship awards, most valuable player award, and others.
22. Use back of sheet for further comments. Enclose a copy of your written regulations, if convenient.

Your cooperation is sincerely appreciated.

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