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A study of the bases of athletic awards in representative secondary schools of the North-central states

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A STUDY OF THE BASES OF ATHLETIC AWARDS IN
REPRESENTATIVE SECONDARY SCHOOLS OF
THE NORTH-CENTRAL STATES

by
Noel E. Davis

Contribution of the Graduate School
Indiana State Teachers College
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Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
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The thesis of Noel E. Davis
Contribution of the Graduate School, Indiana State
Teachers College, Number 422, under the title ____
A STUDY OF THE BASES OF ATHLETIC AWARDS IN
REPRESENTATIVE SECONDARY SCHOOLS OF
THE NORTH-CENTRAL STATES

is hereby approved as counting toward the completion
of the Master's degree in the amount of 8 hour's
credit.

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CHAPTER I

INTRODUCTION

The struggle for control of the proper organization and administration of athletics in the secondary school has long been a knotty problem for administrators. Much time was lost before specific steps were taken to eliminate those features which were found to be detrimental to the improvement and advancement of interscholastic competition.

I. GENERAL STATEMENT

In 1927 Bowen and Mitchell stated:

When one studies the history of secondary school athletics in this country, he finds that all the problems inherent today are traceable to a lack of proper supervision. Sports sprang up so rapidly that school authorities lacked the insight to grasp the educational advantages that were offered, rather looking upon them as amusements, and outside the province of the school.¹

The present athletic situation perhaps has many imperfect features; yet, with the rapid advancement within the last few years, it is evident that athletics have a very definite place in the administration and organization of the secondary school. The fact that sports have an

¹ Wibur P. Bowen and Elmer D. Mitchell, The Theory of Organized Play (New York: A. S. Barnes and Company, 1927), p. 149.

educational value in the training of youth in expressed by Mr. Kennedy.

In the first place participation in amateur sport should satisfy the play instinct of youth. . . . The purposes that sport can serve have also to do with the development of qualities of character and characteristics of conduct.²

Mr. Kennedy further states, ". . . sport has at many times and by many people been recognized as having an actual value of training of youth for citizenship."³ The responsibility for this training, according to Williams, rests with the department of administration. He writes, "But athletics will stay, and will contribute just as much or just as little to the education of the youth of the university or school as the wisdom of governing authorities permits."⁴

The granting of awards for athletic participation is by no means a new or a modern problem. The custom of giving awards to the victors in sport competition has been evident from the time of the ancient Greeks. The greatest

² Charles W. Kennedy, "Educational Significance of Athletics," Wingate Memorial Lectures, (1931), p. 16.

³ Loc. cit.

⁴ Jesse F. Williams, The Organization and Administration of Physical Education (New York: The Macmillan Company, 1925), p. 169.

award for which athletes have striven was that of the olive wreath with which the old Greek Olympic victors were crowned.

It is a curious fact that with all the importance which the Greeks attributed to Olympia, its prize of victory throughout the ages remained only a symbol--a garland of wild-olive leaves.⁵

"Historically some form of award appears to have characterized athletic competition. The form of this award varies, however."⁶ The school letter of today replaced the olive wreath of the ancient Greeks as the award symbolic of athletic performance.

The practice of granting awards to those who compete in interscholastic and intercollegiate athletics is found in practically all schools. The custom is in accord with the universal practice of honoring successful performance.⁷

Cox and Duff, in discussing student participation as a part of the guidance program state:

. . . ultraprogressive cult in education has lately decried all medals, all forms of recognition. This is a natural reprecussion from the other extreme where medals were used as bribes, as extrinsic motivation, to secure the compliance of students who dislike spinach or

⁵ Walter W. Hyde, "Our Debt to Greek Athletes," Wingate Memorial Lectures, (1931), p. 84.

⁶ Frank S. Lloyd, "Why Athletic Awards--What Kind--How Given?" Wingate Memorial Lectures, (1931), p. 260.

⁷ Edward Voltmer and Arthur Esslinger, The Organization and Administration of Physical Education (New York: F. S. Crofts and Company, 1938), p. 236.

algebra or cod-liver oil, or whatever else was prescribed for their good. The difference between emblems as symbols of social approval for service and medals for eating one's spinach may appear to some to be no difference at all. To us the difference seems considerable, and significant. In the adult world it is an established and gracious custom to acknowledge outstanding social contributions, even when the individuals concerned were not motivated by any assurance of recognition or any conscious desire for distinction. . . .

In high school the significance of the awards depends, as in the big world, upon how well they have been won and how sincere the sentiment of the persons who make them.⁸

The stand taken by modern educators on the use of awards as incentives can best be expressed in the words of Johnston. He believes:

The use of such incentives has found enthusiastic advocates and severe critics. Modern educational opinion is divided on the question.

On the one hand it is pointed out that the desire for recognition is a powerful incentive and may serve to release energy in an unusual amount and with remarkable singleness of purpose. Rewards are held to justifiable aids in the attainment of any goals worthwhile in themselves.

By others the granting of awards is opposed as being a type of motivation having but superficial relation to the activity desired. It is held that the reward may come to hinder the development of intrinsic interests in the activities which the award was planned to foster.

⁸ Philip W. Cox and John C. Duff, Guidance By The Classroom Teacher (New York: Prentice-Hall, 1938), pp. 358-59.

The middle ground is held by those who consider awards desirable in so far as they focus attention and energy upon worthwhile activities which might otherwise be attempted, and give place to a growing interest in the desired activity for its own sake.⁹

Since achievement is recognized in other lines of endeavor, it appears desirable that we have a place in our modern educational system for recognition for tasks well performed.

Voltmer remarks:

Those who advocate the discontinuance of awards are attacking a universal practice. Awards are granted in all walks of life, and if a reform is desired more would be accomplished by starting the proper training in infancy.¹⁰

Williams and Hughes state:

Many believe that the evils are not so much in the awards themselves as in the use made of them. It seems fallacious, however, to believe that the granting of awards should be abolished merely because the practice is sometimes overdone.¹¹

The awarding of symbols for athletic participation is a common practice, but the rules and regulations governing this practice are far from uniform.¹²

⁹ Edgar G. Johnston, Point Systems and Rewards (New York: A. S. Barnes and Company, 1930), p. 58.

¹⁰ E. Voltmer and A. Esslinger, op. cit., p. 287.

¹¹ J. F. Williams and W. L. Hughes, Athletics for Education (Philadelphia: W. B. Saunders and Co., 1930), p. 263.

¹² J. T. Smiley, "Letter Awards, Athletic and Non-Athletic," The School Executive, 51:129, November, 1931.

Educational athletics must be so organized and conducted and the justification of awards for athletic achievement must be based upon the contributions which such awards make to educational content of athletics.¹³

Judin¹⁴ lists these required conditions as objectivity, simplicity, ease of administration, and pupil participation.

There has been a movement toward the reduction of the monetary value of awards. This rapidly gained favor during the economic crisis.¹⁵ "The whole trend is a logical outcome of the emphasis in making the sport more beneficial and attractive to players."¹⁶ The majority of states follow the rule of the National Federation of State High School Athletic Associations and limit the cost of their awards to one dollar or less.

II. THE PROBLEM

Statement of the problem. The purpose of this study was to reveal the present practices of the rules and

¹³ Frank S. Lloyd, op. cit., p. 260.

¹⁴ L. A. Judin, "A Balanced Basis for Letter Awards," The School Executive, 55:142, December, 1935.

¹⁵ William L. Hughes, Administration of Health and Physical Education in College (New York: A. S. Barnes and Company, 1935), p. 238.

¹⁶ Hugo Bezdek, "Modern Trends in Athletics," Journal of Health and Physical Education, 7:319, May, 1936.

regulations that are in use in high schools governing the earning of athletic awards. It was hoped that the material discovered would furnish vital information which could be used as a guide for the building of a new award system or the reorganization of old ones.

Problems involved. The following problems were much in evidence:

1. The administrative principles involved.
2. The types and characteristics of the awards given.
3. The basic factors used to determine the eligibility for athletic awards.
4. The status of the athletic and the non-athletic award.
5. The procedures used for the presentation of awards.

III. REVIEW OF PREVIOUS STUDIES

The study made by Wagenhorst¹⁷ in 1926 was one of the outstanding contributions to high school athletics. This survey showed that the standards by which awards were

¹⁷ L. H. Wagenhorst, The Administration and Cost of High School Interscholastic Athletics (New York: Teachers College, Columbia University, 1926), p. 134.

made were usually determined locally, there being little or no uniformity among schools. It further revealed that the Maine Association of Principals of Secondary Schools was the only state organization which had established uniform standards of awards for its member schools. It likewise showed that a number of the state athletic associations had declared certain limitations of award values which could be given by the schools in these states.

Kendall,¹⁸ in 1929, made a study of the award situation as it existed for boys' athletics in high schools. The results of his survey were derived from the questionnaire replies from 159 high schools in the state of Nebraska and 126 large high schools located in other states of the union. The study revealed that there was little uniformity in the practice of granting awards. The kinds and sizes of awards granted, the requirements for earning them, and the procedures used in granting and controlling them all varied in the different localities. He found that school men, in general, favored some degree of standardization of them.

¹⁸ Glenn M. Kendall, The Administration of Awards for Boys Athletics in High School (Lincoln, Nebraska: University of Nebraska, 1929), p. 45.

In 1936 Everett¹⁹ made a study of the basis of awards as used in the state of Oklahoma. The conclusions were drawn from 103 questionnaires returned from schools throughout the state. The results revealed that the qualifications for awards were quite varied for each of the four major sports. The only uniformity detected was that awards were given in most schools, that the letter was generally a block chenille-type letter, and that the larger letter was given for participation in football. The study also revealed that most of the conferences to which the schools belong did not have regulations governing the awards. The states were, however, becoming conscious of the part which they must play in determining the educational destiny of athletic competition. There were nineteen states which already had definite rules regulating the athletic award and seven others had recommendations.

IV. METHOD OF INVESTIGATION

Sources of data. Questionnaires²⁰ were sent to representative secondary schools of the north-central states.

¹⁹ Earl C. Everett, The Basis of Awards for Inter-school Participation in Athletics in Oklahoma High Schools (Norman, Oklahoma: University of Oklahoma, 1936), p. 60.

²⁰ A copy of the questionnaire may be found in the Appendix, page 109.

and the data for this study were obtained from the replies. The names of the administrators and the information for the enrollment classifications were obtained from the Indiana School Directory 1938-1939, The North Central Association Quarterly, July, 1939, and the Patterson's American Educational Directory 1938-1939.

Reliability of data. It would be impossible to determine any given per cent of reliability in the study. The validity of any such study may be questioned on the basis that all the data were collected from questionnaires. The questionnaire as a method of research has been recognized to have definite limitations. The one used in this study was short, readable, and simple, and could be easily answered. The probable error was thus lessened, and the reliability of the information received increased, as was evidenced by the fact that all the returns were completely usable.

Scope of data. The study included the five north-central states which bound the Great Lakes, namely, Indiana, Illinois, Wisconsin, Michigan, and Ohio. The schools of these five states were divided into four groups according to the enrollment. The groups were as follows: up to 100; 101 to 250; 251 to 600; and above 600. A special attempt

was made to have representations of each of these enrollment groups in the various geographical sections of each of the five states.

Distribution of questionnaire returns. There was a total of 400 questionnaires mailed for this study. Of this number, eighty were mailed to each of the five states considered, so that each enrollment group would receive an equal distribution. Thus each group received a total of 100 questionnaires.

Table I shows that there were 245 questionnaires returned, which was 61.25 per cent of the number mailed. The state which made the highest return was Indiana, with a total of 80 per cent. Illinois was low, with 52.2 per cent. The table further shows that the large group--601 and up--returned 77 per cent, which was the highest per cent for the group divisions. The small group--1 to 100--was low, with 34 per cent returned.

Organization of the remainder of this study. The remaining part of the thesis is divided into units for the purpose of concentration and explanation. Chapter II deals with the phases of administration and organization of the award systems and gives by tables and comments the practices found in the survey.

TABLE I
DISTRIBUTION OF QUESTIONNAIRE RETURNS

	GROUPS				STATES					To- tal*
	601 up	251 600	101 250	1 to 100	Ind.	Mich.	Wis.	Ohio	Ill.	
Number mailed . . .	100	100	100	100	80	80	80	80	80	400
Number returned . .	77	68	66	34	64	48	48	43	42	245
Per cent returned .	77	68	66	34	80	60	60	53.75	52.5	61.25

*
Note: In similar cases in tables which follow, the total for the groups is the same as the total for the states.

Chapter III contains the main body of the survey. In it is revealed the description of the athletic awards and the qualifications for earning them. This includes the major sports, minor sports, and the special recognitions.

In Chapter IV the development of the non-athletic or activity award and the practices concerning its use and control are given. Chapter V treats the subject of award presentation. A summary of the findings of the survey, as well as criteria for formulating an award system, is contained in Chapter VI. An outline resumé of the findings is included as a guide.

The appendix includes a sample copy of the questionnaire mailed to the representative schools and the letter which accompanied it.

CHAPTER II

ADMINISTRATION AND ORGANIZATION OF AWARD SYSTEMS

Organization is essential for the unity, strength, and permanence of any institution or system. Quite often the difference between a successful enterprise and one that is a failure lies in its organization. This is no less true of a system of awards for a high school than for any large business enterprise.

I. RECORDS CONCERNING THE REGULATIONS GOVERNING AWARDS

The athletic constitution. Table II shows the distribution of schools having athletic constitutions. There were 245 schools which returned questionnaires for this study, and of this number there were but forty-two, or 17.15 per cent, governed by an athletic constitution. The state of Illinois ranked first with 26.2 per cent. Wisconsin reported but four of forty-eight schools, or 8.7 per cent having an athletic constitution. The most interesting information was revealed by a study of the reports from the enrollment groups. For those having less than 100 there was but one school having an athletic constitution. The percentage increased with the enrollment of the school; those having over 600 reported 27.3 per cent.

TABLE II
SCHOOLS WITH ATHLETIC CONSTITUTIONS

	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Number schools reported	34	66	68	77	64	42	48	48	43	245
With athletic constitution	1	8	12	21	10	11	4	9	8	42
Without athletic constitution	33	58	56	56	54	31	44	39	35	203
Per cent of schools with constitution .	3	12.1	17.6	27.3	15.6	26.2	8.7	18.7	18.6	17.15

Regulations in writing. The distribution of the schools having the regulations concerning athletic awards in writing is found in Table III. It is alarming to note that 49.2 per cent of the schools did not have these regulations in written form. Evidently these schools depend upon tradition, decision of school officials, or other methods equally indefinite. Indiana ranked much the highest in reporting a total of twenty-eight schools, or 64.8 per cent, which have their award system governed by definite written regulations. Michigan reported but 30.7 per cent.

In the enrollment groups, the percentage does not necessarily vary directly with the enrollment. While the group over 600 was first with 64.3 per cent, the group of 101 to 250 was low with 41.4 per cent. The study further showed that there was but one school having an athletic constitution which did not have the award regulations in some form of writing. Five schools had constitutions that did not cover the giving of rewards; however, four of these did control the awards in some other form.

II. THE ATHLETIC BOARD

Ninety-one schools, or 37.1 per cent, reported an athletic board. This information is shown in Table IV. Ohio reported the largest percentage of boards with 55.8

TABLE III
SCHOOLS WITHOUT CONSTITUTION
WITH AWARDS IN WRITING

	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Number without constitution	33	58	56	56	54	31	44	30	35	203
Number without awards in writing	18	34	28	20	19	13	25	27	16	100
Number in writing . .	11	22	26	34	28	17	19	11	18	93
No answer	4	2	2	2	7	1		1	1	10
Per cent not in writing	54.5	58.6	50.9	35.7	35.2	41.9	56.8	69.3	45.7	42.9

TABLE IV
SCHOOLS WITH ATHLETIC BOARDS

	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Having boards . . .	3	17	22	49	29	15	4	19	24	91
Per cent with boards	8.8	25.8	32.3	63.6	45.3	34.2	8.3	39.6	55.8	37.1

per cent. Wisconsin was low with 8.3 per cent. The percentage of boards increased as the enrollment group increased. The group up to 100 reported but three schools having athletic boards.

Table V reveals the distribution of the number of the board members. There were thirteen sizes of boards, ranging in number from two to twenty-five. The greatest frequency was that of five members which represented twenty-one schools. Four sizes had but a single representation. The median-size board was that of thirteen members.

Table VI shows the frequency of the personnel of the athletic boards listed as to their respective positions held. A study of this table will indicate that the organization of the athletic board is a local concern and must be adapted to the peculiar needs of the local community. This is emphasized by the inconsistency and wide range of the personnel membership. There was a total of forty-one positions listed on the various membership rolls. The frequency of these positions had a spread from sixty-nine for the coach, to one for twenty-one positions mentioned.

Table VI considers only the different individuals as represented in each school and does not consider the number of repetitions of any one which may occur. The

TABLE V
NUMBER OF BOARD MEMBERS

NUMBER ON BOARD	GROUPS				STATES					To- tal*
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Five	1	4	8	10	8	4	3	6	2	23
Three	1	9	2	3	4	4	1	2	4	15
Four		1	6	6	5			4	4	13
Seven			1	8	3			2	4	9
Six	1		2	5	2	2		1	3	8
Eight				7	1	2		1	3	7
Ten			2	3	1	2		2		5
Nine		1	1	3	1	1			3	5
Two		2			2					2
Twelve				1					1	1
Fourteen				1	1					1
Eighteen				1	1					1
Twenty-five				1				1		1
Total	3	17	22	49	29	15	4	19	24	91
Median number for groups and states:					13					

TABLE VI
PERSONNEL OF ATHLETIC BOARD

POSITION	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Coaches	2	15	18	34	22	10	2	15	20	69
Principal	1	14	17	35	23	9	1	14	20	67
Superintendent	1	7	13	19	10	5	1	10	14	40
Faculty member	1	2	5	11	5	3	1	3	7	19
Athletic director . . .		1	4	13	6	5		3	4	18
Member of school board			2	15	3	3	2	2	7	17
Faculty manager		4	1	10	4	1			10	15
Students	1	1	4	7	2	3		6	2	13
Athletic manager . . .			3	4	3	2	1		1	7
High school treasurer		1		4		1			4	5
Business manager . . .			1	3	1	2			1	4
Assistant principal . .			1	3	1	2		1		4
Member student council			3	1	2	1		1		4
Director athletic society			1	2	1	2				3
Letter men			2	1	2			1		3
Ticket manager			1	2	1	2				3
Treasurer athletic association			1	1	2					2
Comptroller				2	2					2
Alumni			1	1	1	1				2
Team captains				2		1		1		2
Band leader				1					1	1

TABLE VI. (continued)
PERSONNEL OF ATHLETIC BOARD

POSITION	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Director girls phys- ical education . . .			1		1					1
Dean of boys			1					1		1
Head of commerce . . .			1		1					1
Director of pep assembly			1			1				1
Publicity manager . . .			1			1				1
Director public relations			1			1				1
Superintendent of purchases			1					1		1
Manager of awards . . .			1			1				1
Director of needy athletes			1			1				1
Academic head			1		1					1
Director of school extension . . .			1		1					1
Class sponsor			1		1					1
Senior boy			1					1		1
Junior girl			1					1		1
Junior boy			1					1		1
Student assistant . . .		1			1					1
Class officers			1					1		1
Club officers			1					1		1
Manager student council			1					1		1
Field manager			1			1				1
Total members	6	45	81	188	97	59	8	60	96	320

total, therefore, will not check with the total number which would be obtained by the expansion of Table V.

III. CONTROL OF THE ATHLETIC AWARD

The responsibility of making the decision as to who qualified for athletic awards, in most cases, rested with the principal and the coach. Table VII shows that these combined officers were responsible for the athletic awards in 115 schools, or 49 per cent, of the 235 which reported. In four schools the principal alone was responsible.

The coach was the most frequently mentioned person. In all, he was named by 217 of the 235 schools as having connection with the body determining the giving of athletic awards. In fifty-two cases the responsibility was given to the coach alone, and in twenty-nine of these cases he held "the sole destiny" of the award program, there being no constitution or written regulations for him to follow.

Approximately 40 per cent of the athletic boards are bodies for consultation and supervision, and they did not have the direct responsibility of determining the giving of the awards. There was a total of ninety-one athletic boards of which only forty-two made any decision relative to the award system.

TABLE VII
CONTROL OF THE ATHLETIC AWARD

DETERMINED BY	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Principal and coach .	21	37	33	24	33	19	28	23	12	115
Coach	5	14	16	17	6	9	13	12	12	52
Board	3	10	13	23	16	10	3	9	11	49
Principal	1	1	1	1			1		3	4
Faculty manager and dean of boys .		1	1	1					3	3
Principal and faculty		2			1		1			2
Student council . . .	1		1				1	1		2
Principal, coach, and athletic director .				2	2					2
City board of four principals . .				2	2					2
Coach and lettermen .				1		1				1
Coach and staff . . .				1		1				1
Faculty manager . . .				1					1	1
Coach and athletic director				1	1					1
No answer	3	1	3	3	3	2	1	3	1	10
Total	34	66	68	77	64	42	48	48	43	245

CHAPTER III

QUALIFICATIONS FOR WINNING THE ATHLETIC AWARD

The primary purpose of the award should be to act as a means of creating incentives or as an incentive in itself.¹

Lloyd says:

Theoretically the award should be based on the degree of accomplishment which should be in terms of the potential possibilities of the student in terms of his present achievement.²

I. THE INTERSCHOLASTIC SPORTS FOR WHICH AWARDS ARE MADE

The information as presented in Table VIII indicates that basket ball is the most popular of the interscholastic sports in each of the five states and in each of the four enrollment groups. There was a total of 243 schools out of 245 which returned questionnaires indicating basket ball as a competitive sport. The other two schools replied that they did not have award systems and failed to report competition in the sport.

¹ Frank S. Lloyd, "Why Athletic Awards--What Kind--How Given?" Wingate Memorial Lectures, (1931), p. 262.

² Ibid., p. 263.

TABLE VIII
PARTICIPATION IN INTERSCHOLASTIC SPORTS

SPORTS	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Basketball	33	66	67	77	64	42	48	47	42	243
Football	7	35	55	77	27	33	38	40	36	174
Track	12	40	46	67	38	39	22	36	30	165
Baseball	26	44	45	42	45	18	30	42	22	157
Tennis	1	5	14	54	18	13	13	17	13	74
Golf		6	11	54	14	13	12	23	9	71
Cross country . . .			1	19	6	3		4	7	20
Swimming		1		11	2	5		3	2	12
Boxing	1	3	3	5			12			12
Wrestling		2		9	3	5		1	2	11
Softball	1	7	1		3	4		1	1	9
Hockey			1	1			2			2
Fencing				1		1				1
Skating				1		1				1
Archery		1							1	1
Horseshoe		1							1	1
Volley ball		1					1			1
Badminton		1							1	1
Speedball				1				1		1
Total	81	213	244	419	220	177	178	215	167	957

Football was second in popularity with a representation of 174 schools. The percentage of schools participating in the sport decreased rapidly with the decrease in enrollment groups. There were but seven schools with an enrollment of less than 100 which used football as a competitive sport.

Track and baseball were next with a total of 165 and 157 schools respectively. It was significant that in the two lower enrollment groups the order was reversed. Baseball was second with track and football third and fourth respectively.

In comparison of the minor sports, tennis and golf ranked almost equal and were far in advance of the others. Boxing and hockey were confined to the state of Wisconsin. In all, there was a total participation in nineteen interscholastic sports. Seven of these, however, were found in but one school each.

Table IX reveals the distribution of awards in the various interscholastic sports. As indicated in the table, all of the 243 schools participating in basket ball and all of the 174 schools participating in football gave awards in each of the two sports.

Eight schools participating in track did not give awards in the sport. Likewise, thirty schools which participated in baseball did not give awards. The greatest

TABLE IX

DISTRIBUTION OF AWARDS IN INTERSCHOLASTIC SPORTS

SPORT AWARDS	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Basketball	33	66	67	77	64	42	48	47	42	243
Football	7	35	55	77	27	33	38	40	36	174
Track	9	37	44	67	33	39	22	33	30	157
Baseball	13	36	41	37	27	15	24	40	21	127
Tennis	1	3	11	49	16	13	8	15	12	64
Golf		4	7	50	13	12	8	20	8	61
Cross country			1	16	5	3		4	5	17
Swimming		1		11	2	5		3	2	12
Boxing	1	3	2	5			11			11
Wrestling		2		7	1	5		1	2	9
Softball		4				3		1		4
Hockey			1	1			2			2
Fencing				1		1				1
Skating				1		1				1
Archery		1							1	1
Horseshoe		1							1	1
Total	64	193	229	399	188	172	161	204	160	885

decrease was found among the schools in the lower two enrollment groups. Thirteen of the thirty schools not giving awards for baseball participation were found in the enrollment group of less than 100 and eight in the group of 101 to 250. This seemingly verifies the fact that, since all sports must be maintained from the income of one or two sports, the expenses for non-self-supporting sports must be reduced to a minimum.

Most of the schools which used the minor sports for interscholastic competition gave awards for this service. The three sports, volley ball, badminton, and speed ball, were listed for competition but were not included in the system of awards. Awards for fencing, skating, archery, and horseshoe were found to exist in but one instance.

II. DESCRIPTION OF THE ATHLETIC AWARDS

The previous unit gave a cross section of the wide scope of the athletic-award problem. There seemed to be an even greater variation in the type of the award itself. This was probably due to the haphazard fashion in which awards have grown up. However, a survey of previous studies indicated that they were at least somewhat standardized by the limits which the governing bodies have placed upon them. Many of the state athletic associations

follow in word or spirit the rule of the National Federation of State High School Athletic Associations and thus limit the cost of their awards.

Wagenhorst³ found that in the state of Michigan a boy could not receive a sweater from anyone. Wisconsin had a rule which stated that the award was not of "utilitarian value," while Ohio and Illinois had clauses limiting the price of the award to one dollar. Indiana⁴ was limited by the constitution of Indiana High School Athletic Association to the giving of one sweater, jersey, jacket, blanket, or similar award to any boy in each sport during his four years of school. It further required that the giving of awards should be kept within reasonable bounds and they should be of symbolic value only.

Types of letters used. It was revealed by the information presented in Table IX, page 28, that practically all the schools included in this survey grant awards for participation in interscholastic athletics. Table X shows

³ L. H. Wagenhorst, The Administration and Cost of High School Interscholastic Athletics (New York: Teachers College, Columbia University, 1926), p. 57.

⁴ "Constitution of Indiana High School Athletic Association," Article XI, Sections 1 and 2. The Indiana High School Athletic Association Handbook, 1938. p. 177.

TABLE X
DESCRIPTION OF LETTER AWARDS

	GROUPS				STATES					To- tal	
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio		
<hr/>											
A. TYPE LETTERS											
Block letter	25	57	60	66	47	38	42	42	39	208	
English letter	2	2	1		3		1	1		5	
Block and English letters		2	1	2	1	3	1			5	
Special letter			1	2		1		2		3	
No answer	2	2	5	7	6		4	2	4	16	
Total	29	63	68	77	57	42	48	47	43	237	
<hr/>											
B. MATERIALS											
Chenille letter	28	61	66	75	55	41	47	46	41	230	
Felt letter			1			1				1	
No answer	1	2	1	2	2		1	1	2	6	
Total	29	63	68	77	57	42	48	47	43	237	
<hr/>											
C. SIZE OF LETTERS											
Eight-inch	5	20	30	40	16	18	8	26	27	95	
Seven-inch	9	14	19	21	17	14	22	5	5	63	
Six-inch	11	17	7	6	15	7	12	5	2	41	
Five-inch		2	3		1		2	1	1	5	
Nine-inch	1	2	1	1				3	2	5	
Ten-inch	2		2	1		1	1		3	5	
Seven one-half inch		1		1	1			1		2	
Six one-half inch				1	1					1	
Twelve-inch				1					1	1	
Not definite		1			1					1	
Seven one-fourth inch				1			1			1	
No answer	1	6	6	4	5	2	2	6	2	17	
Total	29	63	68	77	57	42	48	47	43	237	

that 237, or 97.5 per cent, of these schools use some form of the school letter. The types, sizes, and characteristics of these letters, however, are not uniform.

Part A of this table points out that 87.7 per cent of the schools giving the letter award use some form of the block type. In only one case was the Old English type of letter used exclusively. Three schools indicated that they have designed a special-type letter.

Part B of the table indicates that 97.05 per cent of the schools use a chenille letter. In only one case was felt material standard.

The most popular letter sizes, as shown in Part C, were the eight-, seven-, and six-inch letters. The one most frequently used was the eight-inch letter. This was the standard size for 95, or 40.1 per cent, of the schools giving the letter award. The seven-inch letter was used by 26.5 per cent and the six-inch letter by 17.2 per cent. A total of 199, or 84 per cent, of the schools used these three sizes.

The other thirty-eight schools used the seven remaining letter sizes represented in the tables. The five-, nine-, and ten-inch letters were each used by five schools. The six and one-half, seven and one-fourth, and twelve-inch

sizes were used in but one case. One school reported that it did not have a definite letter size specified.

Methods used for distinction of the sport awards.

Table XI gives the distribution of the various methods used in distinguishing the awards of one sport from those of another. There were eighteen methods used for this purpose. Some schools used a single method of distinction while others employed a combination of two or three methods. The survey showed that seventy-nine, or one-third, of the schools do not make a distinction among the sport awards given for athletic participation in their school. This custom ranked first in all the enrollment groups and in all the states except Ohio. In Ohio there were but eight schools which did not use some mark of distinction.

The insert of a significant insigne to represent the sport in which the award was earned was the most frequently used means of distinction. Thirty-five schools used this plan. The one which ranked next was that of using different-size letters to designate the sport represented. A number of the schools indicated further that the largest size of letter was used for football. Basket ball, baseball, and track followed in respective order. The smallest size of letter was used for minor sports.

TABLE XI

WAYS TO DISTINGUISH SPORT AWARDS

METHODS	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
None	7	15	26	31	22	14	18	17	8	79
Insigne insert . . .	6	2	8	19	2	9	11	8	5	35
Style of letter . . .	1	11	10	7	4	3	4	6	12	29
Letter insert		5	7	3	5	6	1	3		15
Type of letter . . .	1	5	6	2	3	3	3	2	3	14
Color of letter . . .	2	5	1	1	2	2	4	1		9
Size and letter insert . . .		3	1	3	2	2		2	1	7
Style and type of letter . .		3	1	1			2	1	2	5
Size, type, and color of letter . .	1	1	1	1			1		3	4
Size, type, and letter insert .		1		2	1	1			1	3
Size, kind insigne insert . .		2	1					2	1	3
Letter and insigne insert . .		1	2					3		3
Color and insigne insert . .		1		1			1		1	2
Size, color and insigne insert.			1		1					1
Size, type, color and letter insert .				1					1	1
Size, color and letter insert .			1						1	1
Size and color . . .		1							1	1
Type and color . . .				1		1				1
No answer	10	8	3	3	16	1	2	2	3	24
Total	28	64	68	77	57	42	48	47	43	237

A small insert of the initial letter of the representative sport, that is, "F" for football, "T" for track, etc. was used by fifteen schools. A change in the type of letter given was in use in fourteen schools, while nine schools changed the color scheme of the letter. Some schools explained that one color was used for the first letter given but the color was changed for each succeeding letter. A few schools used one color to indicate participation in one sport, another color in two sports, and still other colors in three and four sports respectively.

The remaining methods of distinction were made from different combination arrangements of the above named sizes, types, colors, and inserts. There were twelve of these combinations as shown in Table XI.

It is significant that while the awards are quite varied, there seems to be no outstanding single method which is confined to any particular state or even to a geographical division of a state. The methods used most frequently are represented in all states and in all the enrollment groups. The combination types were less evident in the smaller enrollment groups because the number of sports for participation were limited.

III. SERVICE REQUIREMENTS FOR LETTERING

Every school is confronted with the question concerning the standard of service which should be set for an award in any given sport. Evidence as shown from past studies indicated that there is a wide variation in the nature and amount of participation required. Likewise, by observation, there seems to be no outward appearance which would indicate what had been accomplished to merit the award. The letter may represent some two or three years of faithful service and the finest of sportsmanship and mental attitude, or, on the other hand, it may merely show that the individual was on the squad for but a few weeks.

The requirements for lettering in basket ball. The methods used to qualify a boy for a letter in basket ball are presented in Table XII. The information distinctly reveals that there is a definite lack of uniformity in this matter. There were eighty-two bases or methods in use by which an award may be earned in basket ball alone. There were 111 schools, or 45.7 per cent of the 243 schools, that gave awards in the sport which have the qualifications for lettering based upon the number of quarters. This represents the largest single grouping of methods.

TABLE XII

REQUIREMENTS FOR LETTERING IN BASKET BALL

METHOD	GROUPS				STATES					Total
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
A. BY QUARTERS										
One-half total . . .	3	13	9	13	4	9	4	2	19	38
One-fourth total . .		3	4	3		4	1	2	3	10
Sixteen	1	1	3	1	1	1		3	1	6
Eight	1	3	1	1			3	3		6
One-third total . . .			1	4		2	2	1		5
Quarter equal										
number of games . .		3		2			2	3		5
Twenty			2	1			2	1		3
Fifteen			3				1	2		3
Twelve	1	1	1				1	2		3
Four	1	1		1			2	1		3
One over half										
quarters			2	1	1	1			1	3
Twenty-four		1		1	1			1		2
Fourteen		1	1					2		2
Majority of quarters.			2		1	1				2
Number of quarters. .				2			1		1	2
Five-eighths total . .				1	1					1
Two-fifths total . .				1		1				1
Three-fourths total .			1						1	1
Thirty-five			1						1	1
Thirty-four			1					1		1
Twenty-eight	1						1			1
Twenty-five			1			1				1
Eighteen			1					1		1
Ten				1					1	1
60 per cent of total. .		1				1				1
Twelve										
conference quarters .				1			1			1
Six full con-										
ference quarters .				1				1		1
One quarter of three-										
fourths of games .			1		1					1
One over one-										
fourth quarters . .		1				1				1
One full quarter of										
all games		1					1			1
Five full quarters										
or one-fourth time .			1				1			1

TABLE XII (continued)

REQUIREMENTS FOR LETTERING IN BASKET BALL

METHOD	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
A. BY QUARTERS										
Quarter equal twice number games				1					1	1
50 per cent con- ference quarters . . .	1						1			1
Total of quarters . .	9	30	36	36	10	22	24	26	29	111
B. BY GAMES										
One-half total	4	7	2	5	11	4	3			18
One-fourth total . . .		1	2		2	1				3
Ten		1	1		2					2
Eight		1	1		2					2
Two			2				2			2
One			1	1				2		2
Four games and tourney		1	1		2					2
One-third total	2				2					2
Three-fourths total . .		1				1				1
90 per cent total . . .	1				1					1
60 per cent total . . .			1		1					1
Twelve			1		1					1
Three	1						1			1
In four game-- length of two			1				1			1
All of six or part of nine			1				1			1
Three-fourths of each of three- fourths of games . . .		1						1		1
Total of games	8	13	14	6	24	6	8	3		41
C. BY HALVES										
One-half total		1		3		1			3	4
75 per cent total . . .				1	1					1
Majority				1	1					1
Total by halves		1		5	2	1			3	6

TABLE XII (continued)
 REQUIREMENTS FOR LETTERING IN BASKET BALL

METHOD	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
<u>D. BY MINUTES</u>										
Sixty-four			1	2			2	1		3
Eighty		1					1			1
One-half total				1			1			1
One-third total				1					1	1
Total of minutes . . .		1	1	4			4	1	1	6
<u>E. MISCELLANEOUS</u>										
Points	5	6	2	4	7	1	3		6	17
Recommendation by coach	1	2	7	4		4	3	7		14
Member of tourney squad	1	3	2	1	3	1	2	1		7
Subjective		1	1	3	4			1		5
None set		3	1	1	1	1		1	2	5
Regular participation .	1	1		1	3					3
Member of squad	1			1	1			1		2
First ten				2				2		2
A regular or a senior				2		2				2
Value of service		1	1				1	1		2
Attitude-attendance- cooperation		2					1		1	2
Discretion of prin- cipal and coach				1			1			1
Reasonable time when needed			1				1			1
Two years service . . .	1							1		1
40 per cent of periods				1		1				1
"Espirt de Corps" . . .	1					1				1
No answer			1	5	2	2		2		6
Total of miscellaneous	11	19	16	26	21	13	12	17	9	72
Grand total	28	64	67	77	57	42	48	47	42	236

One can see from Part A of the table that the most common method used was that of giving the award for participation in one-half of the total number of quarters possible. This method, while not first in two of the states, was first in the total frequency and was first in the three higher enrollment groups. The practice ranks extremely high in the state of Ohio. A total of nineteen schools, or over one-half of the schools using this method, were found in Ohio.

The method which ranked second in this group was that of earning the award by participating in one-fourth of the total possible quarters. This practice was supported by ten schools with almost an equal distribution as to states and as to the enrollment groups.

There were two bases of qualification which were represented by six schools each. These two were determined by the specific listing of sixteen and eight quarters. The others were supported by five, three, two, and one school each. A total of eighteen methods in this grouping were represented in but one school each.

It is quite significant that, while all schools in this group used the quarter as a unit by which to measure service, the whole system was anything but uniform.

Forty-eight schools used the fractional number of quarters of participation, and these have a spread of one-third to three-fourths. A total of thirty-four schools qualified for the award by participation in a specified number of quarters, which spreads from a low of four to a high of thirty-five quarters.

The fact that there is such a wide variation in the manner of use of the quarter does not by any means solve the problem. Had all those using quarters as the unit for measuring time observed the same method, there would yet be a wide variation of award requirements. Many schools further indicated an inconsistency in the methods by which the quarters were counted. Some stated that these quarters must be in conference competition. Several schools required that a complete quarter be played before it could be counted; others required participation of a definite number of minutes, such as three, five, and six. One school indicated that all the time served in games with a certain rival school would be doubled.

Although there was no place on the questionnaire for such a remark, some schools indicated that in addition to the service requirements above they had additional requirements. These were of the following types: completion of the season, attendance and attitude, good standing with

school officials, all equipment accounted for, member of the tourney squad, and value to the team.

Part B of the table shows that forty-one schools determined their awards by the total number of games in which there was participation. This unit of measure was used in sixteen ways. The one used most often was that of participation in one-half of the total number of games played. Eighteen schools used this method. This basis of qualification was ranked as second highest of all types used.

The second in this group was the method of participation in one-fourth of the total number of the games. There were six methods with a representation of two schools each and eight with one each.

In Part C and D we see that other units for measuring the service time were by halves and by total minutes played. These, however, represent a very small percentage.

Part E reveals a variety of methods placed under the general heading of miscellaneous types. The leading type of this group was that of the point system. The awards in this system were not given for any definite sport, but points were earned toward a general award. The award was an athletic one rather than a basket ball or football award. A total of seventeen schools used this method,

making it rank third in all those indicated. It received almost an equal distribution among the enrollment groups but not among the states. Michigan did not indicate a single representative, and Illinois reported but one. The method found most favor in Indiana and Ohio with a report of seven and six schools respectively.

A total of fourteen schools did not have specific set requirements but left the matter entirely to the coach. This practice found greatest favor in Michigan and ranked third of all the ones used. Five schools based the award upon subjective data and five reported that they had no set requirements.

A report from seven of the schools revealed that they did not give a letter award but gave some other type of award. All of these schools were located in Indiana, and a careful check indicated that a sweater was given as an award in all cases. It was not shown but could perhaps be assumed that even then the letter was given with the sweater.

The requirements for lettering in football. The methods used for a boy to qualify for a letter in football are almost as numerous as those for basket ball. There was, likewise, the same lack of uniformity as was

found for basket ball. Table XIII presents this information. It shows that there were fifty-nine distinct ways for a boy to qualify for a letter in football. The grouping of methods was very similar to that of the report for basket ball. One-half of those used were based upon the number of quarters played.

Part A of the table shows that the method having the greatest frequency was that of the qualification by participation in one-half of the total number of quarters. This was represented in thirty-four schools out of the 174 that gave letters as awards. It was twice as popular in Ohio as in any other state. An equal distribution could not be expected in the enrollment groups because the smaller schools were not represented in football. Six schools used one-fourth of the total number of games possible.

Methods of setting specific numbers of quarters were next in popularity. The number of quarters set were twelve, sixteen, ten, and eight respectively. Eleven schools used twelve quarters, six schools used sixteen quarters, and five schools used each of ten and eight quarters. There were eleven methods which had but a single representation each.

TABLE XIII
REQUIREMENTS FOR LETTERING IN FOOTBALL

METHOD	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
A. BY QUARTERS										
One-half total	1	7	10	16	5	8	4	1	16	34
Twelve	1	2	4	4	2	2	2	4	1	11
One-fourth total . . .		1	3	2		3	1	1	1	6
Sixteen		1	2	3		1		1	4	6
Ten		2	2	1			3	1	1	5
Eight		3	1	1				5		5
Number of quarters . .		2		3			1	2	2	5
One-third total				4		1	2	1		4
Majority quarters . . .		1	1	1	2	1				3
Eight conference quarters			2	1			3			3
60 per cent total . . .		1		1	1	1				2
Fourteen				2	2					2
Four		1		1			1	1		2
Three-eighths			1	1	1	1				1
One quarter of each game		1	1				1		1	2
One over half total . .			1	1	1				1	2
Quarters equal number of games			1	1			1		1	2
Eighteen			1			1				1
Nine			1					1		1
Seven			1				1			1
Five			1					1		1
50 per cent con- ference quarters	1						1			1
25 per cent con- ference quarters		1				1				1
Six conference quarters		1					1			1
Per cent of quarters			1			1				1
Two quarters per game			1				1			1
Two-thirds total			1					1		1
Three-fifths total				1		1				1
Total of quarters	3	24	36	44	14	22	23	20	28	107

TABLE XIII (continued)

REQUIREMENTS FOR LETTERING IN FOOTBALL

METHOD	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
B. BY GAMES										
One-half total . . .				3	1	1		1		3
75 per cent total . .	1	1					1	1		2
One game		1	1				1	1		2
One-fourth total . .		1					1			1
One-third total . . .		1					1			1
Three full games . .			1		1					1
Total of games . . .	1	4	5		1	2	4	3		10
C. BY MINUTES										
Sixty	2	1			1		1	1		3
Forty-eight		1	2				2	1		3
One-third total . . .		1	1	1				1		2
Ninety-six			1					1		1
Sixty-five			1					1		1
One-fourth total . .			1				1			1
Total of minutes . .	2	3	6		2		4	5		11
D. MISCELLANEOUS										
Recommendation of coach		2	6	4		4	2	6		12
Points	4	2	1	4	3	1	2		5	11
Subjective			1	2	2			1		3
No set requirements .		1	1	1		1			2	3
Discretion of principal and coach .				1			1			1
Equivalent to one- half schedule . . .		1						1		1
Reasonable time when needed			1				1			1
Member of squad . . .				1				1		1
Squad of fifteen men				1	1					1
Regular team member				1		1				1
Regular participation . . .				1	1					1

TABLE XIII (continued)
 REQUIREMENTS FOR LETTERING IN FOOTBALL

METHOD	GROUPS				STATES					Total
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
<u>D. MISCELLANEOUS</u>										
Value to team			1				1			1
Attitude-cooperation . .	1							1		1
Nothing specific	1						1			1
75 per cent of halves . .			1	1	1					1
No answer			1	5	2	2		2		6
Total of miscellaneous . .	4	8	12	22	10	9	7	12	8	46
Grand total	7	35	55	77	27	33	38	40	36	174

Part B of the table shows that a total of ten schools determined the qualification for awards by participation in the number of games. These schools were grouped into six methods by which the unit of the game was used. One of these methods was represented by one school, two by two schools each, and three by one school.

The number of minutes played was used as a unit by which to measure service in eleven of the schools. Part C shows there were six variations of this unit of measure in use.

There was, as shown in Part D, a total of fifteen separate methods listed under the general heading of miscellaneous types. The recommendation of the coach was the most popular method of this group as well as the second most used for qualification for the award in football. A total of twelve schools used this plan.

The method which ranked second in this group was that of counting points toward the general award, as was discussed under the report on basket ball. This practice was supported by eleven schools, thus making it tied for third place.

Three schools used subjective data and three indicated the lack of any definite system. A total of eleven

of the methods under this type were represented by but one school each.

The requirements for lettering in baseball. The survey showed that a total of 127 schools gave awards for participation in baseball. Table XIV shows that of this number fifty-two schools determined this award by a consideration of the number of innings played. Nineteen schools, as shown in Part A, indicated that they required a boy to participate in one-half of the total innings played by the team. This method was the most used in this group and received almost an equal distribution in the enrollment groups. It was most used in the state of Ohio.

One-fourth the total innings and a total participation of twenty-seven innings were each used by five schools. Four schools required a total of eighteen and four required nine.

The number of innings required by the various schools showed a spread from seven to thirty-six. Ten methods under the general grouping by innings had but a single school representation.

Part B of the table reveals that forty-one of the schools based the qualification of their awards upon the number of games in which the boy participated. Twenty

TABLE XIV
REQUIREMENTS FOR LETTERING IN BASEBALL

METHOD	GROUPS				STATES					Total
	1 to 100	101 to 250	251 to 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
A. BY INNINGS										
One-half total . . .	3	6	5	5	1	6	3	1	8	19
One-fourth total. . .		1	3	1		1	1	2	1	5
Twenty-seven . . .		1	2	2	1		1	3		5
Eighteen . . .		2	1	1			1	3		4
Nine . . .	1	1		2	1		2		1	4
Seven . . .			3				1	2		3
Twenty-one . . .			2				1	1		2
One-third total . . .			1					1		1
5 per cent conference innings . .	1						1			1
One over one half total . . .				1					1	1
Number of innings . .				1					1	1
Innings equal to number games . . .		1						1		1
Innings equal one-half number games .			1					1		1
Thirty-six . . .	1				1					1
Thirty-five . . .				1				1		1
Twenty . . .			1					1		1
Eight . . .				1				1		1
Total of innings . .	6	12	19	15	4	7	11	18	12	52
B. BY GAMES										
One-half total . . .		11	4	5	9	3	1	3	4	20
Six . . .		1	2		1			2		3
Four . . .		1	2					3		3
Three-fourths total . .			1	1	2					2
25 per cent total . .			1	1	1			1		2
Three . . .	2						1	1		2
Number of games . . .			1	1					2	2
Two . . .		1	1		1			1		2
60 per cent total . .			1		1					1

TABLE XIV (continued)
 REQUIREMENTS FOR LETTERING IN BASEBALL

METHOD	GROUPS				STATES					Total
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
<u>B. BY GAMES</u>										
One-third total				1	1					1
Five			1				1			1
One			1				1			1
Three-fifths total				1				1		1
Total of games	2	14	15	10	16	3	4	12	6	41
<u>C. MISCELLANEOUS</u>										
Recommendation of coach	1	2	3	5		3	2	6		11
Points	3	3		1	4	1	1		1	7
Member of squad		2	3	1	2		2		2	6
None set		2		1			1	2		3
Subjective			1	2	1		1	1		3
Discretion of principal and coach				1			1			1
At bat ten times		1				1				1
No answer	1			1			1	1		2
Total of miscellaneous	5	10	7	12	7	5	9	10	3	34
Grand total	13	36	41	37	27	15	24	40	21	127

schools in this group required a boy to participate in one-half of the total games in order to qualify for the letter award. This was the largest representation of any of the methods used for baseball. It found most favor in Indiana, where nine schools indicated its use and in the enrollment group of 101 to 250 where eleven schools reported its use.

The survey further showed that three schools each reported a specific number of six and four games. A total of five methods were supported by two schools each and a total of five by one school each.

Additional comments received in connection with the questionnaire revealed the lack of uniformity in the qualification for the award in baseball upon the basis of the games played. There was a wide difference of opinion as to how much participation should constitute a game. The following are representative of the requirements set for game count: one-half of a game; three innings of a game; one time at bat; report to official; legal entrance into a game; two complete innings; and completion of a full game.

The remaining methods in use are listed under the heading of miscellaneous in Part C of the table. There

were eleven of the schools which left the qualification to the recommendation of the coach. This was the third most popular method in use and again most in evidence in Michigan.

Seven schools used the "point system" in which points were counted toward the general award as was found in basketball and football. A total of six schools required the boy to be a member of the squad.

The survey showed that there were just thirty-two schools, or approximately one-fourth of the 127 schools giving awards in baseball, which indicated that they deviated from their standard form for the pitcher and catcher. These schools were distributed as follows: Indiana, nine; Illinois, three; Wisconsin, six; Michigan, seven; and Ohio, seven. Special requirements were grouped under the following heads: attitude and willingness; participation in regular turn; practice and value to the team; and different fractional parts of the required innings or games.

The requirements for lettering in track. There were 157 schools which gave awards for participation in track. These schools, as indicated by Table XV, use thirty-two methods by which the boy may qualify for the award.

TABLE XV
 REQUIREMENTS FOR LETTERING IN TRACK

METHOD	GROUPS				STATES					Total
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Assigned points or place in an assigned meet (sectional, county, etc) . . .	2	4	16	14	4	12	3	12	5	36
Place in an assigned meet . . .		11	9	6	5	8	5	5	3	26
Points toward "athletic letter" .	3	5	1	5	6	1	1		6	14
Ten points in meets .			1	7	3	1	2		2	8
Fifteen points in meets		1	1	5	3	2			2	7
Placement of a 1, 2, or 3 in a major meet	1	1	1	4	4	1	1	1		7
Recommendation of coach	1		4	2		1	2	4		7
First place		1		2			1	2		3
Qualify for sectional .			1	2				1	2	3
Place in a meet . . .		2	1				1	2		3
Practice and points won		1	1	1			2		1	3
Twelve points in meet				2		1			1	2
Eight points in meets .				2			2			2
Qualify for state meet		1		1	2					2
Place in state meet .				2	1	1				2

TABLE XV (continued)
 REQUIREMENTS FOR LETTERING IN TRACK

METHOD	GROUPS				STATES					Total
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Points earned			2					2		2
Not set		1	1					1	1	2
Subjective				2	1			1		2
Five points in meets	1						1			1
Four points in meets			1					1		1
Two wins				1					1	1
Eleven points in major meets			1			1				1
Five points in one meet	1							1		1
One point for every twenty for team				1	1					1
Five points in conference meets	1							1		1
Conference first				1			1			1
Average five points per meet			1			1				1
Represent school in every meet	1				1					1
Squad member and points			1			1				1
Value of service	1								1	1
Number of placements	1					1				1
Set each year				1	1					1
No answer	5	1	6	1	7		3	1		12
Total	7	49	44	67	33	39	22	33	30	157

The most popular method in use was of a dual type. The boy could qualify for the award by collecting a total assigned number of points for the year or by earning a one, two, or three placement in previously assigned meets. The total number of points required ranged from five to twenty-five with a mode of ten points. The assigned meets, when indicated, were the county, conference, and any division of the state meets. A few schools revealed that there must be more than three participating schools. This found favor with thirty-six schools, as shown by the table.

The method next in use was that of requiring a placement in any of the previously assigned meets which included such meets as the county, conference, sectional, etc. No provision for points earned in dual and warm-up meets was made. A total of twenty-six schools used this plan.

The point system whereby points were earned toward the general award was next in favor. A total of fourteen schools reported this method to be in use. There were ten meet points required by eight schools in order to qualify, and fifteen meet points were required by seven schools.

Three schools required the boy to qualify for the sectional, two required him to qualify for the state, and two schools required the boy to place in the state meet in order to be eligible for the award.

Qualifications were not set in two schools. Subjective data were used in one school, and one indicated that the award requirements were fixed each year.

Requirements for lettering in other sports. Table XVI presents the distribution of the methods in use by which a boy may qualify for an award in tennis. The table reveals that sixty-four schools gave awards for this sport. The qualification was based upon the recommendation of the coach in eight of these schools, while six required regular membership in a team. These two methods rank much above all others. There was a total of twenty-eight methods in use. Twenty-two were represented by but one school each. The tables for minor sports do not show the distribution by enrollment groups because the numbers were so small they could not be considered significant.

Table XVII shows the different award qualifications for golf. Sixty-one schools gave a letter in this sport. It also indicates that there was a total of twenty-two separate methods of qualification for the award. The most popular one required the recommendation of the coach. This method was indicated by eight schools. There were six methods which were each represented by two schools and twelve having but one representation each.

TABLE XVI
REQUIREMENTS FOR LETTERING IN TENNIS

METHOD	STATES					Total
	Ind.	Ill.	Wis.	Mich.	Ohio	
Recommendation of coach	1	1	1	5		8
Regular team member	1	2		1	2	6
Point system	2				1	3
Two wins or place in conference . .	1		1			2
Participate in fifty per cent of matches			1	1		2
Points	1			1		2
Participate in league meet			1			1
Three wins or place in conference			1			1
Place in conference			1			1
Two wins					1	1
Four boys					1	1
Five points or place in conference			1			1
Participate in three-fourths matches			1			1
One win			1			1
One-third participation			1			1
Participate in five matches			1			1
Sixteen points in meets	1					1

TABLE XVI (continued)
 REQUIREMENTS FOR LETTERING IN TENNIS

METHOD	STATES					Total
	Ind.	Ill.	Wis.	Mich.	Ohio	
Complete semester	1					1
Points in a major meet	1					1
Win district meet	1					1
Four wins	1					1
Per cent of meets	1					1
Six points	1					1
One-half games	1					1
Two year participation	1					1
Eight points	1					1
Five matches and tourney	1					1
Ten dual points-five conference points-place in district	1					1
No answer	4	4	2	2	7	19
Total	16	13	8	15	12	64

TABLE XVII

REQUIREMENTS FOR LETTERING IN GOLF

METHOD	STATES					Total
	Ind.	Ill.	Wis.	Mich.	Ohio	
Recommendation of coach	1	1	1	5		8
Regular team member		1		1	1	3
Points	1		1	1		3
Three-fourth meets and score of ninety		1		1		2
Fifty per cent participation . . .			1	1		2
Participation in one-third matches.				2		2
Five matches and tourney	1			1		2
One-half matches	1				1	2
A point system	2					2
Place in district			2			2
Complete semester		1				1
A point in a major meet		1				1
Win a district match		1				1
Qualify for state meet		1				1
Three-fifth matches or place in conference or state meet		1				1
Two-thirds matches		1				1
Win a match				1		1
Four boys				1		1
Six wins	1					1
Two wins	1					1
Two years participation	1					1
Two wins or place in conference . .			1			1
No answer	4	3	2	7	5	21
Total	13	12	8	20	8	61

Table XVIII gives the report of the distribution of methods used for a boy to qualify for an award in cross country. A total of seventeen schools gave an award for this sport. In three schools the reward was based upon the recommendation of the coach and three required team membership. Two schools gave awards to the five boys having the most meet points at the close of the season. A total of four individual methods was represented.

Award requirements for swimming are shown in Table XIX. Fourteen schools gave awards for participation in the sport. The table shows that four schools required a total of ten points in dual meets or a placement in any larger meet. All other methods had but one representation each.

Nine schools gave awards for wrestling. These were divided into two requirements having an equal distribution. Three schools did not indicate the method used.

Wisconsin was the only state in which awards were given for boxing. Eleven schools made such an award. Two schools required two wins, two schools required a participation in four bouts and five schools had individual methods.

Awards were reported for softball, fencing, skating, hockey, archery, and horseshoe, but the schools did not indicate what requirements were needed in order to qualify for the award.

TABLE XVIII
REQUIREMENTS FOR LETTERING IN CROSS COUNTRY

METHOD	STATES					Total
	Ind.	Ill.	Wis.	Mich.	Ohio	
Recommendation of coach	1	1		1		3
Team member	1			1	1	3
Five highest men	1			1		2
A point system	1					1
Point in a major meet		1				1
Two-thirds total runs					1	1
First in a dual or within twenty in district					1	1
No answer	1	1		1	2	5
Total	5	3		4	5	17

TABLE XIX
 REQUIREMENTS FOR LETTERING IN SWIMMING

METHOD	STATES					Total
	Ind.	Ill.	Wis.	Mich.	Ohio	
Ten points in a dual meet or place in another	1	2		1		4
Five points in a dual meet or place in another				1		1
Two point average				1		1
Place in a regional meet				1		1
Recommendation of coach		1				1
Earn a point in major meet		1				1
Thirty dual points or place in conference		1				1
Fifteen points	1					1
No answer				1	2	3
Total	2	5		5	2	14

IV. SPECIAL CONSIDERATIONS

Special provisions for seniors. The survey showed that 47.7 per cent of the schools represented in this study had some kind of a provision to care for seniors who had, for various reasons, been unable to fulfill the set requirements. Table XX indicates that there were 117 schools with such a provision. Ohio led in this practice with a total of 62.8 per cent of the schools that reported. Indiana was low with 34.4 per cent.

The qualifications which are required in lieu of the specific requirements set by the school are shown in Table XXI. The 117 schools which had this provision indicated that twenty various methods were used for this purpose. The most popular practice was that of giving the letter award to a senior who had not fulfilled the set requirement, provided he had a total of four years of service in any particular sport considered. Twenty-seven schools followed this plan.

The award was allowed in thirteen schools if the senior had completed three years of service in any given sport. The recommendation of the coach was necessary in a like number before any changes could be made.

Ten schools indicated that, in cases where the award requirements were almost complete, the individual would be

TABLE XX
SPECIAL PROVISIONS FOR SENIORS

	GROUPS				STATES					To- tal
	1 to 101 100	251 250	601 600	up	Ind.	Ill.	Wis.	Mich.	Ohio	
Number of returns . .	34	66	68	77	64	42	48	48	43	245
Having no provision .	22	46	31	29	42	17	24	29	16	128
With provision . . .	12	20	37	48	22	25	24	19	27	117
Per cent having senior provision .	35.3	30.3	54.4	62.3	34.4	59.5	50	39.6	62.8	47.7

TABLE XXI
TYPES OF LENIENCIES TO SENIORS

	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Four year service . . .	2	5	13	7	1	8	6	4	8	27
Three year service . .		1	1	11		1	6	2	4	13
Recommendation by coach	2	2	2	7	3	4	1	3	2	13
Citizenship and service	2		2	6	5				5	10
Attitude and service.	1	1	4	2		5	3			8
Faithful practice . .		3	1	2			2	4		6
Two year service . .	1	1	2	2	2	2	1		1	6
Individual merit . .	1	1		2					4	4
Senior out for full year			2	2		1	1		2	4
Recommendation of principal and coach.		1		3	3	1				4
Cooperation			3				3			3
Work hard in practice		1	1			1		1		2
First eight men . . .	1		1		1		1			2
Outstanding service .				1		1				1
Game participation .			1		1					1
Very exceptional cases			1		1					1
More lenient				1	1					1
Pass age limit during year		1			1					1
Minor award	1				1					1
Requirements almost complete . .		1						1		1
No answer	1	2	3	2	2	1		4	1	8
Total	12	20	37	48	22	25	24	19	27	117

considered upon the basis of citizenship and service to the squad. Attitude and service were the bases considered in eight schools. Other types of subjective data, as revealed in the table, were: faithful practice; individual merit; cooperation; working; and outstanding service.

There were seven methods which were found in but one school each. One school merely indicated that it was "more lenient". One made special allowance should a senior become ineligible during the season because of having reached the maximum age limit as set by the state association.

Special provision in case of injury or sickness.

The information in Table XXII shows that ninety-six schools had a provision in their system of awards whereby allowance could be made in case of injury or sickness. This represents approximately 40 per cent of those that gave awards. Wisconsin was the leading state in this practice with 47.9 per cent, and Indiana was second with 40.6 per cent. Ohio and Michigan were very close having 39.5 per cent and 39.2 per cent respectively. Illinois was low with 29.1 per cent.

It was interesting to discover that the larger schools gave this practice more consideration than the smaller ones. The table shows that the two higher enrollment groups had 48.5 per cent and 47.13 per cent while the

TABLE XXII
SPECIAL PROVISION FOR INJURY AND SICKNESS

	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Number of returns . .	34	66	68	77	64	42	48	48	43	245
Having no provision	24	49	36	40	38	26	25	34	26	149
With provision . . .	10	17	32	37	26	16	23	14	17	96
Per cent having injury and sick- ness provision . .	29.3	25.7	47.3	48.5	40.6	38.1	47.9	29.1	39.5	39.2

two smaller groups had 27.5 per cent and 29.3 per cent.

Table XXIII gives the distribution of the persons responsible for the justification of injuries and sicknesses. There were thirty schools which left this decision to the combined offices of principal and coach. It was significant that twenty-four schools left this matter entirely to the judgment of the coach. These two practices were far in advance of all others.

There were nine schools in which the principal, coach, and a doctor were responsible for establishing justifiable evidence of the injury or sickness. Seven schools left the matter to the decision of the board, and in six the coach and a doctor were responsible.

The remaining methods were composed chiefly of different combinations of the above mentioned individuals.

V. SPECIAL ATHLETIC AWARDS

The sweater award. As was indicated in an earlier statement, Indiana was the only state in which the state association would permit a sweater award. Sixty-four schools reported in this survey. The returns gave evidence that of this number fifty-nine, or 92.2 per cent, gave the sweater award in at least one sport. One school failed to

TABLE XXIII

MEANS OF JUSTIFICATION FOR INJURY AND SICKNESS

MEANS	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Principal and coach	3	5	10	12	3	5	12	4	6	30
Coach	3	2	8	11	7	3	6	3	5	24
Principal-coach-doctor		4	3	2	4	1	1	2	1	9
Board		1	2	4	4	1		1	1	7
Coach-doctor		2	1	3		3			3	6
Principal-coach-athletic director	2		1	2	5					5
Doctor		2	2		1	1	2			4
Board-coach		1	1	1		1		1	1	3
Coach-student council	2		1				2	1		3
Board-doctor				1		1				1
Principal-coach-board			1					1		1
Principal-coach-athletic director-doctor				1	1					1
Board-coach-doctor			1		1					1
No answer			1					1		1
Total	10	17	32	37	26	16	23	14	17	96

report on this matter, and four schools stated four separate practices. One reported that gold balls were given. It was mentioned by still another school that, while a sweater was not used, it gave jackets which are similar awards. One school gave credit of \$2.25 to be applied as a part payment on a sweater and the balance was to be paid by the boy. This school was found in the enrollment group up to 100 and probably did so because of financial difficulties.

The distribution of the specific requirements used for the sweater award is found in Table XXIV. It was discovered that this was used chiefly as a senior award. There were fourteen methods by which one could qualify for the sweater, and of this number, five were listed definitely as senior awards. These five also represent a total of thirty-three schools, or approximately 56 per cent.

Twenty-two schools gave the sweater award to a senior for fulfilling the same requirement as for a letter in any other year of service. Five used the point system and gave the sweater during the senior year provided the required points had been previously earned. Three schools required that the boy be a senior and be a member of the squad representing the school in tournament play. In two

TABLE XXIV
REQUIREMENTS FOR SWEATERS IN INDIANA

Method	Indiana
To seniors for requirements of a letter	22
As a first letter	7
Point system-awards to senior	5
Senior and member of tourney squad	3
As a letter	2
Winner of three letters	2
Member of a champion team	2
Seniors winning one or more letters	2
Senior as member of first eight men	1
Winner of two letters	1
Juniors playing in ten games	1
As a junior award	1
Participation in eight games	1
Five games or member of tourney squad	1
No answer	8
Total	59

schools the sweater was given in the senior year to those having earned one or more letters. There was one which required the boy to be one of the first eight members of the team.

In seven schools the sweater was given as the first award, the requirements being the same as for a letter in any following year.

The sweaters were used in two schools as special awards. They were given only to members of championship teams. There was no statement as to what championship was to be considered.

Six methods were used in but one school each. Two indicated that the sweater was an award for juniors.

The captain award. The distribution of the award given for services of the captain is shown in Table XXV. A small percentage of the schools, 36.3 per cent, gave awards for this service. Indiana leads in this practice. There were thirty-two schools, or 50 per cent, which gave such an award in this state. In Wisconsin, nineteen schools made the award, while there were fifteen in each of the states of Illinois and Michigan. There were but eight schools in Ohio.

The enrollment groups showed the ones of 101 to 250 and 251 to 600 to be first with 40.9 per cent and 42.6 per

TABLE XXV
DISTRIBUTION OF CAPTAIN AWARDS

	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Number reporting . .	34	66	68	77	64	42	48	48	43	245
Number giving captain's awards .	12	27	29	21	32	15	19	15	8	89
No awards	21	33	35	52	30	24	25	30	32	141
No answer	1	6	4	4	2	3	4	3	3	15

cent, respectively. The lowest enrollment group was next with 35.3 per cent, and the group from 601 and higher was low with a report of 27.2 per cent.

Table XXVI indicates the type of awards used for this honor. The most popular method was to award a star. Seventy-five of the eighty-nine schools reported this practice. Five of the remaining schools gave a special color stripe to show the service of the captain. A special letter was in use by three schools, and the insert of the letter "C" was reported by two schools. One gave a letter of two colors, while another gave the captain a special medal.

A study of the methods used for the selection of the individual for the captain was very interesting. The report as listed in Table XXVII shows that a total of thirty-nine schools allowed the award men to make the selection of captain. The entire squad made the selection in twenty-three schools while the coach was given this responsibility in nineteen. The latter shows a less democratic form, and it was not alarming to find this method in third place. The faculty made the selection in one school, while in the other the selection was made by the athletic board.

TABLE XXVI
TYPES OF AWARDS FOR CAPTAINS

AWARD	GROUP				STATES					To- tal
	1 to 100	101 to 250	251 to 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Star	11	24	26	14	26	14	19	12	4	75
Stripe			2	3	4			1		5
Special letter . .		2		1		1		1	1	3
Special insert . .				2					2	2
Two color letter .				1				1		1
Medal	1				1					1
No answer		1	1		1				1	2
Total	12	27	29	21	32	15	19	15	8	89

TABLE XXVII
METHOD OF SELECTION FOR CAPTAIN AWARDS

SELECTION BY	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Award men	3	10	15	11	9	9	10	7	4	39
Squad	5	5	6	7	10	3	6	3	1	23
Appointment by coach	2	9	5	3	11	1	3	2	2	19
Faculty		1			1					1
Athletic board . .			1		1					1
Total	10	25	27	21	32	13	19	12	7	83

Other athletic awards. The remaining awards as discovered in the survey might be classified as awards for service of exceptional merit. Gold balls or gold medals were listed most frequently. They were given chiefly to individual members of championship teams. The championships included county, conference, sectional, and special tourneys. The awards for this service were found in each of the five states in this study. Ohio and Indiana, however, seemed to be more liberal in this practice. These awards were likewise given as special awards to seniors in a few of the larger schools. The practice was more prominent in states other than Indiana. This, no doubt, was due to the rule permitting sweaters which, in most cases, were senior awards.

Another very popular award was that of a special trophy, plaque, or medal given for special achievement, generally of a subjective type. These achievements included such combinations as athletic achievement and scholarship; scholarship, athletic ability, and character; sportsmanship; most valuable player; most valuable member of the team; most improved player; and most outstanding individual player. In most cases these awards were subject to approval of the school authorities and were sponsored by prominent alumni, outstanding business men of the

locality, or active organizations of the community.

Trophies, cups, and gold balls were also listed for specific achievement, such as the leading foul shooter or highest batting percentage. New school records in track, scoring, etc. were also recognized.

CHAPTER IV

ATHLETIC VERSUS NON-ATHLETIC AWARDS

The granting of awards for interscholastic athletic participation is indeed very common in our secondary school systems of today. The previous section of this study spoke of the fact that almost every school gave some type of award for this activity. Furthermore, it was revealed that in most instances this award was some form of the school letter.

I. GROWTH OF THE NON-ATHLETIC AWARDS

The development of this practice sprang up in a more or less spontaneous fashion. It is also true that it has grown in the face of some severe criticism. According to Williams and Hughes:

In spite of the advanced opinion that students should participate for mere love of the sport, the system of awards has grown so that it now includes not only the varsity teams but reserves, freshmen, managers, and cheer leaders as well.¹

The practice of granting awards has been criticised chiefly because of the fact that the award systems do not include achievements in other fields of endeavor. Curtis

¹ Jesse F. Williams and William L. Hughes, Athletics in Education (Philadelphia: W. B. Sanders and Company, 1930), p. 264.

says, "To all appearances it would seem that the schools are interested only in athletics. They do not grant the school letter for excellence in Latin, mathematics, or debating."²

There is at the present time a growing tendency to grant some awards for achievement in the extra-curricular activities. McKown informs us:

Originally the varsity letter was awarded only for participation in interscholastic athletics but later in various modifications, it was given for work in connection with other activities of the school, intermural, debate, forensics, music, publications, and dramatics, and still more recently for general school citizenship.³

Johnston⁴ says that the activities which lead in the non-athletic field are those in which there is interscholastic competition.

Smiley defends this trend with the following comment:

With the growing recognition that it is possible to win honor and glory for the school and for the individual, in non-athletic fields as well as in athletic fields, and that these other activities, furthermore, may as well be used as nucleuses around which to build school spirit or school

² H. S. Curtis, "The Athletic Letter," The School Executive, 50:325, March, 1931.

³ H. C. McKown, Extra-Curricular Activities (New York: Macmillan Company, 1937), p. 669.

⁴ E. G. Johnston, Point Systems and Awards (New York: A. S. Barnes and Company, 1930), p. 143.

morale, the demand has naturally arisen that commendable achievement in each of these other fields should be raised to its rightful place, on a par with achievement in athletics, and that there should be a system of non-athletic letter awards as well as athletic.⁵

II. THE NON-ATHLETIC LETTER

Table XXVIII shows the distribution of schools which have activity letter awards. The survey revealed that 128 of the 245 schools reporting used this type of award. This represents 52.24 per cent of the schools.

Activities for which the non-athletic awards are used. A study of Table XXIX shows that there was a total of twenty-seven activities in which the non-athletic award may be earned in the 128 schools participating in this part of the survey. The most popular activity was that of "band". There were fifty-five schools which gave awards for activity in the school "band". Illinois, Michigan, and Ohio each reported thirteen, and Wisconsin was low with out seven schools.

The second activity in popularity was that of music which was represented by twenty-nine schools. Participation

5 J. T. Smiley, "Letter Awards, Athletic and Non-Athletic," The School Executive, 51:129, November, 1931.

TABLE XXVIII
SCHOOLS WITH NON-ATHLETIC ACTIVITY
LETTER AWARD

	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Number of schools reporting	34	66	68	77	64	42	48	48	43	245
Number having activ- ity letter award . . .	15	30	40	43	20	26	27	28	27	128
Number not having letter awards	16	32	22	32	35	16	19	19	13	102
No answer	3	4	6	2	9		2	1	3	15

TABLE XXIX
ACTIVITIES FOR WHICH NON-ATHLETIC
AWARDS ARE GIVEN

ACTIVITY	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Band	2	13	18	22	9	13	7	13	13	55
Music	2	12	6	9	5	8	3	2	11	29
Debate	3	3	8	11	6	1	8	6	4	25
Forensic	6	1	5	7		1	18			19
Cheer leader . . .	3	4	6	3		4	3	6	3	16
Girls A. A.	1	5	1	9	4	3	2	3	4	16
Scholastic contests	2	4	1	2	4	5				9
Student manager . .		3	3	3			2	7		9
Citizenship		3	2	1			1		5	6
Dramatics	1	1	3			2	1	1	1	5
Oratory	1	2	2		1	3		1		5
Scholarship	1			2			3			3
Rifle team	1	1	1		1	2				3
Journalism	1	1	1			2		1		3
Glee club	1			2			1	2		3
Literary	1	1				2				2
Honor roll	1			1			1	1		2

TABLE XXIX (continued)

ACTIVITIES FOR WHICH NON-ATHLETIC
AWARDS ARE GIVEN

ACTIVITY	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Agriculture judging			1	1				2		2
Future farmers . .		1					1			1
Representative activities . . .			1					1		1
Orchestra		1						1		1
Intramural				1	1					1
Extra-curricular .		1			1					1
Art		1			1					1
School paper . . .		1						1		1
Student council . .		1							1	1
Safety				1					1	1
No answer										
Total	27	60	59	75	33	46	51	48	43	221

in debate was listed as third with a report of twenty-five schools.

The next frequency group of activities included forensics, cheer leader, and the girls' A. A. with nineteen, sixteen, and sixteen, respectively. Nine schools gave awards in all scholastic activities of interschool competition and nine schools reported awards for student managers.

Awards other than for competition were listed as follows: citizenship, five schools; scholarship, three schools; honor roll, two schools; and safety, one school.

The spread of the use of non-athletic activities for awards is listed in Table XXX. It shows that forty-nine of the schools having this type offer the award in but one activity. Forty-four schools used two activities, twenty schools used three activities, and six used four activities.

Distinction between the athletic and non-athletic award. Johnston,⁶ after making a study of the activity award, reported that he believed the traditional athletic letter had a meaning which seemed quite desirable to conserve. He thought that the athletic letter should not be confused with nor replaced by the activity letter.

⁶ Johnston, op. cit., p. 143.

TABLE XXX
NUMBER OF ACTIVITIES FOR NON-ATHLETIC LETTER

NUMBER	GROUPS				STATES					To- tal
	1 to 100	101 to 250	251 to 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
One activity . . .	6	11	20	12	10	8	9	11	11	49
Two activities . .	4	10	14	16	2	8	14	9	11	44
Three activities .	3	7	1	9	5	6	2	5	2	20
Four activities . .	1	2	2	1	1	1	2	1	1	6
No answer	1		3	5	2	3		2	2	9
Total schools . .	15	30	40	43	20	26	27	28	27	128

The distribution of the types of methods used by the schools in this survey to distinguish the activity letter from the athletic letter is shown in Table XXXI. Fourteen separate methods were used for making this distinction.

The most popular method was that of making the activity award a different type of letter. As was revealed by Table X, page 31, almost every school used some form of the block letter for the athletic award. The prominent types of letters used for the activity award were Old English, Script, and Egyptian. A number of schools indicated a special design of the letter, often involving the activity concerned. Forty-nine schools employed a separate type letter as a method of distinction. This included approximately 38 per cent of the schools reporting activity letters and represented all the states and each of the enrollment groups.

The second method was reported by seventeen schools. The distinction was made in this group by inserting within the letter a small letter representative of the activity. Ten schools inserted the letter within the lyre to designate the school music or band award. Seven schools made no distinction between the athletic and non-athletic letter.

The remaining methods involved various combinations of sizes, types, colors, and inserts. There were three

TABLE XXXI

METHODS TO DISTINGUISH THE ACTIVITY FROM
THE ATHLETIC AWARD

METHOD	GROUPS				STATES					To- tal
	1 to 100	101 to 250	251 to 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Type of letter	4	10	16	19	9	13	11	7	9	49
Insert within the letter	2	6	5	4	3	3	1	5	5	17
Type and size of letter	5	1	3	1			8	2		10
Letter insert on lyre		4	2	2		3		3	2	8
None	2	2	2	1		3	1	2	1	7
Type letter and lyre insert			4	2	2			2	2	6
Yes	1		2	2		3		2		5
Size of letter			3	1	2		1	1		4
Type of award		2		1	1			1	1	3
Color of letter			1	2	2			1		3
Type of letter and insert . . .				3	1		1		1	3
Emblem	1			1					2	2
Size of letter and insert . . .		1							1	1
Felt				1					1	1
No answer		4	2	3		1	4	2	2	9
Total schools	15	30	40	43	20	26	27	28	27	128

schools which reported a distinction in the type of award, indicating that the letter was not given for activity participation but an award was given in the form of a pin, medal, button, etc.

CHAPTER V

PRESENTATION OF THE AWARDS

Time of award presentation. The psychologically appropriate time and method of making the award is a disputed problem. It has been advocated by some that the time and manner has more stimulation and satisfaction than the award itself.

Table XXXII shows that the time of presentation of the awards naturally divides into three specific times of the school calendar. There were 178, or 72.7 per cent, of the schools which gave their awards at the end of each of the various sport seasons. Indiana led this group with fifty-one schools. Wisconsin reported twenty-six schools while Michigan, Ohio, and Illinois reported thirty-four, thirty-four, and thirty-three, respectively. The enrollment groups increased with the enrollment, with reports of twenty, forty-one, fifty-one, and sixty-six.

The second group was represented by thirty-eight schools, or 11.4 per cent. These gave their awards near the close of the school year, thus having but the one presentation and all awards being given at this time. Thirteen schools made the awards at the end of each semester. Ten reported no definite time.

TABLE XXXII
TIME OF PRESENTATION OF AWARDS

TIME	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
End of the season . .	20	41	51	66	51	33	26	34	34	178
Near close of school.	10	19	8	1	4	5	15	10	4	38
End of semester . . .		1	5	7	5	3	2	3		13
Indefinite	2	5	1	2	3	1	2		4	10
No answer	2		3	1	1		3	1	1	6
Total	34	66	68	77	64	42	48	48	43	245

Occasions for award presentation. The classification of the occasions where awards are presented was not as easy a task as that for classification according to the time of presentation. As indicated by Table XXXIII, there were nineteen occasions from which the awards were made in the various schools. The most popular one was a special assembly. Seventy schools, or 28.5 per cent, used this practice. Furthermore, it was leading in each of the enrollment groups and in all except two of the states. In Wisconsin this with three others tied for first rating, while in Ohio it was third.

The athletic banquet was the second most popular. This was represented by forty-five, or 18.3 per cent, of the schools. It held its respective place in all of the enrollment groups but found quite a variation of ranking among the states. This plan was first in Ohio and second in Michigan and Illinois, while in Indiana it was listed as the fourth practice in use.

The regularly scheduled general assembly was chosen by thirty-five of the schools represented in this study. This method found third place in the final distribution of schools. The school honor day was in use in twenty-six of the schools and found fourth place in the standing.

TABLE XXXIII

OCCASIONS FOR PRESENTATION OF AWARDS

OCCASION	GROUPS				STATES					To- tal
	1 to 100	101 250	251 600	601 up	Ind.	Ill.	Wis.	Mich.	Ohio	
Special assembly . . .	11	18	22	19	24	14	9	18	5	70
Banquet	6	10	13	16	5	9	9	9	13	45
General assembly . . .	6	7	8	14	11	6	9	6	3	35
Honor day	6	10	5	5	5	5	9	3	4	26
Special assembly- banquet		3	4	8	2	3		2	8	15
Informally	2	2	5	5	7		2	5		14
Special assembly- honor day		3	2	3	2	1	1	1	3	8
General assembly- banquet		4	1	2	1	1	1	2	2	7
Commencement	1	2	2		1	1	2	1		5
Class day		2	1				3			3
Banquet-honor day . .		2	1			2	1			3
Special assembly- banquet-honor day . .				2	2					2
General assembly- banquet-honor day . .		1		1			1		1	3
General assembly- honor day				1	1					1
General assembly- commencement		1							1	1
Special assembly- honor day- commencement		1							1	1
Special assembly- commencement			1		1					1
Alumni home	1				1					1
Honor day-informally .				1					1	1
No answer	1	1	2		1		1	1	1	4
Total	34	66	68	77	64	42	48	48	43	245

There were fourteen schools which indicated that they did not make special recognition in giving the awards but merely issued them in an informal manner from the office. The commencement exercises were used for this purpose in five schools and the special class-day by three schools. One reported that the awards were given between halves of the annually scheduled alumni game.

The remaining occasions consisted of different combinations of two or more of the above individual practices.

CHAPTER VI

SUMMARY AND CONCLUSIONS

For clarity and convenience this chapter has been divided into four parts. These deal with a summary of the findings, criteria of an award system, recommendations, and an outlined resumé of the practices concerning athletic awards as disclosed by this study.

I. SUMMARY OF THE FINDINGS

1. The athletic constitution was used in less than one-fifth of the schools.

2. Approximately 50 per cent of the schools did not have the requirements for earning athletic awards in writing.

3. The athletic board was not found to be popular. It was in use in about 37 per cent of the schools, but even then, chiefly as a body for consultation and supervision.

4. The organization of the athletic board was a local concern and must be adapted to the needs of the local community. A total of forty-one individuals was found represented in the personnel of the board.

5. The principal and coach were most responsible for determining the athletic award. These two decided in

47 per cent of the cases while the coach alone was a representative in more than 90 per cent.

6. Practically every high school participated in basket ball as an interscholastic sport.

7. Football was not used extensively as an interscholastic sport in the schools with lower enrollments.

8. Almost every school which participated in basket ball and football gave awards in these sports.

9. The school letter was the dominant type of award given.

10. The school letters varied greatly both as to size and as to the method of distinction of the various sports.

11. The eight-, seven-, and six-inch letter sizes were the most popular.

12. Approximately two-thirds of the schools used some form of distinguishing the sport by the letter.

13. The material for letters was highly standardized; 97 per cent of the schools used the chenille letter.

14. Some form of the block letter was the dominating type used.

15. The specific service qualifications for awards varied greatly among the high schools. There was found to be eighty-two bases for selection in basket ball alone, fifty-five in football, thirty-six in baseball, and thirty-two in track.

16. There proved to be no single method of qualification which was outstanding in any state or enrollment group.

17. The most popular method in use for determining letters was some form of a small unit of time measure, such as the quarter or inning.

18. A method which showed evidence of gaining in popularity was that of the "point system". This was for athletics rather than for sports and represented an accumulation of points earned in the various sport activities.

19. The general tendency for track was to require a certain number of points earned in specific type meets.

20. Three-fourths of the schools did not make a special deviation from the standard form for the pitcher or catcher in baseball.

21. About one-half of the schools had special leniencies for seniors who failed to qualify for their award by the regular method. The types of lenience are no more uniform, however, than those for the letter requirements.

22. Only 40 per cent of the schools make special provisions in case of injury or sickness.

23. The sweater as an award was confined to Indiana and was used chiefly as a senior award, although a few schools gave it at other times.

24. Approximately two-thirds of the schools did not make a special recognition of the office of captain.

25. The addition of a star to the sleeve of the sweater or to the letter was the most used method of rewarding the captain for his services.

26. The school letter was also used for non-athletic activities in about one-half of the schools.

27. Band and music combinations constitute the most used activity for this award.

28. Most of the schools make a distinction between the athletic and the non-athletic letter.

29. The general practice was to grant the award at the end of the term in which it was won.

30. Most of the schools presented their awards at either a special or general assembly. The banquet and honor day were also popular.

II. CRITERIA OF AN AWARD SYSTEM

It is the conviction of the writer that before an attempt is made toward setting up any system of awards, some definite conclusions should be reached concerning the following points:

1. The relationship of the athletic letter to awards for other school activities.

2. The status of the award both before and after awarding. (Provision for control of the privilege of wearing and any method of withholding or withdrawing the award should be given consideration)

3. The activities for which awards are to be given. (Any definite service to the school is worthy of consideration)

4. The relative value of the award to life's achievement. (The desirable objectives to be obtained and the educational values to the individual are important)

5. The degree of correlation between the specified qualifications and the limits of those who attempt to meet them. (The qualifications for the award should be worthy of attainment, yet within reach of many)

6. The amount of consideration to be given the winner. (The award should not hinge upon winning although special distinction is due the winner)

7. The significance of the award. (It should not stress starrng nor should it be for mere participation but should be representative of some achievement)

III. RECOMMENDATIONS

From the standpoint of administration, the writer recommends that the following action be taken in the formulation of an award system:

1. Provide for preservation of the system by including the requirements in a constitution, handbook, or in some written form.
2. Make provision for changing of requirements, announcements to be made prior to the beginning of any particular season.
3. Establish responsibility for determining and controlling the awards.
4. Have a definite time, occasion, and method of presenting awards. Be prompt to announce the winner. Make the conferring of awards an impressive ceremony.
5. Define the unit of measure to be used in determination of the award.
6. Provide for deviation from the standard form, if any.
7. Establish the standards for giving awards in keeping with the state or conference adopted regulations.

IV. A RESUME OF THE PRACTICES

The following resumé of the present practices, as found in this study, is offered as suggestive information to guide in the formulation of an award system.

A. The awards.

1. Award the same type and size of letter for

each and every sport. (This was the most common practice)

2. Award the same type and size of letter but insert a proper sport design or letter for distinction.
3. Award the same type letter but change the size for the various sports.
4. Award the same size letter but change the type.
5. Award the same type and size but change the color scheme.
6. Award an athletic letter on the basis of points earned in the various branches of sport activity.

B. Supervision and control.

1. Athletic board.
2. Coach or athletic director.
3. Principal and coach.

C. Requirements for lettering.

1. Participation in a fractional part of a time unit such as the quarter or inning.
2. Participation in a specific number of time units.
3. Participation in a specified number of games.

4. Accumulation of a definite number of points totaled from credits earned in the various sports.

5. Recommendation by the coach.

6. Earning of a required number of points in specific type meets for track.

D. Special considerations.

1. Deviation from standard form in case of injury or sickness.

2. Lenience in case of seniors not able to complete the set requirements.

E. Special athletic awards.

1. Senior award--gold ball, medal, special letter, sweater in Indiana.

2. Captain award--gold star, special stripe, "C" insert.

3. Championship awards--individual gold balls or medals.

4. Special achievements and honors--subjective type--trophy, plaque, or medal.

F. Presentation of awards.

1. Time.

a. End of sport season.

b. End of semester in which won.

c. Near end of the school year.

2. Occasions.

a. General or special assembly.

b. Athletic banquet.

c. School honor or achievement
day.

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APPENDIX

Dear Superintendent, Principal, or Coach:

For several years as a high-school coach I have been confronted with the perplexities of the problem of requirements for earning athletic awards. School administrators and coaches, when approached, seem to express a variety of methods and opinions. With this experience as a background, I have decided to make a survey of the rules and regulations that are in use in high schools governing the earning of athletic awards. This is an extensive study that will cover five north-central states.

I am seeking your assistance in securing the data for this survey. Will you, or the proper authority, fill out the inclosed questionnaire and return it at your earliest convenience? A digest of the survey, when completed, will be mailed to you if you will indicate such interest on the back of the questionnaire.

I sincerely thank you for your cooperation.

Respectfully yours,

Noel E. Davis, Coach
Boswell, Indiana

INDIANA STATE
TELEGRAPH

High School _____ State _____ County _____ Enrollment _____
 Your school has been selected to participate in a survey to determine the basis of athletic awards in high schools. Your cooperation is needed. Please answer and return promptly. Thank you for this accommodation.

ADMINISTRATION OF AWARDS

Does your school have an Athletic Board? _____ No. of members _____
 List the personnel of your board: (List positions held)

_____, b. _____, c. _____, d. _____
 _____, f. _____, g. _____, h. _____

Does your school have a written Athletic Constitution? _____

Does the constitution cover the earning of awards? _____
 If not, or if no constitution, does your school have the regulations
 the earning of awards in writing? _____

The giving of awards is determined by: board _____, principal _____,
 coach _____, principal and coach _____, other (state specifically) _____

GENERAL REGULATIONS GOVERNING AWARDS

Check the interscholastic sports in which your school participates:
 basketball _____, football _____, baseball _____, track _____ List all others _____

Check this interscholastic sports in which you give awards:
 basketball _____, football _____, baseball _____, track _____ List all others _____

Do you have a special clause or regulation to govern the adjustment
 of award requirements in case of injury or sickness? _____

The justification of such is established by: doctor _____, coach _____,
 principal _____, principal and coach _____, board _____, boy _____, parent _____,
 or (state) _____

Are seniors given awards although the specific requirements for
 them are not complete? _____ If so, under what conditions are they
 given? _____

TYPE OF AWARDS

Do you give a "letter" award? _____ If so, give size _____,
 type (i. e., block, Old English, etc.) _____, and material (i. e.,
 cardstock, etc.) _____

If a letter is not used, describe your award _____
 The "letter" awards for the different sports are distinguished by:
 size of letter _____, type of letter _____, color of letter _____,
 part of a significant letter _____, insert of insignia _____, a different award
 (explain) _____, other (state specifically) _____

SERVICE REQUIREMENTS FOR THE AWARD

Where possible give answer in exact amounts, i. e., No. games 12, etc.)
 State the requirements to be met for earning an award in football
 (i. e., number of quarters, percent of games, number of minutes,
 number of squad, number of conference quarters, etc.) _____

State the requirements to be met for earning an award in basketball
 (i. e., number of quarters, percent of games, number of minutes,
 number of tourney squad, etc.) _____

3. State the requirements to be met for earning an award in baseball
 (i. e., number of innings, number of games, percent of games, number
 of times at bat, member of squad, etc.) _____

What provision do you have for the pitcher or catcher? _____

4. State the requirements to be met for earning an award in track
 (i. e., number of points, number of placements, participation in state
 meet, etc.) _____

5. State the requirements to be met for earning an award in other
 sports _____

6. Do you base your awards upon a point system instead of a system
 as above? _____ If so, how many points are needed for an award?
 _____ Are the points accumulative in each sport? _____ In all
 sports? _____ From year to year? _____ (A detailed explanation
 on the back would be very helpful or, better, enclose a copy
 of your point system.)

V—OTHER AWARDS

1. Do you give a sweater award? _____ If not, do you give a similarly
 priced award, such as a gold ball, trophy, jacket, etc.? _____
 List specifically _____
 Give the specific requirements for earning the above award. _____

2. Do you make an award for captaincy? _____ If so, state type _____
 Is the award determined by student body? _____ Appointment by
 coach? _____ Election of award men? _____ Election of squad? _____
 Other? (state) _____

3. Is the "letter" award given for non-athletic achievement in your
 school? _____ If so, list the activities for which it is received _____

Do you distinguish between the athletic and non-athletic "letter"
 award? _____ Explain specifically _____

If the "letter" award is not given, explain the type used _____

VI—PRESENTATION OF AWARDS

1. When are your awards made? End of season? _____ End of semester? _____
 Close of school? _____ No definite time? _____ Other? _____
 (explain) _____

2. Where are the awards presented? Special assembly? _____ General assembly? _____
 Banquet? _____ School honor day? _____ Commencement? _____
 Informally from office? _____ Other? (state) _____

Questionnaire was filled by Supt. _____, Principal _____, Coach _____

Use the back of the sheet for further comments and questions. If convenient, an enclosed copy of your written regulations, or the section governing awards from your constitution or handbook would be quite helpful and sincerely appreciated.