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## **A Study of the Effectiveness of a System of Awarding Varsity Monograms to High School Football Players**

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A STUDY OF THE EFFECTIVENESS  
OF A SYSTEM OF AWARDING VARSITY MONOGRAMS  
TO HIGH SCHOOL FOOTBALL PLAYERS

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A Thesis  
Presented to  
the Department of Physical Education  
The College of William and Mary

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Leonard V. Hale, Jr.

June 1957

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To the members of my committee, Mr. Howard M. Smith, Dr. Donald J. Herrmann, Mr. Felix T. Costa, and Mr. Thomas M. Mikula, I wish to express my sincere thanks for helpful suggestions and guidance throughout this study.

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### STATEMENT OF PROBLEM

The purpose of this study was to prove that the system of awarding football monograms as practiced at William Byrd High School helps to meet the formulated objectives of interscholastic football at William Byrd High School.

#### DEFINITION OF TERMS

The system of awarding football monograms. The coaches of varsity football at William Byrd High School review the squad roster at the end of the season and through an evaluation, based on each boy's effort, attitude, participation and number of years on the squad, determine which boys should receive a monogram.

William Byrd High School. This is a county high school with an enrollment of approximately 550 students. It is located in the town of Vinton which adjoins the city of Roanoke, Virginia.

## SCOPE AND LIMITATIONS

This study was concerned with the effectiveness of awarding football monograms only.

The study dealt primarily with the system of awarding football monograms as practiced at William Byrd High School, Vinton, Virginia.

The objectives of interscholastic football at William Byrd High School are those objectives formulated by the principal and football coaches of the school.

## SOURCES OF DATA

The sources of data upon which this study was based were interviews of William Byrd High School football monogram recipients 1949-1954 inclusive, and periodical literature and writings of recognized authorities in the field.

## PROCEDURE

The question of monogram awards had been discussed informally with coaches from other schools in the area. After preliminary investigations, it became apparent that the system of selection of monogram winners at William Byrd High School was different from the systems in use in similar high schools in the area. The typical school



seemed to favor a system whereby a boy was required to play a certain number of quarters or a certain number of minutes in order to earn a monogram. The writer's belief that the system in force at William Byrd High School helped to meet the needs of the students and the school resulted in the study.

The plan of the study was as follows:

1. A survey was made of the related literature.
2. Letters were written to Dr. Harold K. Jack, Supervisor of Health, Physical Education, Safety and Recreation, Virginia Department of Education; and Mr. Howard H. Richardson, Executive Secretary of the Virginia High School League, in order to substantiate the belief of the writer that the study would be of some value.
3. Interviews with William Byrd High School football monogram recipients of the 1949-1954 period were conducted.
4. A compilation was made of the data as gathered from the interviews.
5. The data was analyzed and interpreted.
6. Conclusions were drawn.

## SIGNIFICANCE OF THE STUDY

The writer was of the personal opinion that under a quarter or point system of awarding monograms there may have been a tendency on the part of some boys to aim at minimum participation in order to receive the highly prized monogram. This belief developed after overhearing comments of players of other schools, who were concerned about appearing in another quarter of the game in order to qualify for the monogram. A quarter or point system requires that a boy either play a certain number of quarters, play a minimum amount of time, or accumulate a number of points. A minimum achievement is set for recognition under such a system. Under such a system a boy may lose sight of the intrinsic value of football participation if he is motivated extrinsically. A boy who exerts maximum effort and achieves the greatest benefits may fail to meet the minimum playing requirements of a point or quarter system.

The purpose of the system of awarding football monograms at William Byrd High School was to try to eliminate the monogram as the primary incentive for participation and make it a symbol of achievement. More important, the system of awards has enabled the coaches to award a monogram to any boy who in their judgment was deserving. The writer was of the opinion that the system

helped to meet the formulated objectives of football at William Byrd High School. However, in order to determine whether or not this system of awarding monograms was valid, it was necessary to determine to what extent these objectives were being met.

The results of this study may be of some benefit to a coach of any varsity sport in high school, and may be of particular value to first year coaches who have the responsibility of awarding monograms. The results of this study show what effect our system of awards has had on our formulated objectives of football. Coaches with similar objectives may find that our system may be beneficial in their schools. A first year coach can secure from this study a method or system for awarding monograms with details of the particular system as used at William Byrd High School. This study might help him determine which system to adopt.

The scarcity of information regarding the awarding of monograms indicates that there is a need for study in this area. The writer feels that the results of this study will add something to the store of knowledge in this field.

#### ORGANIZATION OF THE REMAINING CHAPTERS

The second chapter will consist of a review of the

literature concerning justification of athletic awards and methods of awarding monograms. Chapter three will contain the formulated objectives of football at William Byrd High School and the system of awarding football monograms. In chapter four the methods of collection and interpretation of data will be presented. Chapter five will consist of the presentation of data. Chapter six will contain a summary and conclusions made as a result of the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

A thorough investigation indicated that very little had been written regarding monogram awards for athletic participation. There was evidence however, which attempted to justify awarding monograms and also evidence that there are several systems of awarding monograms in existence.

Literature justifying monogram awards. Two well-known writers in the field of physical education, Williams and Brownell,<sup>1</sup> present both sides of the justification of athletic awards.

Among school and college authorities there is the almost universal custom of awarding insignia or letters to athletic teams. There is some question concerning the educational soundness of this procedure. On the one hand are those who would abolish awards entirely; on the other, those who contend that the practice of granting insignia is justifiable when it is not overdone.

Those who favor abolition of all awards believe that boys and girls should compete in athletic activities for the love of playing and for the benefits-- physical, mental, moral, and social-- derived from such competition. It is their belief that awards are harmful, in that they turn the thoughts of the participants to the awards rather than to the activities and values inherent in them. The practice of granting awards, they say has

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1. Jesse Feiring Williams and Clifford Lee Brownell, The Administration of Health and Physical Education (Philadelphia and London: W. B. Saunders Company, 1946), pp. 371-72.

developed in some athletes the attitude that the school owes them something. This feeling may lead some students to justify their acts in stealing certain articles of athletic equipment for their own personal use. It is further believed that when the award ceases to be a symbol of achievement and becomes a prize of monetary value, the professional spirit replaces the amateur, and school boys begin to compete for gain and personal glorification rather than for love of the sport and the benefits derived from competition. This group points to the fact that when Greek olive wreaths were replaced by valuable prizes, the result was professionalism and final disappearance of the Olympic games.

Those who believe in awards contend that man has always competed for prizes. From the time when the ancient Greeks who crowned the Olympic victors with olive wreaths -- the first great awards for which athletes competed -- down to the present, people in all walks of life (art, science, literature, education) have striven for honors which attract the interest and approval of their fellow men. This group believes that the evils are not so much in the awards themselves as in the use made of them. Although reasoning by analogy is sometimes fallacious, they believe it pertinent to say that since athletics are not abolished because of certain evils that have appeared from time to time, so the granting of awards should not be abolished, merely because the practice is sometimes overdone.

There is a middle ground between these two extreme points of view. Because of the long tradition of granting awards in the older schools and colleges, and also because of the prevalence of this practice in other activities of life, simple awards -- mere symbols of achievement with little or no monetary value -- seem to be justifiable.<sup>2</sup>

Another authority in the field of athletics, Forsythe,<sup>3</sup> substantiates the beliefs of Williams and

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2. Loc. cit.

3. C. E. Forsythe, Administration of High School Athletics (New York: Prentice-Hall, 1939), pp. 223-24.

Brownell as follows:

Since time began it has been customary for those who have been victorious to receive emblematic or actual evidences of their success. In some instances the reward was wealth, position, or decoration. In others it meant power. These same traditions have been carried on in athletic competition, but in most instances the award is emblematic rather than actual. American high schools have waged determined campaigns through many of their state athletic associations to insure that awards will be of nonutilitarian value or practically so.

Sometimes it is difficult for people to understand why awards are presented to athletes. This confusion is only natural because there have been so many policies in effect. The old idea used to prevail that awards were given to boys because of services they rendered to their schools. Nothing could be farther from the truth if the athletic program is an educational one. Participants should be the greatest recipients of benefits because of having had the chance to play. Anything they may think they have done for the school becomes insignificant in comparison with the opportunities and experiences they have had. When the athletic program is considered part of the general school curriculum, participants in it become regular class students in the sport concerned. From that stand point there is not much justification for rewarding them for their participation in an activity which benefits them.<sup>4</sup>

Literature on the different plans of granting athletic awards. Forsythe summarizes a number of ways of granting athletic awards.

There are different plans in effect which form the basis for granting athletic awards in various schools. In some instances they are given solely on the recommendations of the coach. In others this recommendation is combined with those of other

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4. Loc. cit.

school officials. Certain schools pay much attention to the amount of participation as the basis of awards. They set up definite requirements that a boy must have played in so many quarters, innings, or have won a required number of points. Another plan is that of awarding only a limited number of letters per year and determining the recipients on the basis of a point system which includes all the sports sponsored by the school. Most schools require that, to receive awards, students must be good school citizens, receive passing grades in their work, have been regular in attendance at practice sessions, and have observed training rules as formulated by the coach.<sup>5</sup>

Hughes and Williams<sup>6</sup> state that sportsmanship, scholarship, attendance, and playing time determine athletic awards in one large midwestern high school. At that school a player must have played a majority of quarters of all games and must have abided by the sportsmanship, scholarship, and attendance requirements as defined above, and the training rules in force.

Voltmer and Esslinger<sup>7</sup> go into somewhat more detail in outlining methods of awarding football monograms.

The requirements for letters differ greatly in different schools. The following are the major requirements for a number of universities and high schools.

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5. Ibid., pp. 229-230.

6. William Leonard Hughes and Jesse Feiring Williams, Sports Their Organization and Administration (New York: A. S. Barnes and Company, 1944), pp. 332-333.

7. Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: F. S. Crofts and Company, 1942), pp. 327-328.



1. Participation in two conference games.
2. Participation in three conference games.
3. Participation in one-half of the quarters of major games.
4. Participation in one-half of the total number of quarters.
5. Participation in six quarters of major games.
6. Participation in six full quarters or their equivalent in time in major games.
7. Participation in one full half in each of three major games and participation in one other game.
8. Participation in two full halves with one or more specified teams.
9. Participation for a total time equal to ten minutes per major game.
10. The recommendation of one or more specified authorities for meritorious service.
11. An award to seniors for loyal service during the three years of their eligibility upon recommendation of the coach.<sup>8</sup>

Harry E. Moore, a high school coach, tells of a point system that is being used in his school.

We are using a point system of awarding letters and make a stipulation that a boy may not receive more than two letters in a year. Some of you will probably say that the boys will not continue their interest in athletics if they cannot receive a letter in each sport. We have found the opposite to be true, for the system actually tends to keep more boys interested in athletics because they find that they can accumulate points under this system and will eventually make a letter before they are graduated. That letter is what they seem to want most.<sup>9</sup>

Some coaches are given latitude in recognizing degrees of achievement. At his school Bruce M.

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8. Loc. cit.

9. Harry E. Moore, "A System of Awarding Letters", Athletic Journal, 8:28, November, 1932.

Fisher<sup>10</sup> has an accumulative point system whereby second and third string players can win a letter by accumulating a required number of points in both varsity and intramural competition. Another coach, Harry Emerson<sup>11</sup> also uses a point system whereby a boy earns points for practice sessions and might earn a monogram even though his game participation is limited. Charles H. Obye<sup>12</sup> tells of a 1000 point award system which enables any student who participates in school activities to earn points toward a school letter. R. V. Buckland<sup>13</sup> in a periodical article says that every student should have the opportunity to earn the school monogram. H. L. Peach<sup>14</sup> goes so far as to pose the possibility of giving credit toward graduation for participation in football.

The survey of the literature dealing with athletic awards led to several conclusions. The first is that

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10. Bruce M. Fisher, "A System for Awarding Varsity Letters", Scholastic Coach, 11:17, November, 1941.

11. Harry Emerson, "A Point System", Athletic Journal, 8:30, November, 1932.

12. Charles H. Obye, "1000 Point Award System", Athletic Journal, 30:34, January, 1950.

13. R. V. Buckland, "Every Student a Candidate for the School Letter", Nations School, 42:31-2, October, 1948.

14. H. L. Peach, "Credit for Football", School and Society, 74:325, November 24, 1951.

athletic awards are justifiable if they are not over-emphasized. Secondly, even though in some schools awards are granted on the coaches' recommendation, most schools use a point system or playing time system of determining who shall receive a monogram. Periodical literature is limited to articles concerning various kinds of point systems and these articles indicate that some believe that as many players and students as possible should have the opportunity to receive the school letter. A careful survey of the literature indicates a scarcity of information concerning the granting of athletic awards. A painstaking investigation revealed thirty-one possible sources of information. These included authors of books in the field of athletics and physical education and periodical articles written by coaches. Only thirteen of these possible sources contained any information in the area of athletic awards. It must then be concluded that, in spite of the fact that more and more awards are being made and various systems are being used to make the awards, very little is being written about it.

## CHAPTER III

### THE OBJECTIVES OF FOOTBALL AND THE SYSTEM OF AWARDS AT WILLIAM BYRD HIGH SCHOOL

William Byrd High School is a Group II school; that is, the enrollment is more than 200 students and less than 600 in the upper four grades. Of the estimated enrollment of 550, approximately 250 are boys. Only 40-50 of these boys each year try out for varsity football. William Byrd is a county high school. Since a large percentage of the pupils are transported to school by bus, greater participation in football may be limited because of the difficulty that bus students have in getting home after football practice. During football season the squad generally averages between twenty-eight to thirty-two members.

William Byrd High School usually schedules ten interscholastic football games. Seven or eight of the games are played against other Group II schools of the area. In recent years three Group I schools have been listed among the opponents, due to close proximity and natural rivalry. Consequently, seven games are played against teams of equal competition and three games are played against teams whose larger enrollment generally leads to competition that is frequently too strong for William Byrd football teams.

The formulated objectives of football at William Byrd High School. The principal of William Byrd High had ten years coaching experience at William Byrd High School prior to his entrance into an administrative position. The members of the coaching staff have a wide range of participation in high school and college athletics and limited coaching experience.

The principal's announced policy made it quite clear that it was not necessary to win football games in order to maintain the coaching position. Thus, winning football games was not the primary objective of football at William Byrd High School. However, it should be stated that William Byrd teams have won a fair share of games and honors.

It was apparent that objectives for the football program would have to be formulated. Consultations among the coaches and the principal resulted in the consideration of numerous proposals. It was finally agreed that the following should be the objectives of interscholastic football at William Byrd High School:

1. Football would provide an opportunity to learn and practice good sportsmanship.
2. It would help to teach the importance of good physical condition.
3. It should help to develop desirable health and safety habits.

4. It should help to teach the importance of co-operation and team play.
5. It would provide a contact sport for all boys who desire to participate on an interscholastic level.
6. It should help to develop skills which tend to create the desirable characteristics of confidence, poise, and self-assurance in an individual.
7. It should provide a competitive sport which in its demands should develop habits and attitudes necessary for success in later life.
8. Football should provide a morale builder for the entire school.

In formulating these objectives the coaches felt that football provided an excellent opportunity for learning and practicing sportsmanship. More boys participated in football than in any other high school sport. Also it was felt that the contact aspect of football provided many opportunities for a boy to learn and practice good sportsmanship since he would come in close physical contact with other people many times. Sharp physical contact may bring about situations in which the emotions can be aroused. Thus, many opportunities may be presented for controlling emotions and displaying good sportsmanship. Some boys

played football only, so this sport provided them their sole opportunity to get sportsmanship training in high school athletics.

Our second formulated objective was that football should help teach the importance of good physical condition. It was generally agreed that the skillful performance of any physical activity depends to some extent on physical condition. Since the game of football requires great physical stamina the coaching staff felt that the game and its physiological demands would increase the need for maintaining maximum physical condition. Training rules and conditioning exercises were designed to create living habits that might be adhered to in later years to help maintain a higher degree of physical fitness.

The coaching staff believed that any activity which helps to teach or develop good health and safety habits was desirable. High school football offered many opportunities to teach health and safety. Training regulations which set the minimum hours of sleep per night and which prohibited eating between meals helped to establish habits which are generally considered to contribute to good health. The ever present abrasions and bruises of the game offered opportunities to teach proper care of these injuries. There was some evidence that we were getting results. For example, some boys, unused to daily baths with soap, began to demand

soap for their after-practice shower. Other boys voluntarily asked for a stinging swab of merthiolate for abrasions. These are indications that they had developed some desirable health and safety habits.

No one would dispute the fact that football is a team sport, and that each team member must learn to cooperate in order that the team may achieve its goals. In fact, the staff agreed that cooperation is one of the most important carry-over values of the game; and, it was hoped, that if boys could be taught to work together on the football field there was a better chance that they would be cooperative citizens in community affairs.

The principal and coaches realized that football helps to broaden the range of high school athletics and that as more activities are made available more total participation would probably result. Some boys lack the skill to play basketball, baseball, and other high school sports but enjoy sports involving bodily contact. Since neither boxing nor wrestling are available at William Byrd High School, football provides the contact sport. Furthermore, even though the participation carry-over values of this sport are limited, it has high carry-over value from a spectator's view point. Most boys who have played football can understand and consequently enjoy football more than boys who have not played.



It was understood that in the process of coaching the team that the fundamentals and skills would be taught to each boy. As the ability of each boy to perform a certain skill improved he would gain confidence, poise, and self-assurance which are desirable characteristics for a football player on the field and for anyone in everyday life.

These six objectives were formulated from the personal and professional experiences of the staff and the principal, and were not taken from objectives as set forth by any authority in the field. Hughes and Williams,<sup>15</sup> in their book Sports Their Organization and Administration, discuss various objectives of high school athletics and a comparison shows that the formulated objectives of football at William Byrd High School might have been taken from this source. These six objectives are summarized in the seventh objective of developing habits and attitudes necessary for success in later life.

Finally, the coaching staff believed that a high school football team, colorfully dressed, encouraged by cheer leaders and band with its majorettes provided a holiday occasion. This occasion would attract students who would become united in the effort to cheer the team on.

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15. William Leonard Hughes and Jesse Feiring Williams, Sports Their Organization and Administration (New York: A. S. Barnes and Company, 1944), pp. 73-79.

Thus a football team might tend to become a morale builder for the entire student body because it would focus their attention on something of mutual interest. Also, the games themselves would provide an opportunity both for student entertainment and for emotional releases.

The system of awarding monograms at William Byrd High School. The primary objective of the system of awarding football monograms at William Byrd High School was to try to eliminate the monogram as the primary incentive for playing football. As has been stated, there was reason to believe that if a quarter system or a point system were used there might be a tendency on the part of participants to strive only for a minimum of participation in order to receive a monogram. The coaching staff therefore agreed that no minimum playing time would automatically entitle a player to a monogram.

Within two weeks after the end of each football season, the coaching staff met in conference, and carefully reviewed the squad roster; and by subjective judgment determined which boys would be recognized with a monogram. Each boy was given individual consideration and judgment was made in the following areas:

1. EFFORT. Consideration was given to diligent application in the various drills, practice sessions, and games in which

a team member participated. Effort on the part of the player was indicated if he exhibited initiative and a willingness to carry out instructions. Lack of effort was characterized by indifference and unwillingness to expend maximum energy. Wind sprints, which were a part of most practice sessions, provided an excellent opportunity to detect loafers. The games also were good gauges of a boy's effort. A boy who tried his best for the entire game regardless of the score rated high in effort. Along with effort and physical conditioning, observance to training rules was considered. A major infraction of training rules resulted in dismissal from the squad, but minor infractions brought reprimand from the coaches and appropriate punishment.

2. SPORTSMANSHIP. In this aspect, particular attention was given to the attitude of each participant towards other players (teammates and opponents), coaches, and officials. Each player was expected to play fairly and not to use illegal or foul tactics. He was expected to give credit when credit was due, not only to teammates who performed well, but also to the members of the opposing team. It was expected that he win modestly and accept defeat graciously. Each player was expected to behave like a gentleman at all times. Each player was judged on how he accepted advice and criticism from the coaching staff. The amount of courtesy and respect shown to the coaching staff was

observed. No player except the captain was allowed to question an official in a football game, and then only in a courteous and respectful manner.

3. PLAYING TIME. No record was kept of the number of quarters or minutes each player played, because the coaching staff did not want the squad members to feel that a minimum amount of playing time would determine who should receive a monogram. But in some cases estimated playing time was taken into consideration. For example, the boys who played most of the time, the so-called first team, were always in serious consideration, because ordinarily they would not be playing unless the factors of effort and sportsmanship were evident. Estimated playing time was taken into account more often in cases where the boy involved played very little. However, playing time was not always the deciding factor because there was at least one case in which a boy received a monogram who had not played a minute of varsity football.

4. YEARS ON THE SQUAD. Under our system of awarding monograms at William Byrd High School, there was no minimum requirement as to the number of years a player must have been on the squad. In some cases, boys received monograms their first year on the squad. These awards were made to boys who in their first year rated high in effort and sportsmanship, and who had played in some of the games. A

senior, out for football for the first time, received a monogram even though he had played very little. Other boys were not awarded monograms until their third or fourth years. In some cases, consideration was given to the number of years a boy had been on the squad. This was especially true when lack of ability had prevented his playing, even though he displayed maximum effort and good sportsmanship. However, membership on the squad did not insure a boy's receiving a monogram. He was required to measure up in effort and sportsmanship.

This system of awarding monograms at William Byrd High School is mostly subjective, but the judgment of the coaches is objective in that specific points under each of the four areas were taken into consideration. Under this system the respective coaches had wide latitude in recognizing deserving athletes.

## CHAPTER IV

### METHODS OF COLLECTION AND INTERPRETATION OF DATA

Since the purpose of this study was to prove that the system of awarding football monograms at William Byrd High School helps to meet the objectives of football at that school, it was necessary to find out if the system was having any effect in that direction. Most of the objectives, as indicated in Chapter III, were aimed at benefiting the individual player. For that reason, the writer concluded that the players themselves could be a source of information. Since many of the former players were accessible, a personal interview offered a good possibility of securing the needed information. Also this offered an opportunity to clarify questions, which would not have been possible with the use of a questionnaire. The interviews later proved that clarification was necessary in some cases.

Plan of interview. Records were available which indicated that fifty-one boys received football monograms at William Byrd High School during the years 1949-1954 inclusive. However, nine of these boys were no longer accessible for interview due to their serving in the armed forces or having moved from the area. This left forty-two boys who might possibly be reached for interview, if they

could be located. The writer was able to contact and interview thirty-six of these forty-two former players.

As suggested by Good, Barr, and Scates,<sup>16</sup> considerable thought went into the planning of the questions, each interview was pleasant and somewhat informal; the questions were introduced into the conversation at appropriate points and the wording of the questions were varied to adapt to each individual's ability to understand the questions.

In each interview, the purpose of the interview and the study was explained. Each boy was told that it was necessary that he express his own opinion. Each was told that the study would be of little or no value if the opinions he expressed were not valid. Particular care was taken to see that the interviewees were not influenced in their answers by the interviewer. First, no interviewee was told how anyone else had answered. Secondly, each boy understood that it made no difference to the interviewer personally what answer he gave so long as it was a frank answer. The writer feels that the answers received were frank and that they reveal, as nearly as possible, the true feelings of those questioned. This was substantiated by the fact that several admissions were made that probably would

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16. Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century Crafts, Inc., 1936), p. 388.

not have been made during their years of participation. This was particularly noticeable in response to questions regarding physical condition. One boy went so far as to admit that his objective in playing football his first year was to receive a monogram. His objective may not have been unusual, but his confession was indicative of the complete frankness with which he responded. Also each boy showed a willingness to talk and the seriousness with which the answers were given indicated an interest in the study and an appreciation that their opinion was valued.

The questions and their purposes. After considerable thought, planning, and revision, the writer concluded that the following questions would be the basis for the anticipated interviews:

1. Did knowing that the coaches considered attitude, in awarding monograms, encourage you to try to display good sportsmanship?
2. Knowing that effort was stressed, did you try to stay in good physical condition in order to put forth maximum effort?
3. Did the fact that no specified playing time was required of monogram winners encourage you to come out of a game more readily when you had been injured?
4. Did your realizing that a squad member who had not



- played regularly but who still had received a monogram for his efforts indicate more clearly to you the importance of substitutes and the need for team play?
5. Do you feel that the method of awarding monograms encouraged boys to try out for football who otherwise might not have participated?

Each of these questions was designed to try to find out what effect, if any, our system of awarding monograms was having on the formulated objectives of football at William Byrd High School.

The first question, concerning attitude, was to determine whether or not the system of awards had any effect on our objective of encouraging good sportsmanship. Affirmative answers to the first question would indicate that our consideration of attitude in awarding monograms had helped to teach good sportsmanship.

The second question, involving physical condition, was designed to find out if the system of awarding monograms was helping to emphasize good physical condition and desirable health and safety habits. One of the factors in selecting monogram recipients was effort displayed which included physical condition and observance of training rules. Consequently, if the stress on effort had any influence on a boy's physical conditioning habits, then it would follow that our system was helping to meet our second

objective of teaching the importance of good physical condition.

The third question was aimed at determining whether or not the system was helping to develop good safety habits. If a player answered that the lack of a playing time requirement encouraged him to come out of a game when injured, the system of awarding monograms could take some credit. This would be true because no prescribed amount of playing time was required in order to receive a monogram. This fact had tended to eliminate the possibility of any injured boy remaining in the game just to fill a time requirement for receiving an award. Thus it might be concluded that an affirmative answer would indicate that our system of awards was helping to develop good safety habits, which was one of our objectives.

The purpose of the fourth question was to find out whether or not the system was helping to teach the importance of cooperation and team play. It was a fact that some players who had accumulated very little varsity playing time had received monograms. If this fact helped to show other players the value of those boys who had played very little, then it would have to be interpreted that our flexible system of awards was, at least, partly responsible. This would be true because only under our system could some of these boys receive a monogram. A quarter or point system

would eliminate some of the boys since these systems are based on playing time. Therefore, it would be concluded that our system was helping to meet another of our football objectives.

The fifth question sought to find out whether or not the system of awarding monograms was encouraging boys to come out for football. One of our objectives was to provide a contact sport for all boys who desire to participate on an interscholastic level. Consequently, if they were being encouraged to play football partly because a monogram could be awarded in recognition of their total efforts, then it would be concluded that the system was helping to meet one of our objectives.

## CHAPTER V

### PRESENTATION OF DATA

Work sheets were prepared for use in the interviews. These sheets had spaces for the names of the former players and for answers to the questions. After interviews were completed with all boys who could be contacted, the results were tabulated as indicated in Table I. Direct, clear-cut answers were not always forthcoming. Some answers were qualified and in a few cases the interviewee was not able to answer all questions.

Results of the interview questions. The first question, concerning effect of attitude emphasis on sportsmanship, resulted in twenty-two affirmative answers, and eight who stated that it affected sportsmanship to some extent. One of the eight thought that other factors affected sportsmanship and two players felt that not all boys were affected by it; rather it depended on the individual. Six of the thirty-six answered in the negative, indicating that they thought that the coaches' emphasis on attitude and consideration of attitude in awarding monograms had no effect on the type of sportsmanship displayed. However, the twenty-two affirmative answers plus the eight who felt that sportsmanship was affected to some

extent resulted in a majority who felt that personal conduct of players on the field was influenced by the emphasis placed on attitude.

In response to the second question, twenty-two replied that they thought they were influenced to stay in good physical condition by the stress placed on effort by the coaches. Eleven of the thirty-six thought that they were influenced to some extent. One boy admitted that he smoked some. Others intimated that they did not always follow the training rules implicitly. Three of the thirty-six replied that the stress on effort did nothing to increase their desire for good physical condition. Incidentally, of these three, one was a conscientious boy who probably was always in excellent physical condition. The other two boys did not adhere to the training rules. Thus the twenty-two affirmative answers plus the eleven possibles provide an overwhelming majority of the thirty-six who indicated that they were influenced by the emphasis placed on effort by the coaches.

In the third question, the former players were asked if they thought that the absence of a specified playing time requirement for monogram awards encouraged them to come out of a game more readily when they had been injured. Thirty-three answered negatively, two answered in the affirmative and one did not know. Two of these who gave negative

answers stated that the absence of a minimum playing time requirement had no bearing on their leaving the game. Three of this group said that they didn't think about monogram requirements when they were playing. The two who gave affirmative answers did not amplify their answers to this question, and they were not asked why they had given affirmative answers.

The fourth question received the greatest number of affirmative answers. The interviewees were asked to state whether they felt that the importance of substitutes and teamplay was clearly demonstrated by the fact that substitutes who had seldom played had been awarded monograms. Thirty-one of the thirty-six said that it had helped in that respect. Four felt that it had not helped and one did not know. One reported no correlation between monograms and the realization that substitutes are important. Another replied that he realized the importance of substitutes irrespective of the fact that substitutes had been recognized with the monogram.

The answers to the fifth question resulted in a more evenly divided opinion. The boys were asked if they thought that our system of awarding monograms at William Byrd High School encouraged boys to come out for football who otherwise might not have participated. Eleven felt that it did encourage boys to come out for football. Seven thought that

it might have helped to some extent. Two of these said that very few were attracted by the system of awards. The other five felt that possibly some were encouraged to come out. Thirteen of these interviewed stated emphatically that the awards system had no effect in encouraging boys to come out for football. Five answered that they did not know whether it did or not. Thus there were eighteen of the thirty-six who gave affirmative answers and eighteen who gave negative answers or no answer.

During the course of the interviews a number of boys voluntarily stated that they liked the system of awarding monograms, because many boys received recognition who might not have under a point or quarter system. Some expressed confidence in the ability of the coaching staff to give each boy fair consideration. None of the boys expressed dissatisfaction with the system, neither was there any suggestion that it be changed. However, one suggestion was made a number of times. Some of the boys suggested that a differentiation be made in the monogram given for each sport. During the period 1949-1954, one size and type monogram has been issued for all sports, so that there was no way for anyone to distinguish what sport a monogram wearer had played. The suggestion for a monogram for each sport is now being given consideration by school officials.

TABLE I

RESULTS OF INTERVIEW QUESTIONS

QUESTION	YES	TO SOME EXTENT	NO	DON'T KNOW
1. Did coaches' consideration of your attitude encourage good sportsmanship?	22	8	6	
2. Knowing that effort was stressed, did you try to stay in good physical condition?	22	11	3	
3. Did absence of required playing time, encourage you to leave a game more readily when injured?	2		33	1
4. Did your realizing that a squad member who had not played regularly but who still had received a monogram for his efforts indicate more clearly to you the importance of substitutes and the need for team play?	31		4	1
5. Did the system of awards encourage more boys to try out for football?	11	7	13	5



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

Summary of study. The writer believed that the system of awarding monograms at William Byrd High School was helping to meet the formulated objectives of football at that school. The writer's belief that there might be value in a study of this system of awards was substantiated by Dr. Harold K. Jack, of the State Department of Education, and Mr. Howard R. Richardson, Executive Secretary of the Virginia High School League. A survey of the literature revealed that information regarding the awarding of monograms was limited. It was then determined that former William Byrd football players would be interviewed and that the data from these interviews would be analyzed and the results would indicate to what extent the system of awards was helping to meet the objectives of football. Subsequently, five questions were formulated to provide the basis for the interviews. The interviews were conducted; the data was recorded and compiled; the data was analyzed and interpreted; and certain conclusions were drawn.

Summary of findings. The five questions, which provided the basis for the interviews with former players, were designed to determine whether the system of awarding

football monograms at William Byrd High School was helping to meet the school's formulated football objectives. In answer to the first question, thirty of thirty-six interviewees stated that they thought that good sportsmanship was encouraged by the emphasis placed on attitude by the coaches. Since sportsmanship was one of the points of consideration in determining which boys would receive monograms, it was concluded that our system of awards had helped to meet our formulated objective of promoting good sportsmanship.

Thirty-three of the thirty-six boys felt that the stress placed on effort was instrumental in creating, on the part of the players, a desire to keep their bodies in good physical condition. Our objective of teaching the importance of good physical condition was consequently helped because their answers indicated that they were learning to stay in good physical condition, and that they realized its importance. Since each player was judged on effort before receiving a monogram, the conclusion was reached that our system of awards with its effort requirement was encouraging good physical condition and so was helping to meet one of our objectives of football.

The large negative response to the question regarding injured players coming out of the game indicated several things. First, the lack of a specified minimum playing

time, one of the characteristics of our system of awards, did nothing to help meet the football objectives at William Byrd High School. Secondly, this negative response indicates that there was a desire to play, and that the players were not concerned about winning a monogram, because the lack of a playing time requirement had not encouraged them to come out of a game when injured. However, this fact tends to prove that we have been successful to some degree in accomplishing the purpose for which we started the system. That is, to make the football monogram an award of recognition and not a reward for playing.

Under our system of awards we have been able to recognize any squad member regardless of how much he might have played. When asked if this helped to show the importance of substitutes and team play, thirty-one of the thirty-six replied that it had helped them in this respect. Therefore it followed, that our system of football awards was helping to meet our objective of teaching the importance of cooperation and team play.

In response to the final question regarding our system and its effect on encouraging more boys to come out for football, the negative and affirmative answers were divided. It was then concluded that the effect was limited.

One of our objectives of football, to provide a

contact sport for all boys who desire to participate, was being met by the fact that football was included in our athletic curriculum. However, it was not clearly established that our system of awards was helping to any large degree to encourage boys to play who otherwise might not have played. At best, it had encouraged a limited number of boys. However, the answers to this question also substantiates the belief of the writer that we have been successful, to some extent, in eliminating the monogram as the primary purpose for playing football.

Conclusions. The survey of literature in the field indicates that not a great deal has been written about particular methods of awarding monograms, and that there is a need for further study of this subject.

The system of awarding football monograms at William Byrd High School is helping to meet some of the formulated objectives of football at that school. The degree to which the system is helping to meet these objectives varies. Three objectives are being helped considerably; one is being helped very little and one is not being helped at all.

The lack of criticism on the part of the monogram recipients indicates that they are pleased with the system of awards being used. Consequently, having established that the system helps to meet the objectives of football at

William Byrd High School and knowing that the players are satisfied with it, the coaching staff feels that the system is worthy of continued use.

Recommendations. Since former William Byrd football players indicated a liking for the system of awards used at that school, the coaching staff of William Byrd High School would suggest that it might be suitable for use in other high schools, if the present system of awards is not satisfactory.

Since there is some indication that the system of awards at William Byrd High School helped to meet the football objectives of that school, any high school with similar objectives might find the system useful.

The writer would suggest to any new coach that he become acquainted with the various methods of awarding monograms and that he choose a method which best suits his purpose of granting awards.

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