

The most common types of group awards include cups, plaques and shields. Of these the plaques and shields are most popular. They are inexpensive and in many schools are made by the industrial arts department. The plaques are made of wood upon which the event and the names of the group are printed, over which is applied a coat of varnish. Cups are more expensive and probably best suited to colleges and universities.

### POINT SYSTEMS

The most common method used in giving awards is on the basis of a point system. Although all point systems have the same common goal of giving credit for participation, they are nevertheless different in construction.

The principles to be maintained in setting up point systems have been clearly outlined by the Womens' Section of the Iowa Physical Education Association for the Iowa State High School Girls Athletic Association.

1. Simplicity.
2. Participation weighted more than skill and winning.
3. Program especially adapted to girls' interests, including team and individual sports and less highly organized competition.
4. No division into "major" and "minor" sports.
5. Skill, leadership, health, sportsmanship, participation -- all recognized.
6. No material awards.
7. First 500 points in local system should be about the same difficulty as first 500 points under state standards.
8. Local standards should be especially adapted to local needs.
9. Interscholastic competition should receive no points.

Another item to be considered in setting up a point system is the scaling of points that are to be awarded for activities and achievement. The study of Athletic Associations and Secondary Schools in a bulletin prepared by a committee of the Boston Group of the Women's Division, National Amateur Athletic Federation suggests the following:

"In apportioning the actual numbers of points to be awarded in recognition of various achievements and standards, the elements of time, effort, availability to all, and relative difficulty must be determined for each subdivision of the point system. The scale of points should preferably be kept to a small sum. For example, if the number of points awarded for given specific activities be kept to a range of 1 to 10 according to difficulty of achievement, the then sum total for an award may be set at 100 points. The computation of point-records for individual students is simplified when the totals are kept within a relatively small range instead of running into the hundreds or up to a thousand as is sometimes the case. If an award is to be made for 100 points, then the most difficult achievement (time, effort, skill and other elements given due consideration) should be limited to 10 points. Other activities may be assigned lesser point values, for example, 8, 5, and 1, in accordance with their relative "difficulty" as compared to the achievement most demanding as to time involved, continuity of participation, personal skill required and other qualities which enter in. When all activities and achievements have been assigned tentative values, the entire plan should be surveyed and necessary readjustments made, so that relative values are maintained between the activities (or achievements in them) and the points awarded fairly distributed.