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## **A survey and analysis of the athletic and non-athletic award systems of fifty-one high schools of the Central Section, California Interscholastic Federation**

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A SURVEY AND ANALYSIS OF THE ATHLETIC AND NON-ATHLETIC  
AWARD SYSTEMS OF FIFTY-ONE HIGH SCHOOLS OF THE CENTRAL  
SECTION, CALIFORNIA INTERSCHOLASTIC FEDERATION.

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A Thesis  
Presented to  
the Faculty of the Department of Physical Education  
College of the Pacific

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

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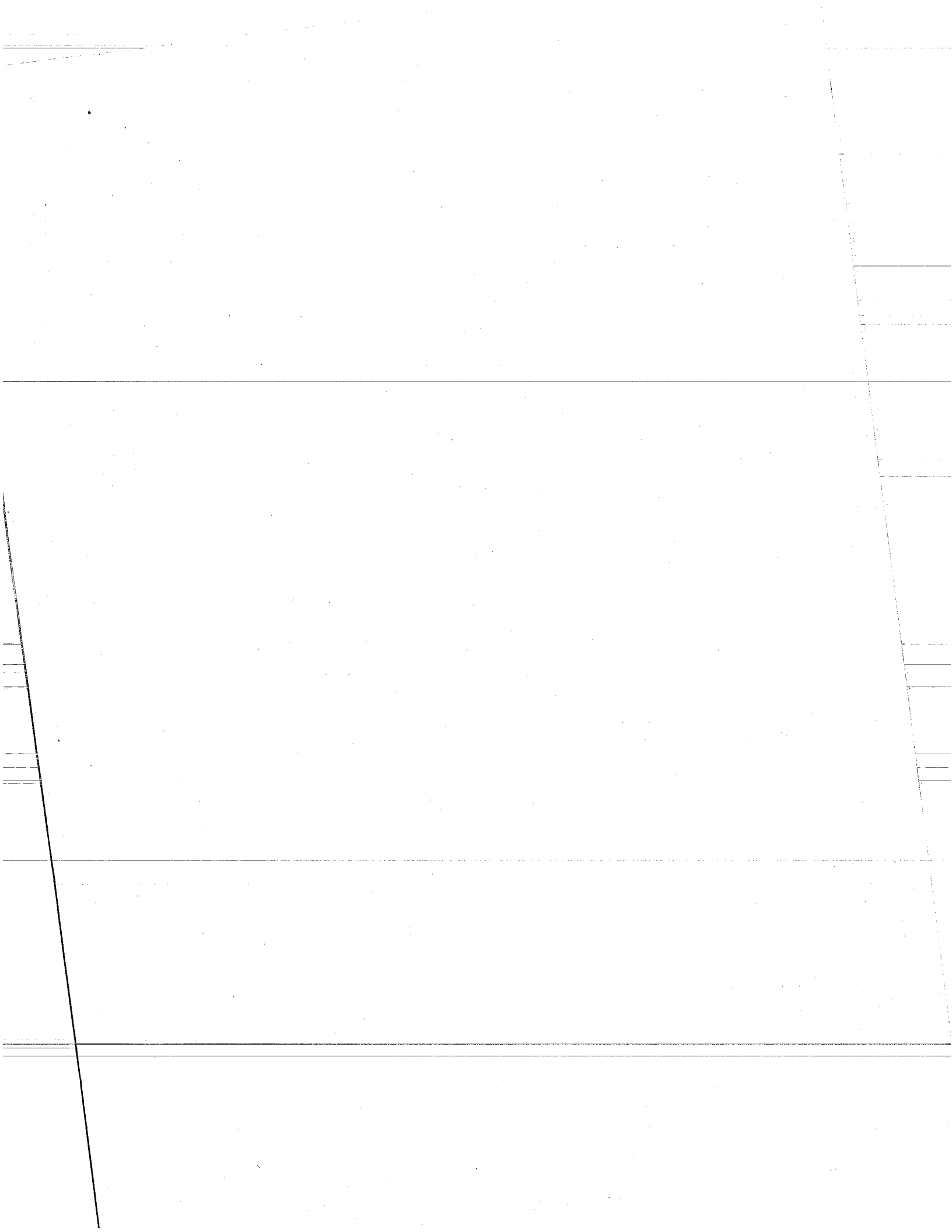
by  
Clare Slaughter  
August 1958

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## CHAPTER I

Introduction. It is recognized that most schools honor achievement in other fields than athletics. This study will be concerned somewhat with all the areas in which awards are given but primarily, it will be concerned with athletic awards. This emphasis is being placed on the athletic awards because that is where the emphasis is being placed by the high schools.

Co-curricular, or as they are more commonly called extra-curricular, activities of which athletics has by far the greatest student participation and the greater impact on school and community life have become a very important part of our high school program. Athletics and these other activities can only be justified if they play a part in the educational program and if they are used to promote the goals of education.

In order to promote these educational goals, awards have been playing a very important part in the motivation for greater student participation. According to one authority, it would seem that the primary purpose of an award should be as a means of creating incentive or as an incentive in itself for further effort. This award may be something of an honor for past achievement or it may be the desire within ones self for personal achievement.<sup>1</sup>

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<sup>1</sup>"School Athletics In Modern Education," Wingate Memorial Lectures (New York City, N.Y.: Wingate Memorial Foundation, 1930-1931), p. 262.

Unfortunately, however, the award systems in use in many of our high schools are varied and are not in many cases planned so as to gain the maximum benefits intended from the practice of awarding for outstanding achievement.

Since earliest time, awards have figured prominently in athletics and other types of competitive enterprises. The award for athletic achievement is usually in the form of a letter, emblem, sweater, etc. in the colors of the school involved. These awards are achieved by attaining certain standards of performance under conditions of competition. Some practice has been made of giving members of championship teams special awards in the form of a gold football, track shoe, etc. depending upon whatever sport the accomplishment was achieved in.

If there is any question of awarding outstanding achievement in any phase of education it is in this area. In order to stimulate individuals to engage in educational activities it seems expedient to set up incentives to encourage the activity. The device used, however, should not become more important than the lesson to be learned or it is unjustifiable from an educational viewpoint.

By and large, an award for athletic achievement represents an earned distinction, the standards for which are or should be jealously guarded and should be carefully administered. Students who have earned and wear their awards should do so with distinction and pride.

Authorities estimate that ninety-eight percent of the high schools in America have varsity teams.<sup>2</sup>

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<sup>2</sup>Charles Murphy, *Basketball*, New York: A.S. Barnes Company, 1946), p. 10.

It would seem safe to assume that since most of the high schools of the nation participate in at least one of the major types of athletics most of these schools are confronted with certain problems that accompany any policy of awards.

Philosophy of Awards. The problem of awards is one that is facing all fields of education. The physical education program (which includes interscholastic athletics) is in the particular area of education which is faced most frequently with this problem.

Emblematic recognition of athletic achievement is traditional. The problem of award presentation has arisen from a tendency to make the award one of intrinsic value. It is recognized by almost all authorities that physical education can make effective contribution towards the training of students if it will follow the Greek ideal in its symbolism of the wild olive wreath as far as its awards practices are concerned.

The custom of awarding insignia or letters by high school and college authorities in order to foster school spirit and personal pride in accomplishment, and to set up high ideals of sportsmanship is almost universal. But there is some question on the part of many whether or not this practice can be justified educationally. On the one hand are those individuals who would abolish awards altogether while others contend that the practice of granting these awards is justifiable if it is not over done.

In considering the philosophy of presenting awards we should begin with the traditional school letter given as an award for



participation in school activities, especially athletics, in many of our high schools. If this award is unaccompanied by anything of intrinsic worth such as sweater, blanket, or jacket, it comes near being an ideal kind of award. It has only symbolic value and it has traditional value. A good award is spoiled when we try to make it more than symbolic, when we add something intrinsic as if we attempted to pay for participation.

Many authorities have expressed their thought on the place and purpose of awards. Their ideas are quite varied in many instances. Most of those in the field contend that awards are only justifiable if they tend to further the general objectives of education. One expert expresses this feeling in the following paragraph:

The most important consideration of any award system is the fundamental purpose of it all. Looking toward an ideal system, we can set up the purposes in outline:

- Good* {
1. Encourage worthy service to the school.
  2. Encourage wider participation in worthwhile activities.
  3. Encourage the development of integrated personalities.
  4. Encourage ethical attitudes among participants.
  5. Teach justice, broadmindedness, and co-operation.
  6. Encourage participation in citizenship activities.
  7. Avoid discrimination between activities.
  8. Encourage continued participation.
  9. Make activities valuable to participants.
  10. Expand the entire activities program.<sup>3</sup>

The Secondary School Administrators Association of the Central Section, California Interscholastic Federation expressed their contention of the value and purpose of awards as follows:

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<sup>3</sup>Chester C. Diettert, "Improving Awards Systems," School Activities, (December, 1949), p. 123.

Fundamentally, participation in competitive athletics is based on the satisfaction of certain instinctive human desires. The rules of amateur sports are predicated upon these elemental urges and when awards assume undue value in the minds of the participants, the spirit of professionalism tends to supplant that of amateurism with consequent loss in educational values. Awards should never be presented as compensation or pay for services rendered to the school.

One purpose of a letter or a medal is to dignify the sport as well as the individual. Awards should give the game status and be outward symbol that competitive athletics deserve a respected place in school and community life. Letters should serve as a mark of attainment and should be highly prized by the wearer. A letter should be worn not only with pride but also with the full consciousness that the personal conduct of the wearer will have its reflection on the reputation of the school and community.<sup>4</sup>

The school should pay tribute to the approaching maturity of its students by exposing them to only such prizes and rewards that are citations in recognition of merit. It should teach students to look upon the satisfaction of activities themselves as suitable award.

This approaches the actual life situation in which a life well lived is its own award. The desire for material reward comes only from adult suggestion. Probably the ideal of this area of thinking is expressed by Mabel Cummings as follows:

A choice of incentives is one of motives. The thoughtful leader will appeal to the most worthy motives, hence use the most worthy incentives....There can be no doubt that the very best, most potent and the most enduring incentives, where it exists, is spontaneous joy in the play. If devised incentives must be brought in, they should be as simple and as little mechanized as may be as far away from the elaborate trophies and point systems of the college as possible.

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<sup>4</sup>"Standardization of Athletic Awards," Secondary School Administrators Association, (California Interscholastic Federation, Central Section), see Appendix C.

The incentive may be honorable mention in the school assembly or the school paper, or inscription of the name upon a class shield or banner. Whenever possible, it should be the team and not the name of the individual. It must always be symbolic in value, and, if in character, it can be distinctive of the school, it will prove as useful as distinctive activities in preventing that undesirable imitation of college and university which has crept down....

If the conditions for participation are made attractive and if the tradition of games and sports is fostered by home, school, and community, it should not be necessary to go into elaborately planned systems of awards. The play instinctively at this age is keener than it is in later years and usually needs only to be provided for.<sup>5</sup>

An ideal award system should meet all of the objectives of education. Since contests are not the only service to the school, it might be well to study the award system with a view to include some selected activities from the non-interscholastic field. Less glamorous worthy service to the school should not be overlooked. The tendency among educators in recent years has been away from contests as such, especially when winning is stressed, to worthy participation in citizenship and personality building programs.

This view as to the purpose and value of awards in fulfilling the objectives of education has been fully expressed at the John Marshall High School in Rochester, New York.<sup>6</sup> The educational areas of athletics, activities, and scholarship have been considered to be of equal

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<sup>5</sup>Mable Cummings, "Program of Athletics for Girls of Junior High School Age," Women's Division of National Amateur Athletic Federation, (New York, 1926), p. 4.

<sup>6</sup>Carl Wright, "Thirty Years of Proof: School Awards," School Activities, (November, 1952), p. 32.

importance and have, therefore, been combined into a single award system with wonderful results.

Still another expression of philosophy of awards is made by those who feel that there is not place for awards of any kind. J.R. Shannon puts this into some pointed words when he says,

*put out* { Ideally, there would be no letters for any school activity. Any activity should be its own recompense. Extrinsic awards for school activities are as cheap as giving fish to performing seals. There is no more reason and no less reason for awarding letters in athletics than in any other school activity.<sup>7</sup>

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, frosh, managers, cheer leaders, etc. Practically all school differentiate between major and minor sports, while others offer an award of different size and shape for every sport. This tendency can only lead to further widening of the rift between athletics and the other programs of the school.

It is the opinion of Jesse F. Williams that the probable tendency in the future will be to rate the sports, not by public interest in them, but by their value in contributing to the complete education of the participants. The so called minor sports will be given the proper emphasis and all sports will be considered major which have

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<sup>7</sup>J.R. Shannon, "School Letters, Athletic and Others," School Activities, (November, 1954), p. 18.

the proper emphasis and all sports will be considered major which have "carry-over" values and make for more abundant living.<sup>8</sup>

Justification. This study of the award systems in use in fifty-one high schools of the Central Section, California Interscholastic Federation has been made in the hope that the schools involved and other interested schools will be helped in developing their respective award systems so that the following may occur:

1. A student may earn an award for the same amount of achievement regardless of which school he attends.. .. Thus, the importance and honor involving awards will be equalized.
2. Principals and athletic directors will have a factual survey upon which they may wish to base decisions concerning their own athletic award system or the inclusion of other areas of their school's activities into the athletic award system.
3. Principals and athletic directors will have a factual survey upon which they may base their decisions concerning awards for minor sports, for intramural activities, and for sports of B, C, etc. classification.
4. Administrators may realize the possible desirability of league controlled award systems.

Statement of the Problem. This is a survey and analysis of the set up the following standards for awards in its constitution:

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<sup>8</sup>Jesse F. Williams, W.L. Hughes, Athletics in Education (Philadelphia: W.B. Sanders and Co., 1930), p. 264.

athletic and non-athletic award systems of a large percentage of the high schools of the Central Section, California Interscholastic Federation. For the purposes of this study, data on the following questions is necessary:

1. The nature of awards in the high schools involved in the study.
  - a. What types of awards, sizes of awards, etc. are being given for each of the different sports?
  - b. What types of awards are given for achievement in other areas of the school activity program?
2. What is the basis for receiving an award in each of the activities in which an award may be earned?
3. To what extent if any are the other areas of possible awards included within the athletic award system?
4. What is the opinion of the men in the field on the feasibility and desirability of a more encompassing award system?

Limitation of the Study. One of the reasons for the writer making a study such as this is because of the dearth of information in this area. There is very little information available in books, periodicals, etc, on the subject of award systems.

This survey however covers a very large percentage of schools in the central San Joaquin Valley. All of the schools are not included but every league is represented by more than one school and in some cases by all of them. Because of this large representation of what is

actually being done, it is the opinion of the writer that this study does have a factual basis for use in making recommendations for award systems.

It should also be noted that much of the material is based on what is being done in the high schools of the Central Section, California Interscholastic Federation at the present time and also on what the school officials think of their own program. It must be assumed that the officials (school administrators, athletic directors, coaches, etc.) are experts in their field and therefore their opinions are acceptable as factual and should be considered valid.

## CHAPTER II

Review of the literature. There are a few books and articles in the periodical literature available in the field of awards and one finds them helpful in gaining background and knowledge in the overall picture of athletic and non-athletic awards and their relationship to each other.

Most of the authorities in the field of physical education and athletics have written on the place and value of awards in the relationship to the athletic program. This phase has been covered in Chapter I in the section dealing with the philosophy of awards. For the most part, however, there are not many specific rules set down as recommended procedures although it is apparent that the state federations are coming more and more to the control of awards of an athletic nature.

The basic considerations to be concerned with in this chapter are the types of awards being presented and the standards for receiving them.

There has been controversy for years as to the relative importance of the various sports. Thus the discussion of major and minor sports and what should be done about differentiating among them as far as awards are concerned. Also, the relationship of varsity, B, C, D, and junior varsity sports.

As early as 1924, this problem of standardization of awards was recognized and the Maine Association of Principals of Secondary Schools



1. School letter may be awarded a pupil who plays one-half the total periods in a football or basketball season and one-half the total innings in a baseball season.

2. School letter may be awarded to the winner of a point or the fraction of a point in an interscholastic track meet of three or more Class A schools, winner of first place in a dual meet; member of a winning relay team or cross country team at a State meet.

3. Seniors may be awarded a letter for conscientious attendance at practice even though failing to play the required length of time.

4. Award of a letter for tennis, rifle shooting, etc. may be made by votes of the various school authorities.

5. Other school activities such as debating, orchestra, band, etc. may come within the award of an insignia, providing the same is not confounded with the form of school letters given for athletic work.

6. For football, the eight inch block letter; for baseball, a seven inch Egyptian plain letter; for basketball, a six inch block letter; for track, a seven inch Old English letter shall be awarded.

7. The method of award whether by committee, athletic council, or otherwise shall be determined by the various schools.<sup>9</sup>

To minimize the possibility of emphasis on one sport to the detriment of others the practice in schools of having one size and type of letter for all sports is becoming the usual practice. In many schools only one letter is given to a student with a certificate of attainment or other like award being substituted for other letters.

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<sup>9</sup>L.H. Wagenhorst, "The Administration and Cost of High School Interscholastic Athletics," New York Bureau of Publications, (New York: Columbia University, 1926), p. 55.

In discussing this viewpoint, Charles Forsythe presents a part of the award system of the Troy (Ohio) High School.

1. The first year a participant letters in any sport he is entitled to be awarded the varsity chenille "T".

2. The second year he letters in any sport he will be awarded a certificate at the letter award assembly for that sport. Then at the recognition assembly he will be awarded a tie clasp with the panel "T" attached.

3. The third year he letters the same procedure will be followed as in Item 2, except that at the recognition assembly, a lapel pin with the panel "T" will be awarded.

4. The fourth year he letters (this will be exceptional in that he must have lettered as a freshman in a varsity sport) the same procedure will be followed as in Items 2 and 3 except that the recognition assembly a gold ball with the panel "T" will be awarded.

5. In case of a championship, a championship M.V.L. gold ball or trophy shall be awarded each participant.<sup>10</sup>

The Secondary School Administrators Association of the Central Section, California Interscholastic Federation recommends as desirable procedure as to the size of the various letters, the following:

#### Athletic letters

Full block letters should be reserved for inter-school athletic awards, and should not exceed the prescribed size of the letters as listed below:

Class A - 8 inches; Class B - 6 inches;  
Class C - 5 inches; Class D - 4 inches.

Note: Whenever piping or other device is used, the overall dimensions shall not exceed the prescribed size of the letter.<sup>11</sup>

<sup>10</sup>Charles E. Forsythe, The Athletic Director's Handbook, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1956), p. 19.

<sup>11</sup>Secondary School Administrators Assoc., loc. cit.

The California Interscholastic Federation has taken no definite action or position concerning the standardization of awards but has left this matter up to the various sections of the state body. As a state group, however, it did take one action in 1949 that has had a great effect on the presentation of awards other than letters. A five dollar limit was placed on the member schools as the maximum amount that could be spent on any one award for any one student. At this same time, a student committee with Mr. J.C. Cave as the representative of the California Interscholastic Federation recommended that there should be standards set up to cover the size and basis for granting awards which would cover the entire state. This recommendation was given no consideration by the state council on the theory that maximum expenditure for awards had been limited and that any other action should be on a local level.<sup>12</sup>

It is the belief of most of the authorities in the field that the earning of an award should be contingent on more than just participation. Such social, mental, and psychological objectives as service to the school, attitude, loyalty, effort, co-operativeness, etc. should be included. Under this type of grouping comes many phases of school life including many that are not connected with athletics.

Such activities as team manager, pep leaders, intramurals, etc., however, are directly connected with the major sports and have been included by most of the authorities to some degree at least.

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<sup>12</sup>California Scholastic Federation Meeting, June, 1949, San Francisco, (Minutes of said meeting), p. 5.

In the Detroit High Schools, according to Hughes, there are three types of awards; "the major letter, the minor letter, and a service shield. The major letter is an eight inch block letter and is presented for participation in the four sports of baseball, basketball, football, and track. The minor letter is a six inch block letter and is presented for participation in all of the other boy's sports. The girls can earn a six inch block letter with out any trim for participation in the girls sports. The service shield is earned in all intramural activities, by the yell leaders, rally committee, and the team managers.<sup>13</sup>

Pohndorf's ideas are that all of the educational objectives should be included in the earning of an award and his position is backed by most of the authorities. He feels that there are many factors to be considered in making awards. If a sport is educational, letters should be awarded not alone by actual game participation or results of a race, but by the measurements of specific values. Pohndorf goes on to say that, "the playing field should be a sports classroom and should be conducted as any other classroom activity."<sup>14</sup> He gives the following factors to be considered as requirements for letter winning.

1. Attendance factor
2. Training standard factor
3. Care of equipment factor
4. Sportsmanship factor
5. Social approval factor
6. Participation factor

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<sup>13</sup>Hughes and Williams, loc. cit.

<sup>14</sup>R.H. Pohndorf, "Educational Sports Awards," Journal of Health and Physical Education, 19:258, (April, 1948), p. 24

To make such a system possible it would be necessary to set up a point system and to limit the number of letters that could be won each year. Suggested limits were:

Sport	Varsity	Junior Varsity
Baseball	15 letters	15 letters
Basketball	9 letters	9 letters
Football	18 letters	18 letters
Track	18 letters	18 letters

Pohndorf was the only authority to strongly recommend that award systems such as the one that he proposed should be adopted by leagues after giving it a years trial in one or two member schools. Following is the basic outline of his point award system.

## SUGGESTED POINT SYSTEM

Maximum points allowed	Category	Loss or gain of points and reason
20	Attendance at practice.	4 point deduction-unexcused. $\frac{1}{2}$ point deduction-excused.
10	80% attendance at school.	5 point deduction each absence below 80%.
5	100% school attendance during season.	5 point bonus.
25	Keeping training standards.	5 point deduction for each violation.
10	Care and return of equipment.	Up to 10 point deduction for loss or misuse.
15	Sportsmanship	5 point deduction for each instance of unsportsmanship. Does not have to be on playing field.
10	Value to team.	Team vote. Based on number of votes received in relation to number possible.
No limit	Game participation.	Baseball. Full inning, $\frac{1}{2}$ point; part inning, $\frac{1}{4}$ point. Basketball. Full quarter, 1 point, part quarter, $\frac{1}{2}$ point. Football. Full quarter, 2 points, part quarter, 1 point. Golf. Full matches, 8 points, part matches, 4 points. Tennis. Full match, 4 points, part match, 1 point. Track. Points earned in meets. Points earned in sectional meets times three.

Neither a complete checking of the unpublished thesis list at both the College of the Pacific and the University of California at Los Angeles nor a thorough search of the Research Quarterly could produce a study that was similar in nature to this one. The closest related study located was one made in one hundred and twenty-five Michigan high schools and summarized by Forsythe as follows:

1. "In the larger schools awards are being limited to one letter in a sport during a student's high school career, with subsequent recognition usually being a certificate.
2. A majority of the schools award letters of the same size for all sports.
3. Most schools do not limit the number of sports in which a student may compete during the year.
4. In many schools awards are not made until the end of the semester and then are dependent upon the recipient's school citizenship and scholastic standing as well as his athletic ability.
5. Awards generally are made on the basis of a combination of factors including recommendation of the coach, faculty committee action, and a required amount of competition, with the exception of extenuating circumstances.
6. Schools are not distinguishing between major and minor sports as much as they did a few years ago.
7. In general, schools are paying between seventy-five cents and one dollar for athletic awards.
8. Only six of the one hundred and twenty-five schools advocated any change in the present provisions of the Award Rule. (The Michigan award limit is now two dollars.)
9. In schools where a point system is used the points earned in each sport usually are cumulative, that is, they apply in successive years toward the award requirement.
10. Schools vary in the policy of making awards for intramural athletics. Some feel that such activities should be for

competition only, while others believe that inexpensive, individual awards are beneficial.

11. Some schools which have general organization or student union plans require that members of athletic teams be holders of such school tickets before they may be members of teams, and thus be eligible for awards.

12. A few schools give a senior, or the winner of a second or third letter, the choice of the letter, or a medal, or a key, the cost of which is comparable with the letter.

13. Schools quite generally are making awards to students for activities as well as athletics. They usually include drama, forensics, and music.<sup>15</sup>

The general expression of opinion by the authorities on awards for managers, yell leaders, and the other special types of recognition is perhaps best summarized by the Secondary Principals Association. From a committee of that group came the following recommendations to their member schools.

#### Managers

1. The letters "Mgr" are to be fixed permanently to the letter of full block type.
2. Manager letters can only be granted upon recommendation of the coach.
3. Managers are not eligible for arm stripes.

#### Yell and song leaders

1. Are eligible for 8 inch block letters with megaphone.
2. Are not eligible for arm stripes.
3. Must have recommendation of sponsor or student organization charged by the school with that responsibility.
4. Sweaters, letters, or other parts of their uniforms provided by the school are the property of the school.

#### Stars

1. Stars shall be used exclusively to indicate the 'seasonal'

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<sup>15</sup>Charles E. Forsythe, *The Administration of High School Athletics*, (New York: Prentice-Hall, Inc., 1948), p. 232.



captains of the various teams and are to be worn on the left shoulder above the arm stripes.

Special championship awards

1. Winners of league championships are eligible for appropriate silver awards.
2. Gold awards shall be reserved for Central Section team championships.<sup>16</sup>

### CHAPTER III

#### Collection and interpretation of the data.

For the purpose of gathering data for this study, a questionnaire (see Appendix B) was used. This questionnaire was mailed to many of the schools of the Central Section, California Interscholastic Federation. Besides the schools which were contacted through the medium of the postal service, many more were contacted and interviewed personally.

As was previously stated (see limitations of the study) a good cross section of the schools of the Central Section was contacted by one of the two methods and at least one school in each of the many leagues of the central section is represented in this study.

Interpretation of the data. The following high schools are included in this study: Alpaugh, Avenal, Bakersfield, Bullard, Caruthers, Central, Ceres, Chowchilla, Clovis, Coalinga, Corcoran, Delano, Dinuba, Dos Palos, East Bakersfield, Edison (Fresno), Exeter, Fowler, Fresno High, Garces (Bakersfield), Hanford, Immanuel Academy (Reedley), Kerman, Laton, Lemoore, Lindsay, Los Banos, Madera, Mariposa, Merced, Mt. Whitney (Visalia), North High (Oildale), Orosi, Parlier, Porterville, Redwood (Visalia), Reedley, Riverdale, Roosevelt (Fresno), San Joaquin Memorial (Fresno), Selma, Sanger, Shafter, Sierra, Strathmore, Taft, Tranquility, Tulare, Wasco, Washington Union (Easton), and Woodlake. This is a total of fifty-one high schools covering an area extending

from Merced on the north to Bakersfield in the south. In size of student body, the schools range from the smaller ones like Parlier and Alpaugh with an enrollment of little more than one hundred to the larger ones like Bakersfield with an enrollment of over three thousand.

As was stated in the statement of the problem, there are four key questions that will be answered in this section of the study.

Nature of the awards. The first key question was on the nature of awards. It was found that in this area, there is rather common agreement among the schools. The schools can be classified into two groups; one group consisting of thirty-one of the schools which gave of five inch, six inch, and seven inch for C, B, and A groups respectively. The other group consisting of twenty schools gave four inch, six inch, and eight inch letters for the C, B, and A groups.

In both groups it was more or less optional as to whether there should be any trim on the edges of the letters. However, most schools, thirty-eight, specifically stated that if there was a trim, the trim and the letter must come within the limited maximum size allowable.

All of the schools that had junior varsity teams gave the same size letter for the junior varsity activities as they awarded for the B team activities.

For special awards for such achievement as winning a league championship or valley championship, they usually presented an award of a gold or silver emblem of whatever sport was involved. Once again, however, the presenting of such awards was done on an individual school

basis and none of the leagues of the Central Section evidently have a league standard on this matter. (It should be noted here that since the material for this study was obtained from the various schools, the Central Section, C.I.F. has done away with all inter-league playoffs in all sports except tennis, track, and swimming.)

TABLE I

ATHLETIC AWARDS PRESENTED BY THE 51  
HIGH SCHOOLS INCLUDED IN THIS STUDY

SCHOOL	VARSITY AWARD	JAYVEE AWARD	B AWARD	C AND D AWARD	LEAGUE CHAMPION	VALLEY CHAMPION	INDIVIDUAL ACHIEVEMENT
Alpaugh	X		X		X	X	
Avenal	X		X		X	X	X
Bakersfield	X		X	X	X	X	X
Bullard	X	X	X	X	X	X	X
Caruthers	X		X	X	X	X	X
Central	X	X	X	X	X	X	X
Ceres	X	X	X		X	X	X
Chowchilla	X	X	X	X	X	X	
Clovis	X	X	X	X	X	X	X
Coalinga	X		X	X	X	X	X
Corcoran	X	X	X	X	X	X	X
Delano	X	X	X	X	X	X	X
Dinuba	X	X	X	X	X	X	
Dos Palos	X	X	X	X	X	X	X
East (Bakersfield)	X	X	X	X	X	X	X
Edison (Fresno)	X	X	X	X	X	X	X
Exeter	X		X	X	X	X	X
Fowler	X	X	X	X	X	X	X
Fresno	X	X	X	X	X	X	X
Garces (Bakersfield)	X		X	X	X	X	X

(Table continued)





Non-athletic awards.

All of the fifty-one high schools involved in the survey indicated that they presented awards to their students for various activities other than those in the interscholastic athletic area. The nature of the awards for endeavor in these non-athletic fields was quite varied and there was no apparent similarity in planning for the types of awards or for the basis on which these awards could be earned.

Non-athletic awards are being presented by our schools in the following fields.

1. Music
2. Debate
3. Scholarship
4. Drama
5. Future Farmer of America Activities
6. Girls Athletic Association Activities
7. Service to the School
8. Cadet Corps Activities

Music. Thirty-five of the fifty-one schools involved reported that they presented some type of an award for music. This in all the cases was reserved for members of the marching band. The basis for receiving the award was attendance at the various functions; football games, parades, etc., that the band was involved in during the school year. It was indicated by the majority of the schools that the award presented was an emblem of felt in the shape of a lyre.



Debate. Fifteen schools presented an award for debate. Each school that presents an award in this area indicated that they had no set rules or plans for such an award. Nor was there any designation as to the basis for earning it. The faculty advisor was given the responsibility of determining who should get the awards and what should be the deciding factors for earning it.

Drama. Eleven schools indicated that some type of award had been presented for achievement in the field of drama. Once again, there was no indication of any plan or of any recognition of this activity in the school constitution.

Scholarship. All fifty-one schools indicated that awards were presented by their school to students for attaining certain scholastic standards. The usual scholarship award is a scholarship pin. The California Scholarship Federation has adopted certain standards of scholarship which all local chapters abide by. Maintaining these scholastic standards means membership in the local chapter and the receiving of a scholastic award pin. In most schools, the recipient of a pin is also allowed certain other privileges around the school.

Future Farmer of America. This is one of the most important areas of student participation. Many opportunities for participation in many activities are available in the Future Farmer of America organization. Because of the interest in this type of activity in a farming area such as the Central Section, California Interscholastic Federation, there is a great deal of community-school co-operation.

Many types of awards are presented for Future Farmer activities. District fairs, community exhibits, festivals, etc. all present opportunities for award winning activities. It was indicated by forty-six schools that they had Future Farmer Clubs which indulged in such activities. Eighteen schools also had standards set up for individual achievement awards within the limits of the school itself. This award in all cases was a certificate of merit.

Girls Athletic Association Activities. All of the schools in the study have in their system, the opportunity for the girls to earn an award through participation in Girls Athletic Association activities. Only eleven of the fifty-one schools indicated the type of award and in all of these cases, it was a block letter of felt. Requirements for earning such an award were listed as participation in the activities of the Girls Athletic Association and the recommendation of the faculty advisor.

Two schools report that they have a point system for the girls activities which set up different standards of participation and skill to determine the ones who can wear the award.

Sanger High School includes the Girls Athletic Association activities program in its regular award system. It is possible for a girl to earn the same award letter as the boy can who participates in varsity athletics. (See Appendix D.)

Cadet Corps Activities. Twenty-six of the high schools give awards to the students in their cadet corps for certain achievement.

Certificates of merit or appreciation was mentioned by eight of the schools as the types of awards that was being presented for these activities. Here again, there seemed to be no definite plan for awards - either as to type or nature or to the basis for receiving - but it has been left up to the faculty advisor to recommend what would be given and who had qualified.

Service to the School. All fifty-one high schools indicated that they gave recognition to their students of exceptional service to the school. Such services as student body, class, or club officers, yell leader, pep girl, assembly production, exchange assemblies, etc. were mentioned as deserving types of activities.

One school outlined a point system based on all such activities with the opportunity of earning a service "S" for so many points and a bar added on to it for additional numbers of points.

In none of the fifty-one high schools involved in the study was there any connection between the athletic award system and the non-athletic awards. In addition to this, only five of the schools in the survey thought that it would even be possible or desirable that there should be any connection between the two.

It should also be noted that forty-seven of the fifty-one high schools involved felt that the non-athletic awards were not given the same respect as the athletic awards by the members of the student body. The officials of the schools felt that the non-athletic awards should gain in stature to a point equal to that of the athletic awards but not by combining the two in any way.

TABLE 2

## NON-ATHLETIC AWARDS PRESENTED BY THE 51

## HIGH SCHOOLS INCLUDED IN THIS SURVEY

SCHOOL	MUSIC	DEBATE	SCHOLAR-SHIP	DRAMA	F.F.A.	C.A.A.	SCHOOL SERVICE	CADET CORPS
Alpaugh			X		X	X	X	
Avenal	X		X		X	X	X	
Bakersfield	X	X	X		X	X	X	
Bullard	X		X		X	X	X	
Canuthers			X		X	X	X	
Central			X		X	X	X	
Ceres	X		X		X	X	X	
Chowchilla	X		X		X	X	X	
Clovis	X	X	X		X	X	X	
Coalinga	X		X		X	X	X	
Corcoran	X		X		X	X	X	
Delano	X		X		X	X	X	
Dimuba	X		X		X	X	X	
Dos Palos	X		X		X	X	X	
East (Bakersfield)	X	X	X		X	X	X	
Edison (Fresno)	X	X	X		X	X	X	
Exeter	X		X		X	X	X	
Fowler	X		X		X	X	X	
Fresno	X		X		X	X	X	
Garces (Bakersfield)			X		X	X	X	
Hanford	X	X	X	X	X	X	X	

(Table continued)



TABLE 2 (continued)

Woodlake	X	X	X	X	X	X	X
Total	35	15	51	11	46	51	26

### Basis for Receiving an Award

The usual basis for earning an award in any of the many athletic events is by participation in a specified number of quarters, innings, etc. of league play. Here again, however, is shown the variance of standards among the schools. The majority of the schools required fifty percent of the quarters of league play but some only thirty three percent. Some schools included championship games as part of the required playing time and some did not.

Every school had as one of the requirements, the recommendation of the coach. In one case this was all that was required. In fourteen of the fifty-one schools, the opinion was expressed that the coaches did not adhere very close to the requirements that were set up by the student body constitution.

One of the problems that has always presented itself when it comes to deciding who does and who does not qualify for an award is the matter of the senior who has not met the requirements as set forth. In all such cases, this was left up to the discretion of the coach and all those questioned indicated that the boy in such a position would be recommended for an award. Along with this, it should be noted that twenty-one of the schools involved said that such an awarding of a letter did not constitute the right of the student to wear an award sweater with a stripe on the basis of the awarded letter. By the same token, in only seventeen of the schools was there any definite evidence of attempted control over who could buy, own, or wear an athletic award sweater.

TABLE 3  
BASIS FOR AWARDING FOOTBALL LETTERS

SCHOOL	50% of league quarters	33% of league quarters	Coaches recom- mendation	Percentage of all quarters	Accumulation over more than one season
Alpaugh	X		X		
Avenal		X	X		X
Bakersfield	X		X	X	X
Bullard	X		X		
Caruthers	X		X		
Central			X	X	
Ceres	X		X		
Chowchilla	X		X		
Clovis		X	X		
Coalinga			X	X	X
Corcoran			X	X	
Delano	X		X		
Dinuba	X		X		
Dos Palos		X	X		X
East (Bakersfield)	X		X		
Edison (Fresno)			X	X	
Exeter	X		X		X
Fowler		X	X		
Fresno	X		X		
Garcés (Bakersfield)	X		X		
Hanford	X		X	X	
Immanuel Academy (Reedley)	X		X		
Kerman	X		X		
Laton	X		X		
Lemoore			X	X	X
Lindsay	X		X	X	X
Los Banos		X	X		
Madera		X	X	X	X
Mariposa			X	X	
Merced	X		X		
Mt. Whitney (Visalia)	X		X		

(Table continued)



TABLE 3 (continued)

North High (Oildale)			X		
Orosi	X		X		X
Parlier		X	X	X	
Porterville	X		X		X
Redwood (Visalia)		X	X		X
Reedley	X		X	X	X
Roosevelt (Fresno)	X		X		
Selma		X	X		
Sanger	X		X		X
Shafter			X	X	
Sierra			X	X	
Strathmore	X		X	X	
Taft	X		X		
Tranquility			X	X	
Tulare		X	X		
Wasco	X		X		
Washington	X		X	X	
Union (Easton)					
Woodlake	X		X		
<hr/>					
Total	30	10	51	17	12
<hr/>					

Basketball awards. The requirements for an award in basketball at the schools involved in the study follow along with the requirements for football. Table 2 which shows the requirements for football awards can be used as a table showing the basketball award requirements.

Baseball awards. Table 2 showing the requirements for a football award also may be used as a table showing the requirements for the baseball awards. The only change necessary is that the unit of measurement is the number of innings instead of quarters. One other difference is that most schools provide for the pitcher to earn an award for one-half the number of innings that is required of the boys playing any of the other positions on the team. This is justified by the fact that a pitcher will only play in about one-half of the games.

Tennis awards. Once again, Table 2 may be used to show the different schools requirements for earning a tennis award. The term match should be substituted for the term quarters. In tennis where it is possible for one individual to go on to leagues, division, valley, etc. championships rather than a team goes on, some provision was made to give this individual a special award. In twenty-four of the schools, however, the regulations were only concerned with the matches that the school's team won and no credit toward an award was given for the advanced play of one individual.

TABLE 4

## BASIS FOR AWARDING TRACK LETTERS

SCHOOL	PLACE IN CIF MEET	PLACE IN CITY MEET	TOTAL OF TEN POINTS CIF MEETS	ACCUMULATION OF POINTS FOR ONE OR MORE SEASON	COACHES RECOM- MENDATION
Alpaugh	X				X
Avenal				X	X
Bakersfield		X	X	X	X
Bullard	X				X
Caruthers	X			X	X
Central				X	X
Ceres	X				X
Chowchilla	X				X
Clovis			X	X	X
Coalinga				X	X
Corcoran				X	X
Delano	X			X	X
Dinuba	X			X	X
Dos Palos	X			X	X
East (Bakersfield)	X	X			X
Edison (Fresno)	X	X			X
Exeter	X			X	X
Fowler	X	X		X	X
Fresno	X	X		X	X
Garces (Bakersfield)		X		X	X
Hanford	X			X	X
Immanuel Academy (Reedley)	X				X
Kerman	X			X	X
Laton	X			X	X
Lemoore			X	X	X
Lindsay	X			X	X
Los Banos			X		X
Madera	X			X	X
Mariposa	X			X	X
Merced				X	X

(Table continued)

TABLE 4 (Continued)

Mt. Whitney (Visalia)	X			X	X
North High (Oildale)	X	X		X	X
Orosi	X				X
Parlier	X			X	X
Porterville	X				X
Redwood (Visalia)		X		X	X
Reedley	X				X
Riverdale	X			X	X
Roosevelt (Fresno)		X	X		X
Selma	X				X
Sanger	X			X	X
Shafter			X	X	X
Sierra	X			X	X
Strathmore	X				X
Taft	X			X	X
Tranquility	X				X
Tulare	X			X	X
Wasco			X	X	X
Washington Union (Easton)				X	X
Woodlake	X				X
Total	35	8	7	34	51

Track and field awards. Table 3 shows the requirements for earning an award in track and field. There are certain track and field meets each year which are sanctioned by the Central Section, C.I.F. These meets are known by the common name as official meets. It is these meets rather than the practice meets which are used as a basis at most of the high schools for determining the award winner. In track and field, it is possible for the individual to go on to greater honors than can the team that represents the school. None of the schools specifically provided for a special award of any kind for these few athletes that went on to win valley or state honors.

Swimming awards. The awards for swimming are based on the same requirements as are those for track. Therefore, Table 3 may also be used for the swimming awards.

There are other sports which a minority of the schools compete in. These sports are golf, wrestling, cross country, etc. The requirements of winning an award in these activities is even less standardized than in the more popular activities. Only in the Fresno City Unified School District are there any set regulations covering the awards for these activities.

Feasibility of a more encompassing award system.

As was previously stated, only five of the fifty-one schools contacted felt that it was either feasible or desirable to include athletic and non-athletic awards under one system. There was, however,

a larger percentage who thought that other phases of the physical education and intramural programs should be included in with the athletic award system.

Of the fifty-one schools involved in this study, however, there is only one that has a regular plan in operation for doing this. (See Sanger High School's Award System, Appendix D.)

## CHAPTER IV

### General summary and conclusion

General summary. The purpose of this chapter is to present a summary of the study and the conclusions drawn from the findings of the study. This chapter will include a general summary of the findings of the selected opinions of authorities in the field and the questionnaire set to the athletic directors and coaches of the fifty-one high schools of the Central Section, California Interscholastic Federation involved in this survey.

After a thorough analysis of the results of the questionnaire and the opinions of the authorities in the field to determine if there are areas of agreement or disagreement, it can be said that there was considerable agreement in some areas but also a great deal of disagreement in other areas.

It should be pointed out that there was a general agreement among the authors that awards should:

1. Help the activity fulfill its <sup>educational</sup> objectional objectives or there was no place for the award.
2. Be of great value as far as motivation is concerned but be of little monetary value in itself.
3. Be non-discriminatory as far as major and minor sports are concerned.
4. Be a school administered and controlled factor; free from all forces and pressures outside of the normal school expectancies.

At the same time, the authors were not in complete agreement in

in some of the areas listed below:

1. Whether there should be an award for an activity other than the participation in the activity itself.
2. Types and sizes of awards.
3. Basis for earning an award.
4. Areas of school activities that should be included in an award system.
5. Methods and procedures of coordinating the various sports into one award system assuming that such procedure was desirable.

The analysis of the results of the survey of the fifty-one high schools involved in the study indicates also that there is both agreement and disagreement among the schools and their award systems. This is understandable because the people in the high schools are guided by the authorities, and lack of overall agreement at the top echelon is certainly going to be portrayed in lower echelons. Here again, however, it should be pointed out that probably one of the main reasons for the disagreement that does exist is because of a lack of emphasis or interest in this field with resulting lack of effort to solve some of the problems.

The majority of both groups agreed as to the philosophy of awards. It was recognized that awards should only be an aid in the motivation of the participants in gaining full educational benefits from the activity.

In the case of the nature of awards, there was considerable agreement. The high schools were in general agreement with each other as to the relationship of varsity B, C, D, and junior varsity awards and



were for the most part carrying out the recommendation of the authors that there should only be one size and type of award for all sports.

The question of the nature of special awards for other than actual athletic participation was recognized by both groups. Standards for duties of and awards for team managers, yell leaders, and intramural sports were relatively equal in the emphasis on the fact that any letter for these activities should show the type of activity that the awards were earned in. This would tend to place them in the position of not being quite so important as the awards granted for actual participation in interscholastic competition.

The authors were about evenly divided on the subject of the nature of awards for special team achievements such as league championships. The high schools of the Central Section, California Interscholastic Federation, guided by their administrators, were rather in close agreement on silver and gold awards for league and section championships respectively.

There was definite agreement between the authors and the high schools on the place of a single award system involving all the activities of the high school. None of the fifty-one high schools had any such system and only two of the authorities studied even considered such a possibility as being more than an unobtainable goal.

In the general area of standards or basis for receiving an award there was again both agreement and disagreement.

Both groups strongly advocated the importance of the coaches recommendation as being highly necessary in earning an award. The

authors based their beliefs on the importance of the coaches position as a teacher and his being in a position to uphold the high ideals and standards of the school's athletic program. The fact that nearly one-third of the high schools indicated that the coaches did not adhere completely to the school's student body constitution indicates a falling away from the basic philosophy of awards by those schools.

There was complete agreement between the two groups in the area of the condition of ownership of the award and the responsibility of the student athlete in wearing the award as a representative of the school.

There was also general agreement in the feeling that the athletic award system should be separate from the other award systems that the high school might have.

Conclusions. The conclusions of this study are presented below:

1. There is a lack of true understanding of the purposes of an award system by the people in the field. Because of the quite varied methods of earning awards, because of the many different types of awards that can be won for the same sport, and because of the apparent lack of compliance with the regulations if they are any set up, it would seem safe to assume that the people in the physical education field do not completely understand and use the awards as they probably were intended to be used.

2. The high schools of the Central Section, California Inter-

scholastic Federation are not using their respective award systems in order to get the maximum benefits possible. Because there is not much unity of award systems amongst the schools, each school is fighting its own individual battle. Because of what might be termed lack of study on this subject, most schools go along with what has been done in the past without ever thinking too much of this particular area where, in the opinion of the author, very much can be done to improve student participation. This, with the idea in mind that participation in vigorous athletic competition leads to many of the desirable aspects of education.

3. Awards are controlled for the most part by the coach of the particular sport in question. In many of the schools the student council passes on his recommendation but this is usually merely a matter of form. Since the coach is the final and deciding factor in most schools, awards are sometimes presented to students who do not really deserve them because the coach is in a position where he would rather keep the student happy because he knows that a lot of his success depends on the friendship and goodwill of his student athletes.

4. Since only five of the fifty-one schools surveyed included even the possibility of winning an athletic award through their physical education or intramural program, the separation that exists between interscholastic athletics, physical education programs, and intramural programs is widened even further. This is an unfortunate situation because with few exceptions, the people in our field recognize the desirability of having interscholastic athletics as a part of our total

physical educational program an not something that is a separate entity.

5. None of the schools involved in the study had any connection at all between the athletic award system and the awards that were presented in the non-athletic areas of the high school program. Once again this can lead to widening of the gulf between the interscholastic athletic program and the other programs of student activities that the school may provide for its student.

## CHAPTER V

### Recommendations

As a result of this survey of fifty-one high schools of the Central Section, California Interscholastic Federation, the following recommendations are made:

1. Each league should adopt definite standards for the award systems of the high schools of that particular league. These standards should not necessarily be compulsory but each school of the league should be urged to be no less stringent in the awarding program in their own situation. Because of the continual realignment of leagues it is further recommended that the sections adopt and utilize award standards similar to the results of the Award Committee of the Secondary Principles Association of the Central Section, California Interscholastic Federation. (See Appendix C)

2. These standards of awards that would be planned and set up by each league would include provisions for the inclusion of the physical education and the intramural programs in the same system as is the athletic program. Schools of the league should be urged to incorporate these provisions into their own award system.

3. Not to be included in the standards set up by each league but probably in a committee for further study should be the question concerning the possibility of one award system encompassing all the extra-curricular and co-curricular activities of the school.

4. It is recommended by the writer that in setting up

standards for their award systems, the various schools and leagues should use the athletic award system of Sanger Union High School and as a guide. The Sanger plan includes interscholastic athletics, intramural activities, and physical education activities in one award system. (See Appendix D)

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## APPENDIX A

APPENDIX A

THE EXPLANATORY LETTER SENT  
WITH THE QUESTIONNAIRE

Athletic Director,  
High School,  
City.

Dear Sir:

Enclosed you will find a questionnaire about the award systems, both athletic and non-athletic, that you are using in your school. This survey is part of the work I am doing for my master's thesis. This same questionnaire is being sent to all of the athletic directors in the Central Section, California Interscholastic Federation.

I realize the questionnaire is quite lengthy and will take a little time and effort on your part to fill out, but I do sincerely hope that you will take the time, and I am sure that you will find it of interest.

It is realized by me that there may be some parts that will be difficult to understand or answer and if so I would appreciate it very much if you would so note and use the spaces left for comment. Also, if there is any other comment that you would care to make, please do so.

Thanks for the interest and help and I would appreciate your response as soon as it is convenient for you. You will find an addressed and stamped envelope inside for your convenience.

Sincerely,

Clare Slaughter,  
Physical Education Department,  
Fresno Junior College,  
Fresno, California.

**APPENDIX B**

## APPENDIX B

### QUESTIONNAIRE ON THE AWARD SYSTEM

This survey is being made so that an analysis might be made of the respective athletic and non-athletic award systems of the high schools of the Central Section, California Interscholastic Federation.

Please answer either yes or no by circling or underlining either the yes or no to be found at the end of each question. After some of the questions which might be desirous of further comment or explanation, space has been left for such comment. If in answering these questions you find need for more space for comment, please use the back of the sheets or add paper as you wish. Any additional comments or explanations you may wish to add will be greatly appreciated.

The questionnaire:

1. Are awards given to students for athletic participation?  
Yes                      No
2. Is the earning of an athletic award governed by definite rules and regulations?                      Yes                      No
3. Has your league set up any standards on which these regulations are based?                      Yes                      No
4. Are these regulations strictly adhered to by coaches, student councils, etc.?                      Yes                      No
5. Comment on question 4.
6. Are there regulations covering the requirements for the various sports?                      Yes                      No
7. Are there regulations covering the awards for A, B, C, and Jayvee, etc.?                      Yes                      No

8. Comment on question 7.
9. Does your school have a system for getting and accumulating credit for awards such as a point system?      Yes      No
10. Comment on question 9.
11. Can the points earned in a sport one year be carried over and used in the same sport the following year?      Yes      No
12. Can the points earned in one sport be used in other sports the same year or following years?      Yes      No
13. Are there special awards for winning championships?      Yes  
No
14. Are special awards given for outstanding individual achievement?      Yes      No
15. Comment on questions 13 and/or 14.
16. Is the receiving of an award dependant on the successful completion of the semester in which the award was earned?      Yes  
No
17. Do you feel that the athletic award system is effective in your school in fulfilling the purpose for which it was intended?  
Yes      No
18. Comment on question 17.
19. Are awards given for participation in the intramural program?  
Yes      No
20. Are awards given for participation in the physical education program?      Yes      No

21. Is there any connection between the athletic awards system and the intramural and/or physical education awards system?      Yes      No
22. Comment on question 21.
23. Is it possible for a student to earn an athletic award by any other method than participation in the interscholastic athletic program?      Yes      No
24. Is it possible for a student to earn a special award for outstanding achievement in athletics during or covering all of his high school athletic career?      Yes      No
25. Does your school give awards for achievement in other fields of achievement besides athletics?      Yes      No
26. Is there any connection between the athletic awards and the non-athletic awards given the students?      Yes      No
27. Are the non-athletic awards given the same respect by the student body as are the athletic awards?      Yes      No
28. Do you feel that an award system including all the areas in which awards are presented is feasible and desirable for a school of your size?      Yes      No
29. Comment on question 29.
30. Comment on question 29.
31. Do you think the league in which your school participates should adopt regulations controlling the award systems for all of the schools in the league?      Yes      No
32. Comment on question 31.

Part II of questionnaire.

Please list the requirements that your school has for earning an award in each of the following activities.

Football

Basketball

Baseball

Track

Swimming

Tennis

Golf

Other



Part III of questionnaire.

Please list and explain the types or sizes of awards that your school gives for the following classifications. Please differentiate between major and minor awards if your school does so.

Varsity

Junior Varsity

B class

C class

D class

Other

Part IV of questionnaire.

Please explain or describe the types of awards that your school presents for the following:

Team league champion

Individual league champion (tennis)

Team valley champion

Individual valley champion

Scholastic awards

School service

Other

## APPENDIX C

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### SECONDARY SCHOOL ADMINISTRATORS ASSOCIATION

#### STANDARDIZATION OF ATHLETIC AWARDS

##### PREAMBLE

The practice of presenting letter and other awards to the athletes in American secondary schools has become traditional. The fact that the custom has had such widespread acceptance seems to indicate that it has served, and is serving, to promote the generally accepted objectives of the interscholastic sports program. However, there are inherent in the practice certain dangers which without wise and experienced regulations might prevent the full realization of the greatest possible values.

Fundamentally, participation in competitive athletics is based on the satisfaction of certain instinctive human desires. The rules of amateur sports are predicated upon these elemental urges and when awards assume undue value in the minds of the participants, the spirit of professionalism tends to supplant that of amateurism with consequent loss in educational values. Awards should never be presented as compensation or pay for services rendered to the school.

One purpose of a letter or a medal is to dignify the sport as well as the individual. Awards should give the game status and be outward symbol that competitive athletics deserve a respected place in school and community life. Letters should serve as a mark of attainment and should be highly prized by the wearer. A letter should be worn not only with pride but also with the full consciousness that the personal conduct of the wearer will have its reflection on the reputation of the school and community.

To attain the above objectives, the letters must not be cheapened by being too easy to earn. The number awarded in each school should be governed by this realization. The size of the school has a direct bearing on the numbers of letters to be granted. On the other hand, if the standards are set so high that only a relatively few can meet them, the danger of encouraging an athletic aristocracy is increased.

Because of the constant intermingling of students from the various schools through the State, a general standardization of awards seems to be advisable.

Likewise, it is desirable that every precaution be taken to

protect and guarantee the integrity of an award. The value is depreciated when other than those having earned it are seen wearing a letter. It is incumbent upon each student body to devise a means for maintaining the desirability uniformity under which awards are granted and won.

### Objectives

It is hoped that the general acceptance of this code in principle would result in the following objectives:

1. Promote desirable uniformity throughout the area in agreement.
2. Discourage undue emphasis on the idea of compensation.
3. Minimize the unwholesome effects of "pressure groups".
4. Discourage athletic "snobbery".
5. Increase the real value of an award to the recipient.
6. Develop a greater awareness on the part of the wearer of his added responsibilities toward the promotion of good citizenship because of his specific recognition.
7. Limit intrinsic value of awards so that undue hardships are not placed upon financially handicapped schools.

### Interscholastic Athletic Awards Not Mandatory

It is recommended that nothing herein contained is to be construed as mandatory. These regulations can serve as a model, subject to adjustment and change, for schools and leagues under the jurisdiction of the Central Section, California Interscholastic Federation.

### Emphasis on recognition not compensation

Letters or other athletic awards are given in "recognition" for outstanding athletic achievement and service to the school, not as "compensation" for services rendered.

### Violations

Violation of the rules regularly adopted by the school should be penalized by the forfeiture of the letter and the eligibility for further inter-scholastic athletic competition until reinstated by a committee organized within the school for this purpose.

### Relative importance of different sports

Inter-scholastic athletic activities are all to be considered as of the same importance. Differentiation into major and minor sports is discouraged, as is any discrimination against "class" teams. This shall not be construed to prohibit separate leagues nor different size letters for different "class" teams.

### Life passes

No school shall award life passes to its lettermen.

### Letters from other schools

No student shall be allowed to wear a letter not given by the school in which he is legally enrolled.

### Special awards

Granting special awards to teams by any person or group other than the authorized school organization charged with this function is discouraged. See also C.I.F. ruling.

### Citizenship obligations

One of the obligations that the wearer of an athletic letter should assume is to conduct himself at all times in such a way as to bring credit to the coach, the team, and the school. Letters should be used to promote good citizenship.

### Citizenship requirements

No student may be granted any award who is not in good scholastic and citizenship standing at the time of presentation of the award. The award subsequently may be made if and when the above conditions are met, provided that this be accomplished within the semester in which the letter is earned. The principle is responsible for enforcing this regulation.

### Recommendation of the coach requirement

No letters or other awards are to be granted except upon the recommendation of the coach. To be eligible for any award, students must have complied with all training regulations established by the coach.

### Requirements for letters

1. Football, baseball or basketball: A student must participate in at least 50% of the quarters in all league contests. Play-off games shall count double. (Since the usual league schedule of one round or two rounds consists of 5 or 10 games respectively, selected practice games may be added as league contests where the schedule consists of less than 5 games).

Note: In case of pitchers in baseball, 33% shall be substituted for the 50% requirement.

2. Cross Country: The six leading men on the squad, provided they have participated in 50% of the meets, are eligible for letters.
3. Water Polo: The six leading men on the squad, provided they have participated in 50% of the league halves. Play-off games shall count double.
4. Swimming: Students must earn at least ten points during the season in dual or triangular meets. However, 2 points earned in league, sectional, or central section meets qualify the athlete for a letter providing the contestant has participated in at least 50% of the meets of the school.
5. Track: Contestants must earn at least an average of 2 points per meet during the season in dual or triangular meets and earn at least 1 point in league, recognized invitational or central section meets.
6. Golf: The coach in charge shall recommend the six leading players on the squad. Contestants must have participated in at least 50% of the matches.
7. Tennis: Contestants must have participated in at least 50% of the league matches. Play-off matches count double.

### Letters for injured players

Letters (but not stripes) may be granted to any player injured while practicing or playing in the sport provided he had fulfilled the requirements for letter up to the time of injury.

### Ownership

A letter is considered the property of the school until the

student withdraws or graduates, at which time it becomes the property of the individual to whom the letter has been awarded.

### Athletic letters

Full block letters should be reserved for inter-school athletic awards, and should not exceed the prescribed size of the letters as listed below:

Class A - 8 inches; Class B - 6 inches; Class C - 5 inches;  
Class D - 4 inches.

Note: Wherever piping or other device is used, the over-all dimensions shall not exceed the prescribed size of the letter.

### Managers

1. The letters "Mgr." are to be fixed permanently to the letter of full block type.
2. Manager letters can only be granted upon recommendation of the coach.
3. Managers are not eligible for arm stripes.

### Yell and song leaders

1. Are eligible for 8 inch block letters with megaphones as a back ground or superimposed across the letter.
2. Are not eligible for arm stripes.
3. Must have recommendation of sponsor or student organization charged by the school with that responsibility.
4. Sweaters, letters, or other parts of their uniforms provided by the school are the property of the school.

### Stars

Stars shall be used exclusively to indicate the "seasonal" captains of the various teams and are to be worn on the left shoulder above the arm stripes.

### Identifying sports emblems

Appropriate emblems indicating the sport for which the letter is granted are to be used to distinguish sports.



### Team classification

No letter or other mark is needed to indicate team classification. The size of the letter itself indicates the class.

### Seniors

Upon the recommendation of the coach, a senior who has been out for the team for at least three years may be granted a letter provided he plays in one-fifth of the quarters in football or basketball or 20% of the innings in baseball or wins one-half the number of points regularly required for a letter in track.

Note: These special awards do not entitle seniors to any further benefits or awards which might be granted to regular lettermen, and do not entitle them to stripes.

### Unnecessary decorations

All unnecessary letters or numbers shall be eliminated from letters.

### Official order blanks

The secretary of the C.I.F., Central Section shall have printed and issued to member schools upon request, official C.I.F. order blanks for use in purchasing sweaters and other awards. The secretary shall attempt to have knitting mills and other wholesalers agree to sell team sweaters or other awards only upon the presentation of the official purchase order signed by an authorized school official.

### Sleeve stripes

1. Only one sleeve stripe may be awarded in any one school year, regardless of the number of sports in which the wearer may have earned letters that one particular year.
2. Stripes will be awarded to A or B class lettermen and we recommend stripes also for C class lettermen.
3. The emblem of the major sport for the wearer should be near the bottom of the letter.
4. Bars or hash marks may be worn next to or above such emblem. One bar for each year of the "class" shown by the size of letter in that sport may be worn.
5. Emblems to show the winning of a letter in any other sport may be worn above the bars or hash marks.

6. Additional stripes may not be ordered on sweater even though they may be covered.

Special championship awards.

1. Winners of league championships are eligible for appropriate silver awards.
2. Gold awards shall be reserved for Central Section team championships.

## APPENDIX D

## APPENDIX D

### SANGER UNION HIGH SCHOOL'S ATHLETIC AWARD SYSTEM

The athletic award system is and has for several years been based on a system of points. It was felt by the school officials that if any award system was to serve its purpose, it must act as a motivating force for greater student participation in physical education activities as well as interscholastic athletics. With this in view, the following system was worked out.

#### Points

Fulfilling the requirements for earning an award in any one sport will be worth 100 points. The earning of 100 points in any activity or the accumulation of 100 points in more than one season in one activity qualifies the student to be presented with the letter of the sport involved.

#### Requirements for earning an award

1. Football. Participation in fifty-one percent or more of the league quarters. This will give the student 100 points. Participation in twenty-six percent to fifty percent inclusive of league quarters will earn fifty points for the student. Participation in one percent to twenty-five percent of the league quarters will earn twenty-five points for the student. Any student who is out for the team but doesn't participate in any of the league quarters will receive fifteen.
2. Basketball. The requirements for basketball follow exactly those of football in number one above.
3. Baseball. The plan for baseball is the same as for football. Innings instead of quarters is the only change in the wording from number one above. In addition, a pitcher need to play in twenty-six (26) percent instead of fifty-one (51) percent of the league innings to qualify for an award.
4. Track. To earn an award in track, a student needs to place in a C.I.F. sanctioned meet. After once earning his letter and 100 points, the student may earn more points by placing in other C.I.F. meets. This point earning is on a basis of fifty (50) points for

a first place, thirty-five (35) points for a second place, twenty-five (25) points for a third place, and fifteen (15) points for a fourth place. The student may receive points for his best placement only in these succeeding meets.

5. Tennis. The plan for tennis is the same as the plan for football. A student must participate in fifty-one (51) percent of the league matches in order to qualify for an award.
6. Swimming. The plan for awards for swimming is patterned after the award plan for track.

If a team should win the league championship, every student on the team receives fifty (50) additional points. If the team should continue on and win the valley championship, every student on the team receives seventy-five (75) additional points. All team members receive these points, not just the letter winners.

#### Physical education-intramural program

A student may earn varsity points in the physical education as follows:

The physical education program is partially consistent of competition in the major sports activities of football, basketball, baseball, track, and swimming. In these sports, the students are divided into teams and competition takes place during the physical education periods and follows through with several championship games after the regular school day. Each student on the championship team in each sport activity receives thirty-five (35) points, members of the runner-up team receives twenty-five (25) varsity points each, and the team members of those teams who played in the after school play-offs, but did not reach the final, each receive fifteen (15) varsity points.

In addition, there is held each year a minor sports tournament. In this tournament, singles and doubles in the following sports activities are held: badminton, table tennis, tennis, handball, and horseshoes. These are single elimination tournaments. A student may not participate in both the singles and doubles of the same sport. A student receives two (2) varsity points for each match played and won.

It is also possible for students to earn athletic points by participating on the tumbling team that is organized each year. This team puts on exhibitions for various functions such as service club

meetings, Parent Teacher Association meetings, etc. The number of points awarded is determined by the amount of time put in at practice sessions and is in line with the points given for other sports activities.

The importance of this phase of the system is that it makes it possible for a student to earn a varsity award without ever going out for a varsity interscholastic sport.

#### Types of awards

Varsity award. Seven inch block letter.

B and jayvee award. Six inch block letter.

C and D award. Five inch block letter.

Special awards consisting of a gold emblem of whatever sport is concerned are presented to all team members of a valley championship team. There are no individual awards presented by the school at any time.

#### Additional honors

The point system is so constructed as to make it possible for a student to earn further awards than just the block letter of the sport concerned.

By accumulating points during his school career, a student may do the following:

1. When one hundred (100) varsity points have been accumulated he may purchase a school sweater with one stripe.
2. For each additional two hundred (200) varsity points accumulated, he may add one more stripe.
3. By earning four hundred (400) varsity points, the student earns the privilege of wearing a two stripe award sweater. This sweater is the same as the school sweater mentioned in number one above with the additional cardinal trim on the sleeves, collar, and lapels. For each additional one hundred (100) varsity points, the student may add one more stripe.

He is given by the school, a cardinal and blue slip over shirt. (Before the California Interscholastic Federation placed a five dollar limit on awards, the school presented the student with his awards sweater.)

4. Upon accumulation of eight hundred (800) varsity points and only

when a senior, student is presented with a gold "S" pin. For each one hundred (100) points over eight hundred (800) a pearl is added to the pin. This gold "S" pin serves as a life time pass for the winner to all Sanger Union High School athletic events.

It should be here noted that all B, C, D, and jayvee points count one-half toward the varsity awards. All points earned in the physical education program and the minor sports tournaments are varsity points and count equal to those varsity points earned on interscholastic teams.