



1954

A study of the essential drills and fundamental skills for a pass offense in high school T formation football

Vernon John Warkentin
University of the Pacific

Follow this and additional works at: https://scholarlycommons.pacific.edu/uop_etds



Part of the [Health and Physical Education Commons](#), and the [Sports Studies Commons](#)

Recommended Citation

Warkentin, Vernon John. (1954). *A study of the essential drills and fundamental skills for a pass offense in high school T formation football*. University of the Pacific, Thesis.
https://scholarlycommons.pacific.edu/uop_etds/1246

This Thesis is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.

A STUDY OF THE ESSENTIAL DRILLS
AND FUNDAMENTAL SKILLS FOR A PASS OFFENSE
IN HIGH SCHOOL T FORMATION FOOTBALL

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

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

by
Vernon John Warkentin

June 1954

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Introductory statement	1
The problem	2
Statement of the problem	2
Importance of topic	2
Related studies	3
Definitions of the terms used	6
Fundamentals	6
Pass protection blocking	6
Pass patterns	7
Quarterback maneuvers	7
Organization of the study	7
Review of the literature	8
The selected survey	18
The questionnaire and interviews	18
Scope of the survey	19
II. THE PRACTICE SESSIONS	20
Purpose of the chapter	20
Organizing the practice session	20
Length of practice time	23
Importance of fundamental drills	24
Coaching policies	25

	111
CHAPTER	PAGE
III. BASIC ESSENTIALS OF PASS OFFENSE	30
Purpose of the chapter	30
The quarterback	32
Pass receiving	37
Pass protection blocking	39
Basic pass patterns	42
Essential pass offense	43
IV. THE QUESTIONNAIRE	50
Purpose of the chapter	50
The procedure followed	50
The questionnaire	50
The master chart of results	52
Summary of the findings	60
V. THEORIES AND TECHNIQUES	63
Purpose of the chapter	63
The procedure followed	63
The books surveyed	63
The checklist and the results	65
Summary of the findings	74
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	78
Purpose of the chapter	78
General summary	78
Conclusions	81

CHAPTER

PAGE

Recommendations for the high school T formation pass offense	82
Recommendations for additional studies needed	83
BIBLIOGRAPHY	85
APPENDIX A. Football Coaching Policies	89
APPENDIX B. Football Training Rules and Regulations .	92
APPENDIX C. Explanatory Letter Sent With Questionnaire	94
APPENDIX D. The Questionnaire Form	96

LIST OF FIGURES

FIGURE	PAGE
1. Quarterback's Steps for Straight Pass Situation .	35
2. Individual Pass Receiver Stunts	38
3. Pass Protection Blocking--Basic Patterns	41
4. Basic Pass Patterns	44

CHAPTER I

INTRODUCTION

Football pass offense came into being in 1906 when it was first introduced into the game of football.¹ It wasn't an effective part of the offense, however, because of the restrictions of the rules in regard to its use, the obvious intent of the passer, and the poor execution of the techniques on the part of the players.

In 1912 the Rules Committee made many changes that eliminated the restrictions of the use of the pass and invoked rules that penalized teams that interfered with intended pass receivers.² These changes gave the passing game the impetus that it needed and caused it to become an integral part of the football offense of every team.

A great number of books and magazine articles have been written about football and the many different phases of the game. However, most of these books and articles have not covered the problem from the high school standpoint

¹ H. O. Crysler, Modern Football (New York, London, Toronto: McGraw-Hill Book Company, Inc., 1949), p. 81.

² Loc. cit.

or have not broken it down into the fundamentals and skills that are required. In other words, it is quite difficult for the beginning coach to find a simple explanation of the pass offense and all that it entails without a rather extensive search of texts and magazine articles in the field. It is also tedious to find drills that are appropriate to use in developing the many fundamentals and skills required in the pass offense.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to determine the theories and techniques of the pass offense in football; (2) to analyse the basic fundamentals and skills of the high school pass offense; (3) to compile a list of essential T formation passing drills; and (4) to determine the relative importance of the basic fundamentals and skills of high school T formation pass offense.

Importance of topic. In this day and age of modern football, there are few coaches, if any, who have not faced the problem of getting a team ready for a game in a limited amount of time. Quite often the coach has so much to cover that he just doesn't get around to everything, and will invariably leave out something that is of the utmost

importance. The time factor is the important thing, and it is essential that the practice time be well organized and administered and that good sound game condition drills be used. Platoon football has made it necessary to carry larger squads and use more players in the game, and yet the coaching time allotted is the same as before. Hence, it is very necessary that the beginning coach in high school has a good idea as to the fundamentals and skills to cover and their relative importance.

In this study an attempt is made to present the over-all picture of the basic fundamentals and skills of the pass offense in high school T formation football and a list of essential drills that can be used to develop a well-rounded attack. The materials of this study are also presented in such a way that they may be a help to the coach now in the field and benefit the players as well.

II. RELATED STUDIES

In the search for studies directly or indirectly related to the problem, it soon became apparent that they were either obscure or non-existent. In checking the unpublished masters' theses at College of the Pacific, University of California, and Leland Stanford Junior University, it was found that a total of eight theses were written on the

general topic of football. The majority of these studies were not directly or indirectly related to the one reported in this paper, for they were concerned with such problems as football injuries, touch football, educational values of football, and professional football. A thorough check was also made of the Research Quarterly for the years 1940-1952 and no related studies were found.

An interesting study was made by F. Sheldon Harden³ on the techniques of football line play in college. His problem was twofold: (1) to determine the importance of techniques of line play in college football, and (2) to note by comparative analysis the viewpoints of noted football authors and of leading authorities now in the coaching profession. This particular study was quite similar to the one reported in this paper, especially as to methods used in obtaining data with the difference being that it was on the college level and strictly on line play. In general, this study reported a considerable amount of agreement between the authors and college coaches on the techniques of line play and their relative importance. The outstanding items of agreement were as follows:

³ F. Sheldon Harden, "A Survey of the Techniques of Football Line Play In Selected Colleges," (unpublished Master's Thesis, College of the Pacific, Stockton, 1951).

1. Most important blocks are the shoulder block and the cross-body.

2. Defensive linemen should carry out defensive assignments first.

3. Defensive ends should rush the kicker and passer unless specifically assigned elsewhere.

4. Offensive linemen should anticipate charge.

Some of the items where a considerable amount of variation was found were as follows:

1. Which player on the defensive team should call the defensive signals.

2. What the stance of the defensive linemen should be.⁴

Another study indirectly related to this one, but one of considerable importance and interest was Charles Albert Taylor's teaching curriculum for football coaches.⁵ Some of the important conclusions obtained from the data of this study are listed below:

1. The objectives of football are in line and parallel with the objectives of general education.

⁴ Harden, loc. cit.

⁵ Charles Albert Taylor, "A Teaching Curriculum for Football Coaches," (unpublished Master's Thesis, Leland Stanford Junior University, Stanford, 1947).

Football should be viewed constantly in relation to its contributions to human living of the finest kind.

2. There is need for the game of football in our educational institutions.

3. There is a need for the utilization of modern methods of teaching football.

4. Continuous study should be made of football by coaches, players, and students of the game, for football is an influential force in our social life today. It is so powerful that should it be controlled and its objectives kept high, its influence in American education will be beyond reproach of any factors or interests.⁶

III. DEFINITIONS OF TERMS USED

Fundamentals. When referring to pass offense fundamentals means the essential and basic parts of the pass offense, for example: pass receiving, passing, faking, elusive maneuvers, etc.

Pass protection blocking. This type of blocking is used to give the passer ample protection to pass the ball from a protected zone to an open receiver.

⁶ Taylor, loc. cit.

Pass patterns. The term "pass patterns" refers to the prescribed paths of travel that the intended pass receivers take in order to elude, decoy, or screen off a defender.

Quarterback maneuvers. The term "quarterback maneuvers" pertains to all the pivots, steps, fakes, and feints that the quarterback goes through in order to execute a successful T formation football play.

IV. ORGANIZATION OF THE STUDY

The remainder of the thesis will be organized to include the following general areas of the study: (1) review of literature, (2) practice sessions, (3) basic essentials of the pass offense, (4) a selected survey of football textbooks, (5) questionnaire for high school football coaches, (6) comparative analysis of the survey and questionnaire, and (7) summary, conclusions, and recommendations of the study.

A careful study of the textbooks, literature in the field, and notes from four football clinics will be made to obtain the necessary data for the practice sessions and the basic essentials of the pass offense topics.

A selected survey has been made of nine textbooks by outstanding football coaches, and a questionnaire has

been sent to high school T formation football coaches to determine their respective ideas on theories and techniques of the pass offense.

A comparative analysis of the findings from the above sources has been made in order to determine wherein they agree or disagree. This information has been followed by a general summary of the study, conclusions of the study, and the recommendations obtained from the data of the study.

Review of the literature. There are a good many books and articles in the periodical literature available in the field, and one finds them helpful in gaining background and technical knowledge of the over-all picture of pass offense. It was most interesting to note what Glenn S. Warner had to say about pass offense back in the year 1927.

The forward pass, a bastard offspring of real football, has come to be a very important and popular part of the game. I have always believed that the legalizing of the forward passing was a mistake, and I still think so.⁷

⁷ Glenn Scobey Warner, Football for Coaches and Players (Published by Glenn Scobey Warner, Stanford University, California, 1947), p. 60.

The magazines, Scholastic Coach and Athletic Journal, contain any number of good articles about the many different phases of the study and a complete list of these articles is included in the Bibliography for periodicals.

Under the general topic of pass offense, the idea presented by Scropos⁸ was that the pass offense is determined by the following:

1. The passer
2. Protection for the passer
3. Eligible men
4. Defensive coverage

It was his idea that the pass offense should be fluid enough to afford a solution to any situation or problem that may arise during the game in connection with pass offense.

Olsen's⁹ idea was that all football teams, regardless of the level, should have three kinds of passes to combat certain situations. Passes that should be included are those thrown behind a tight defense, in front of a retreating defense, and as decoy to lure the secondary out of position.

⁸ Ted Scropos, "A Fluid Passing Offense," Athletic Journal, 32:32, October, 1951.

⁹ Herbert "Swede" Olsen, "Zone Up Your Air Game," Scholastic Coach, 22:30, May, 1953.

Teague¹⁰ presented the idea that all pass offenses should include a jump pass series thrown from a fake hand-off and this series was considered quite essential for all Split T teams. The advantages of this type of pass are listed as follows:

1. It keeps the linebackers "honest."
2. The pattern includes a flare man in the flat that has to be covered.
3. It confuses the defensive tackle if he is jamming on pass plays.
4. Stunting linemen are not effective against this pass.
5. The jump pass is an effective ground gainer when used correctly.

Tatum¹¹ preferred the method of flanking the fullback to put three deep pressure on the defense as well as keep the defense from guessing as to whether a running or passing play was in the offering.

In the discussion of the passer, Bryant stated that "a good passing game is dependent on good pass protection,

¹⁰ Edward L. Teague, "Jump Passes from the Split T," Scholastic Coach, 22:27, May, 1953.

¹¹ Jim Tatum, "Maryland's Split T Formation," Athletic Journal, 32:66, September, 1951.

good receiving, and a good passer."¹² It was also considered important that the passer be taught the correct grip, how and where to hold the ball, and the proper release and delivery. The following points were listed by this author as helpful in teaching a passer some important phases of passing:

1. Push off.
2. Hide the ball on the way back.
3. Set up fast.
4. Get at least seven yards deep on most passes.
5. The passer should be under control when he lands with the ball in position to be thrown.
6. He should look straight down the field.
7. Hop back in the pocket before throwing.
8. The passer should step in the direction he is throwing. He should not throw against his body or off balance.
9. He should call to teammates and cover up and cover himself.
10. The passer should throw the ball out of bounds or hold it if no one is open.
11. He should know his pass routes.
12. The passer should know his receivers.
13. He should know his defenders, both weak and strong.

¹² Paul Bryant, "The Passer," Athletic Journal, 33:13, September, 1952.

14. The passer should know when to throw a hard or soft pass.

15. He shouldn't throw interceptions. By that we mean the passer should not get rid of the ball just to be getting rid of it.¹³

More information about the passer was obtained from Odell:

Though it is generally believed that the T quarterback cannot forward pass as expeditiously as passers in other formations, our experience has led us to believe otherwise.¹⁴

In his discussion about training the passer, Odell said:

We train our passers with a series of intensive drills which require him to take the ball from center, prepare to throw, and then toss literally thousands of times in all directions. He runs through this procedure so many times that the entire process soon becomes automatic. When the proper passing pattern becomes habitual, the boy can forget his hands and feet and focus his entire attention on getting the ball to the receiver.¹⁵

Schwartzwalder,¹⁶ in a discussion of the University of Georgia pass offense, mentioned that their air offense was broken down into three parts--passer, protection, and receiver. He stated that the following seven points should

¹³ Ibid., p. 16.

¹⁴ Howie Odell, "The T Quarterback as a Passer," Scholastic Coach, 21:8-9, October, 1951.

¹⁵ Loc. cit.

¹⁶ Floyd B. Schwartzwalder, "Georgia's Air Arm," Scholastic Coach, 20:9, June, 1951.

be stressed for the passer:

1. Throwing form
2. Timing
3. Picking the proper receiver
4. Throwing ahead of the receiver
5. Throwing a soft ball with nose up
6. Watching the defensive man in the area of the pass
7. Getting in position to throw quickly.¹⁷

The passers at Georgia are also required to do a lot of throwing on one knee to acquire the necessary wrist snap. Then, too, the idea of throwing over a bar to perfect the high release is practiced.

In conclusion of the discussion of the passer, Williamson states: "In our T formation the key to the entire offense is the quarterback. The number one requirement is that he must be a passer."¹⁸

Pass receiving is invariably considered an important part of the pass offense and should be included in the discussion. Allen¹⁹ lists three main essentials for receivers--speed, relaxation, and ability to feint.

¹⁷ Schwartzwalder, loc. cit.

¹⁸ Ivan B. Williamson, "Wisconsin's T Formation," Athletic Journal, 32:5, June, 1952.

¹⁹ George H. Allen, "The Receiver," Athletic Journal, 33:6-9, September, 1952.

Maneuvers to use in getting free of a defender were as follows: (1) change of pace, (2) single feint right, (3) double feint right, (4) button hook, and (5) button hook lateral. The receiver should run at a controlled speed watching the foot of the defender. Fakes should be made with the entire body, and it was deemed quite necessary for receivers to be good actors if they are to be effective.

Whitton,²⁰ in explaining the passing game for ends, stressed some important facts about receiving that the ends should keep in mind. They are as follows:

1. Relaxation plus finger spread on the ball is important.
2. Ends should get off the line quickly.
3. Fakes should be made as close as possible to the defensive man.
4. The fake should be maintained as long as possible.
5. Much time should be spent on hooks.
6. Competition in battling for the ball is necessary.
7. Ends should come back sharply for under-thrown passes.

²⁰ Bill Whitton, "End Play," Scholastic Coach, 22:64, October, 1952.

8. Ends should practice going into the air for high passes.

9. Tension in receiving should be avoided.

10. A wide stance is important when turning in and waiting for pass.

11. Drill on all possible fakes and feints.

12. Use proper methods of receiving at all times.

Geske,²¹ in discussing the topic of receiving, stated that:

In order to enable our receivers to break clear we work constantly on faking and stunts. The receivers are taught the simple procedure of faking in and breaking to the outside when assigned to the outside zone, and faking out and cutting across when assigned to the center zones. We allow our ends to pull out behind the line to get loose in flat zones across field.²²

The question of what to do when your receivers are being held up by the defense on the line of scrimmage is an important one and very often comes up. Allen²³ discusses the problem and believes that it is very necessary that every receiver know what elusive maneuvers to use when this occurs. In this regard, the author said that the following methods should be used:

²¹ Norman Geske, "Passing Offense in Junior High Schools," Athletic Journal, 32:42, September, 1951.

²² Loc. cit.

²³ Allen, op. cit., pp. 6-7.

The tactic we like is the fake shoulder block and lateral slide out. The receiver shoots as if he is going to block the tackle, and as the tackle begins to avoid the block, the receiver slides out quickly. If the tackle grabs the receiver we want him to use his forearms to get free, although we do not want a wrestling bout. Another method is the pivot. The receiver should simply pivot out of the hands of the defender. Another technique that we practice is the submarine. The receiver drops to all fours and with the same motion comes up on his feet and releases himself.²⁴

Fundamental drills are essential in teaching this game of football, and the coach is frequently confronted with the problem of how much time to spend on drills and just what drills to use. In discussing the problem, England said, "Nothing makes football teaching contain more meaning for the high school or college player than the effective use of well-planned and timely drills."²⁵ According to this author, drills are classified into three groups: individual, group, and team. These drills should involve as much fun, game conditions, and competitive opportunity as is possible. Each drill should be carefully designed to incorporate the specific fundamentals that the coach plans to use, either in his offense or defensive patterns of play. Some of the questions the coach should ask himself

²⁴ Allen, loc. cit.

²⁵ Forrest W. England, "Fundamental Drills for Teaching Football Fundamentals," Athletic Journal, 31:28, June, 1951.

and his staff in determining what drills the team should be working on are listed below:

1. How is our running game?
2. How is our defense against the running game?
3. How is our passing game?
4. How is our defense against the passing game?
5. How is our kicking game?
6. How is our defense against the kicking game?²⁶

Bowen,²⁷ in a discussion of the first-week drill program, declared that most leagues have eliminated spring practice and coaches are now less familiar with their prospective players. Therefore, a lot has to be accomplished in the first fourteen days of practice to get ready for the first game. A carefully planned schedule should be drawn up to take advantage of every practice minute. A specific time and place should be allotted to every phase of the practice session. The following drills should be included in a practice day: warm-up drills, fundamental drills, scrimmage drills, signal drills, and conditioning drills. For conditioning, drills that include sprints are more useful than long jogs around the field. Perfection and teamwork are the important factors to be stressed.

²⁶ England, loc. cit.

²⁷ Bill Bowen, "Evashevski-Designed First-Week Drill Program," Scholastic Coach, 22:18, September, 1952.

The selected survey. As has been previously stated, a survey has been made of the books in the field that have been written by outstanding football coaches to determine just what the techniques and fundamentals of the pass offense are. The writer is aware that the results of this survey will not be entirely in agreement. The reason for disagreement being that the authors have different ideas and theories of the pass offense and in many cases use systems of play that are not similar. However, enough of the data obtained was general and basic in nature and easily applicable to the high school level.

The questionnaire and interviews. It was the plan of this study to use the questionnaire method for the most part in contacting the T formation high school coaches. In a few cases, however, it was possible to contact the coaches personally, and the interview method was used. The high school coaches taking part in the study were selected for two reasons: (1) they used the T formation in full or in part during the 1952 football season, and (2) their team was a member of the Central Section of the California Interscholastic Federation which the study was to include. The questions used in the questionnaire were those that frequently come up for discussion at various coaching clinics and other impromptu meeting of football coaches.

Scope of the survey. The survey includes some twenty-one coaches who qualified according to the above classifications. Therefore, the data obtained would be the opinions of the coaches of the San Joaquin Valley.

CHAPTER II

THE PRACTICE SESSIONS

It is the purpose of this chapter to present the data that are pertinent to the high school coach and his practice sessions. For the convenience of the study this chapter is divided into four parts. They are: (1) organizing the practice sessions, (2) length of practice time, (3) importance of fundamental drills, and (4) coaching policies.

Organizing the practice sessions. The importance of organization in coaching cannot be over-emphasized; and certainly present day football with its platoon systems, complex defenses, and intricate offenses, is no exception. It is often said that the successful coach is a great organizer, whereas the unsuccessful coach lacks organization.¹ Hours of organized planning are necessary for all phases of the game, but especially the daily practice sessions. It is very necessary that the entire staff participate in this planning under the direction of the head coach. As far as the daily practice schedule is concerned, each coach should clearly understand his assignments, the

¹ Everett S. Dean, Progressive Basketball (Stanford University Press, 1946), p. 24.

equipment needed, and the time and area on the field where the assignments are to take place.

For best results, the practice sessions should be planned wisely, somewhat as you would a lesson.² The goals, immediate and long range, should be considered as well as the objectives for the particular practice. It is a great aid if one will make up a list of all phases of the game and list them under such headings as the following: offense, defense, passing, kicking, etc. From this list you should write down all the drills that will put across the items of the list. The next step is simply a matter of arranging the items in a time schedule for a week or two in advance. These schedules can be filed away and used again the following season with some minor adjustments wherever necessary. It is the consensus of opinion of most football coaches that once the actual football games have started the practice schedule should be worked out daily.

H. O. "Fritz" Crisler offered the following hints in organizing the practice schedule:

. . . the practice should be planned primarily to serve four main purposes (1) to build up wind and endurance, (2) to develop coordination, (3) to harden

² Jim Bondar, Fundamental Line Drills (Dubuque, Iowa: William C. Brown Company, 1952), p. 8.

muscles, and (4) to teach fundamental techniques.³

A. Running is necessary to build up wind and endurance. Recommended activities are:

1. Sprinting under and catching passes
2. Covering kicks
3. Starting from position in line or backfield
4. Short sprints for form, speed, and endurance
5. Running signals

B. In order to develop coordination, practice in the fundamental techniques is recommended and, in addition, the following may be useful:

1. Rope skipping
2. Calisthenics and grass drills
3. Special exercises with hands and feet
4. Pass receiving and intercepting
5. Catching kicks

C. For hardening muscles and getting them accustomed to knocks, bruises, and bumps the following are suggested:

1. Grass drills
2. Blocking and tackling
3. Hitting blocking and tackling dummies
4. Dummy line work
5. Falling on the ball

D. Before a satisfactory team can be formed, it is necessary that the team members be individually proficient in the following fundamental techniques:

1. Ball handling
2. Blocking
3. Tackling
4. Starting
5. Charging
6. Kicking
7. Running

³ H. O. Fritz Crisler, Modern Football (New York, London, Toronto: McGraw-Hill Book Company, Inc., 1949), p. 239.

8. Passing
9. Eluding opponents
10. Straight-arming⁴

Some of the other aspects of the football game that require organization and supervision by the coach are the team managers, equipment, and the equipment room, scouts and scouting, etc.

Length of practice time. The question of how long a team should practice is one that is important and can have a direct bearing upon the success of the team. It is probably safe to say that the majority of high school coaches practice too long.⁵ The ideal situation is to keep the practice short and the exact amount of time is determined to some extent by (1) time available, (2) attitude of coach, (3) type of material, and (4) the day and time before the next game. At any rate, the practice time should be established and strictly adhered to for rigid rules make good discipline and morale. The practice should never run over a period of two hours and probably should be about an hour and a half.

⁴ Crisler, loc. cit.

⁵ Frank Leahy, Notre Dame Football (New York: Prentice-Hall, Inc., 1949), p. 6.

Importance of fundamental drills. Every high school coach should keep a book or folder on the drills that he uses during the season. This book should be used when drawing up the practice session schedule and new drills should be added as they are developed or picked up from other sources. These drills should be adaptable to the particular system the coach is using and should be a definite part of offense and defense.

The sequence of drills almost always will be as follows: (1) warm-up, (2) group, and (3) team.⁶ It is important that the drills are well organized, and that the correct order be followed. That is to say, drills of the warm-up type should always precede those of the body contact type, etc. The fundamental drills should always be as much like game conditions as it is possible to make them. The drills should also be in sequence as to difficulty with the team members starting with the easy ones and working toward the more complex.

Ernie Jorge, line coach of the Chicago Cardinals' professional football team, has worked out the following procedure and theory in setting up daily drills.

⁶ Dana X. Bible, Championship Football (New York: Prentice-Hall, Inc., 1949), p. 229.

A. Drill

1. Description
2. How administered (keep whole group in mind)
3. Detailed for each day (especially warm-up)

B. Going into action

1. Divide into groups (the more men, the more groups)
2. Activity, keep men busy, perfection will come with doing, learning will come from repetition.

C. Technique

1. Don't spend too much time during the drill, give help before or after practice.
2. When noticed, make suggestion fast, but keep intensity of action (work) going.

D. Organization

1. Must be planned, exact, and thorough.
2. Know how drill will be given, lose no time, keep in mind it must keep everyone busy and moving.

E. Is drill a teaching method? Yes.

1. Teach definite moves.
2. Must be as near like game conditions as possible.

Coaching policies. A coach who attempts to run his team without a set of policies and training rules is akin to a ship without a rudder. For his own welfare, a coach must institute simple but effective training rules for the players.⁷ These rules must be enforced; and no one player,

⁷ Don Faurot, Football Secrets of the "Split T." (New York: Prentice-Hall, Inc., 1950), p. 319.

regardless of his ability, can make up for poor squad morale which will certainly result if violation of training rules is overlooked by the coach. Good observance of training rules is something that must be instilled within the player to such an extent that he wants to train. If it is a matter of sheer force on the part of the coach, the rules are bound to be broken.

The players can be motivated by use of proper methods in presenting the rules, and by the mere fact of the coach's setting the example. If the coach's personal habits are above reproach, and he abides by his own training rules and sets the example, the chances are he will have a great deal more success in putting over his entire program. Branch Rickey, one of baseball's great benefactors, said in a speech to high school coaches, "You men are not ordinary citizens. You are training the citizens of tomorrow, and they will be what you make them."⁸ One should not forget that the boy comes first and football comes second, and anything and everything that a coach can do to make this boy a better man for tomorrow is certainly important and worthwhile.

⁸ Dean, op. cit., p. 18.

It is good procedure to read the training rules and policies to the team at the very first practice session along with a little inspirational talk by the coach stating the reasons why it is necessary to train in football. These same rules and regulations should be posted in the locker rooms and other conspicuous places where the players can frequently refer to them. The exact content of the rules should be worked out by the coaching staff and should be in complete harmony with what the coaches of other sports in the department are doing. These rules may vary with different coaches and are affected by the following other factors: (1) homes, (2) nationalities, (3) communities, (4) traditions, (5) type of competition, and (6) leadership.⁹ If the captain of the team and several senior players will take the lead in the problem of training, the whole matter will cause the coach very little concern as far as enforcement goes. A basic set of training rules should include the following:

1. Smoking is not permitted during season.
2. The use of alcoholic beverages is forbidden.
3. Bedtime is 10:30 each night (an exception here would be the night after a game.)

⁹ Ibid., p. 96.

4. Attendance at all practices is compulsory unless a prior excuse is arranged.

5. Eat well-balanced meals, don't eat between meals.

Some coaches are inclined to be a little lax on the problem of smoking, but there are many who believe that this thing should be wiped out completely on a football squad. Dana X. Bible,¹⁰ former football coach at the University of Texas, had this to say on the problem of training:

There is little question that abstinence from alcohol and tobacco contributes physically and psychologically to the improvement of general physical condition.¹¹

Practically all of the outstanding coaches in our universities and colleges are in agreement with this point of view. If the boy really wants to play football, he will be willing to make some personal sacrifice. Some of the well-known says that bring this point out are as follows:

1. The success of a team depends upon its willingness to 'pay the premiums' throughout the entire season.

2. The sweet is worth the bitter; the dividend is worth the premium.

3. If the season is worth starting, it is worth finishing.¹²

¹⁰ Bible, op. cit., p. 212.

¹¹ Loc. cit.

¹² Loc. cit.

There are many other general policies that should be covered during the first practice that are minor in nature but important, nevertheless. A good procedure to follow along this line is to have these items typed up and handed to the players at the first meeting. If this is done, every member of the squad knows how the practice is to be conducted, what is expected of him, and has no excuse for not knowing. Some of the general practice policies are listed below:

1. Profanity not tolerated.
2. No player sits down during practice unless invited to do so by the coaching staff.
3. All members of the staff will be addressed as Coach or Mr. Jones, etc.
4. Slugging during practice or a game is not tolerated for it shows a sign of weakness.
5. Alibis have no place on the football field.
6. Egotism is dangerous.
7. Gambling is taboo.
8. Wear your helmet at all times.
9. Don't be late for practice.

CHAPTER III

BASIC ESSENTIALS OF PASS OFFENSE

It is the purpose of this chapter to determine through research of the literature in the field, just what the basic essentials of the pass offense are. In the majority of "T" formation teams, the quarterback does most of the passing, and, therefore, the discussion in this chapter shall be limited to that type of passing offense. For purposes of research, the pass offense is divided into five phases applicable to study. They are: (1) the quarterback, (2) pass receiving, (3) pass protection blocking, (4) basic pass patterns, and (5) essential passing drills.

One of the greatest features of the "T" formation is that there are so many passing possibilities from each running play.¹ Then, too, the opponents never know whether the man who is coming at them is a decoy, a blocker, or a pass receiver.² Regardless of the system used, however, the pass offense must be an integral part of the total offensive system. The exact amount of passing that a team

¹ Frank Leahy, Notre Dame Football, The T Formation, (New York: Prentice-Hall, Inc., 1949), p. 102.

² Loc. cit.

will do will depend largely on the scheme of attack, the theories of the coach, the material on hand, and the formation to be used. In relation to the running game, a team's passing attack may be (1) its primary weapon; (2) a supplementary weapon; or (3) a complementary weapon.³

Naturally, the most effective and dangerous team is one that can advance the ball through the air and on the ground equally well. The high school coach has to work out the problem of just how much pass offense to include in his scheme of attack. The resourceful coach will study his material carefully and gauge his offense to suit the material on hand. One can readily understand how futile it would be for a coach to use the pass as his primary weapon without a good passer on the squad. Regardless of whether the pass is used as the primary weapon or not, it is still a valuable asset in that it keeps the defense guessing, spreads the defense, and makes the running game more effective.

If a coach is blessed with a good passer and good receivers, there is no reason why the passing game shouldn't be used in much the same way as are running plays.⁴

³ Dana X. Bible, Championship Football (New York: Prentice-Hall, Inc., 1949), p. 47.

⁴ Howie Odell, "The Quarterback as a Passer," Scholastic Coach, October, 1951, p. 10.

Under this set-up the pass offense with a concentration of short passes should be just as effective in making first downs as the running attack.

The quarterback. It is generally agreed among coaches that great passers are born, not made. That is to say they seem to possess a certain amount of native ability that the average passer doesn't have. True enough, the coach can give advice and the passer can improve by constant practice; but unless he has the natural ability, he may be a good thrower, but not a good passer. There is a difference. In the "T" formation, the quarterback must be a leader as well as a skilled passer. Other qualifications that are necessary are: (1) control or accuracy, (2) sound judgment and poise, (3) good faking, (4) split vision, and (5) shiftiness of foot.⁵

The question of footwork by the quarterback is one about which almost everyone has an idea or two, and most coaches work it out to suit themselves. In this chapter the discussion shall be limited to the position of the right handed quarterback's feet while taking ball from center, steps going back to pass, and the steps during

⁵ Don Faurot, Football Secrets of the "Split T" (New York: Prentice-Hall, Inc., 1950), p. 168.

actual delivery of the ball. In taking position behind the center for an out and out pass situation, there is an advantage to placing the right foot forward a good twelve or eighteen inches. The reason for this is that the quarterback gets a long first step back and clears the line of scrimmage and hence is set and ready to throw sooner. For an average pass the quarterback takes three steps and a shuffle step, and then is ready to throw, where in a short pass situation it is two steps and a shuffle step and then the throw. This particular method is a great aid to the quarterback who is inclined to be too deliberate and too slow getting back to throw. It is especially valuable to the many high school quarterbacks who have the tendency of throwing when off balance and not set. Some coaches argue that if the passer moves one foot forward for a pass play it will be a definite tip to the defensive team. The answer to this is that it is easy to run a few running plays or traps where the quarterback deliberately put his foot forward to take care of the defensive teams who get too smart. It is also true that in a spread T set-up where you have told the defense by your offensive formation that you will probably pass, a small tip such as a foot forward can do no harm. This particular footwork by the quarterback was emphasized by Jordan Oliver, football coach at Yale University, at the

1951 coaching clinic of C A P H E R at California Polytechnic State College, San Luis Obispo, California.

Figure 1, page 35, shows the quarterback's steps for a straight pass situation.

In making the actual delivery of the ball, the quarterback should stand tall with feet fairly close together, for this enables him to see the entire field of play. The throw must be made off the right foot with the left foot pointing in direction of the receiver. It is important that the ball isn't released until the fingers are as close to the receiver as possible.⁶ It is possible to fake a throw by bringing the ball down hard against the palm of the left hand and then returning it back up to throwing position. Passers who have the habit of throwing side arm should be corrected immediately for that type of pass isn't accurate and is too easy to block.⁷

The grip of the ball will vary with individuals and will become automatic through constant practice. The ball should, however, be carried in both hands while shaping and getting ready for the throw. The passing hand should be around the ball with thumb or fingertips across the laces

⁶ Leahy, op. cit., p. 104.

⁷ Ibid., pp. 104-105.

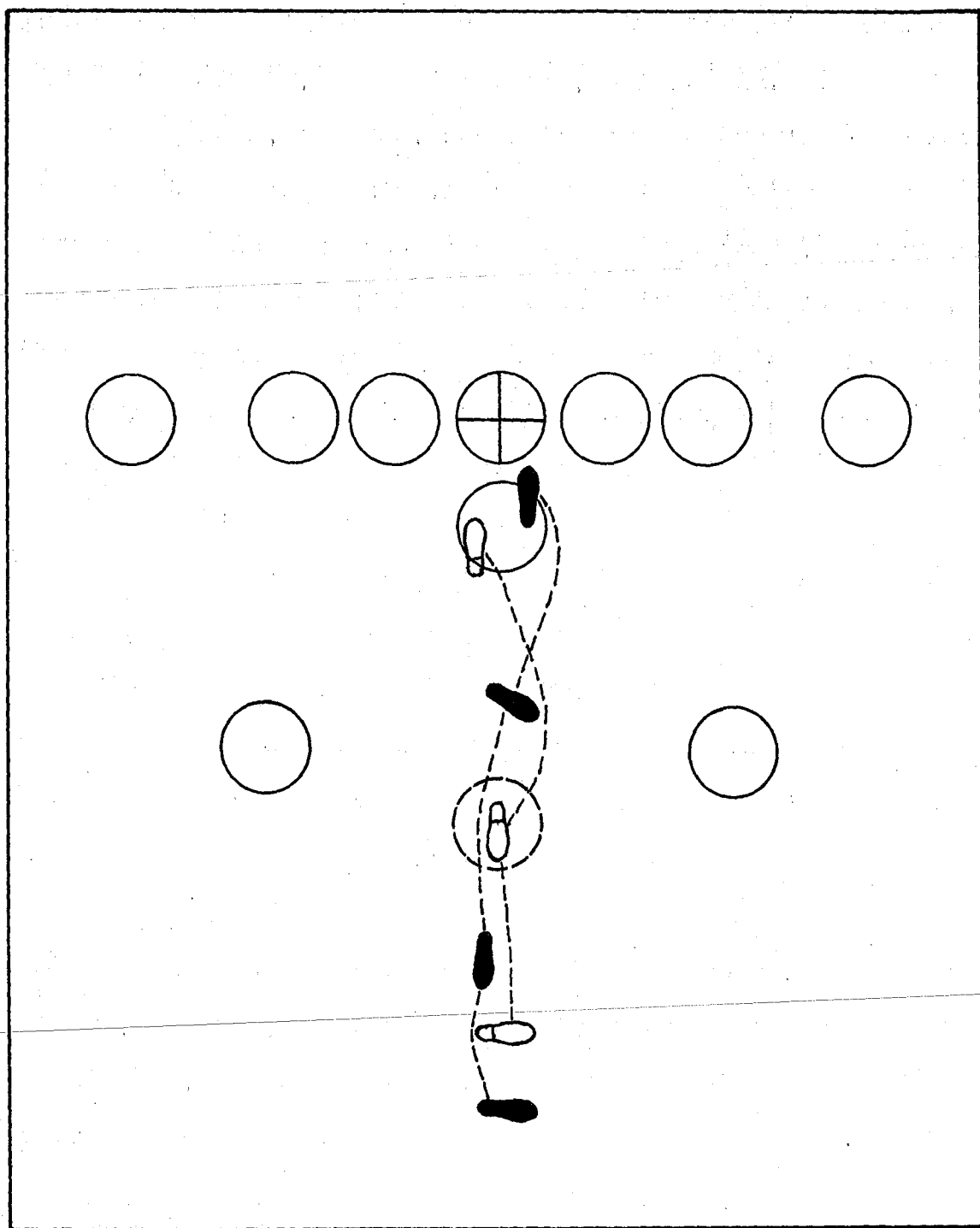


FIGURE 1

QUARTERBACK'S STEPS FOR STRAIGHT PASS SITUATION

and somewhat behind the center. When ready to throw, the ball is raised above and beyond the shoulder and must be thrown with a straight forward motion. Coach Frank Leahy, football coach at Notre Dame University, describes the throw as follows: "The passer should throw the ball as if it were a dart, turning his wrist inwardly so that the ball will go in a perfectly straight line."⁸

Deception when mastered is certainly an asset for the passer. Eye fakes may be used as well as faking a throw to one receiver and throwing to another.⁹ It is advisable to have the passer look straight down the field keeping all receivers in the field of vision while concentrating to some extent on the movements of the defenders.¹⁰ This technique is especially helpful when the pass pattern calls for two receivers to run at one defender and then to split. In this instance the passer watches to see which receiver the defender is going to cover and then throws to the one left open. The throw should be made as the receiver is getting open and not after he is open, for then it may be too late.

⁸ Ibid., p. 103.

⁹ H. O. "Fritz" Crisler, Modern Football (New York: London: McGraw-Hill Book Company, Inc., 1949), p. 85.

¹⁰ Forrest W. England, Coaching the T Formation (Published by Forrest W. England, Arkansas State College Press, 1948), p. 155.

Pass receiving. Speed and good hands are essential equipment for catching passes, but all receivers can improve with practice and proper technique. The eyes should be kept on the ball or as one coach put it, "look" the ball all the way into the hands.¹¹ Relaxation and concentration are also important while the ball is in flight and the hands should give with the ball and not fight or resist it. The correct position of the hands should be thoroughly explained to the receivers. When the receiver is running away from the passer or receiving the ball at or below the waist, the ball should be caught with the hands in a thumbs-out position. When facing the passer and receiving the ball above the waist a thumbs-in position is used.¹²

There are many individual stunts and maneuvers that may be used by the receiver in attempting to get open. One method is to watch the defender's feet and run to him and then cut away when you catch him at a disadvantage. Other methods frequently used are the change of pace, fake, and break, the pivot, buttonhook, stop and go, and many others.

Figure 2 shows some of the individual pass receiver stunts.

¹¹ Leahy, op. cit., p. 105.

¹² The United States Naval Institute, Football (Annapolis, Maryland: United States Naval Institute, 1943), p. 127.

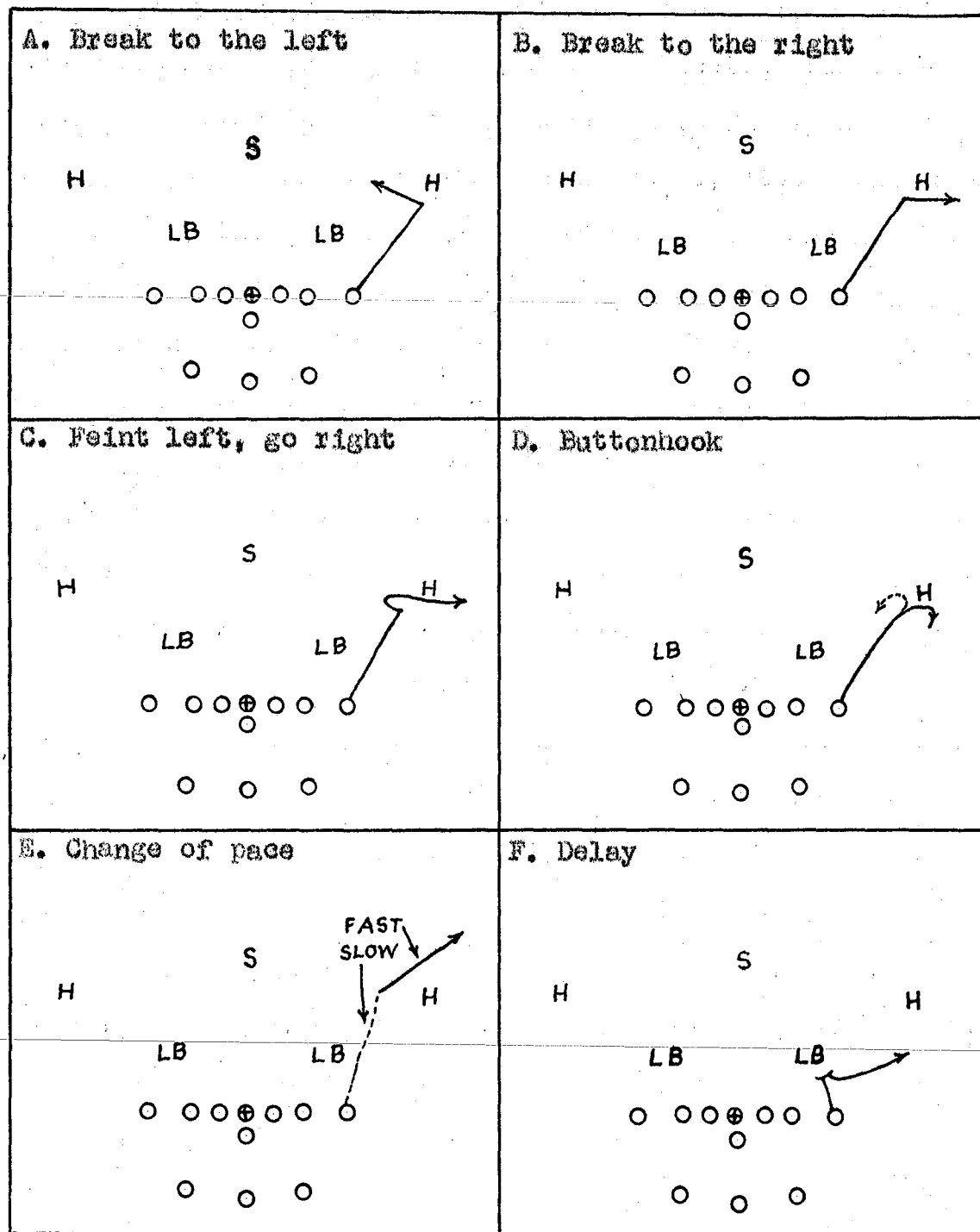


FIGURE 2

INDIVIDUAL PASS RECEIVER STUNTS

Pass protection blocking. This is one phase of pass offense many coaches rate ahead or at least on a par with the passer. A team may have the most skilled passer in the business, but if he doesn't have time to throw he will be of little value. Strong pass protection can make a fair passing attack into a real potent offense.¹³ It is essential that the blocking be strong enough to allow the passer time to get set and locate his receivers, and the receivers need some time to get downfield and open.

There are many different types of protection patterns in use, but the consensus of opinion of the coaches at the 1953 summer session of College of the Pacific was that a combination man-to-man and zone blocking is the most effective in high schools. The blockers should know from what point the pass is to be delivered and should make contact from the inside and force opponents to the outside.¹⁴ The blockers should maintain a low center of gravity and be aggressive. If the defensive team is rushing hard and giving the protectors a bad time, certain plays, such as the Statue of Liberty, fullback trap, and the screen pass, will help the pass protection blocking a great deal. Defensive teams that have

¹³ Bible, op. cit., p. 59.

¹⁴ Crisler, op. cit., p. 91.

had plays of that type worked on them will be a little hesitant in rushing the passer thereafter. Frank Leahy, football coach at Notre Dame, lists ten essentials of pass protection blocking.¹⁵

1. Every man must possess the burning desire to block the opponent.

2. The blocker should not become aggressive too soon.

3. No tip-offs are to be given.

4. Let the opponent show his hand first.

5. Take the charge out of your opponent.

6. The blocker should recover immediately.

7. The blocker should keep fighting his man until pass is thrown.

8. The blocker should use a change of tactics.

9. All blockers should ride their opponents out and back of passer.

10. Each and every blocker should be extremely relaxed.¹⁶

Figure 3 shows some of the basic pass protection patterns.

¹⁵ Leahy, op. cit., pp. 125-26.

¹⁶ Loc. cit.

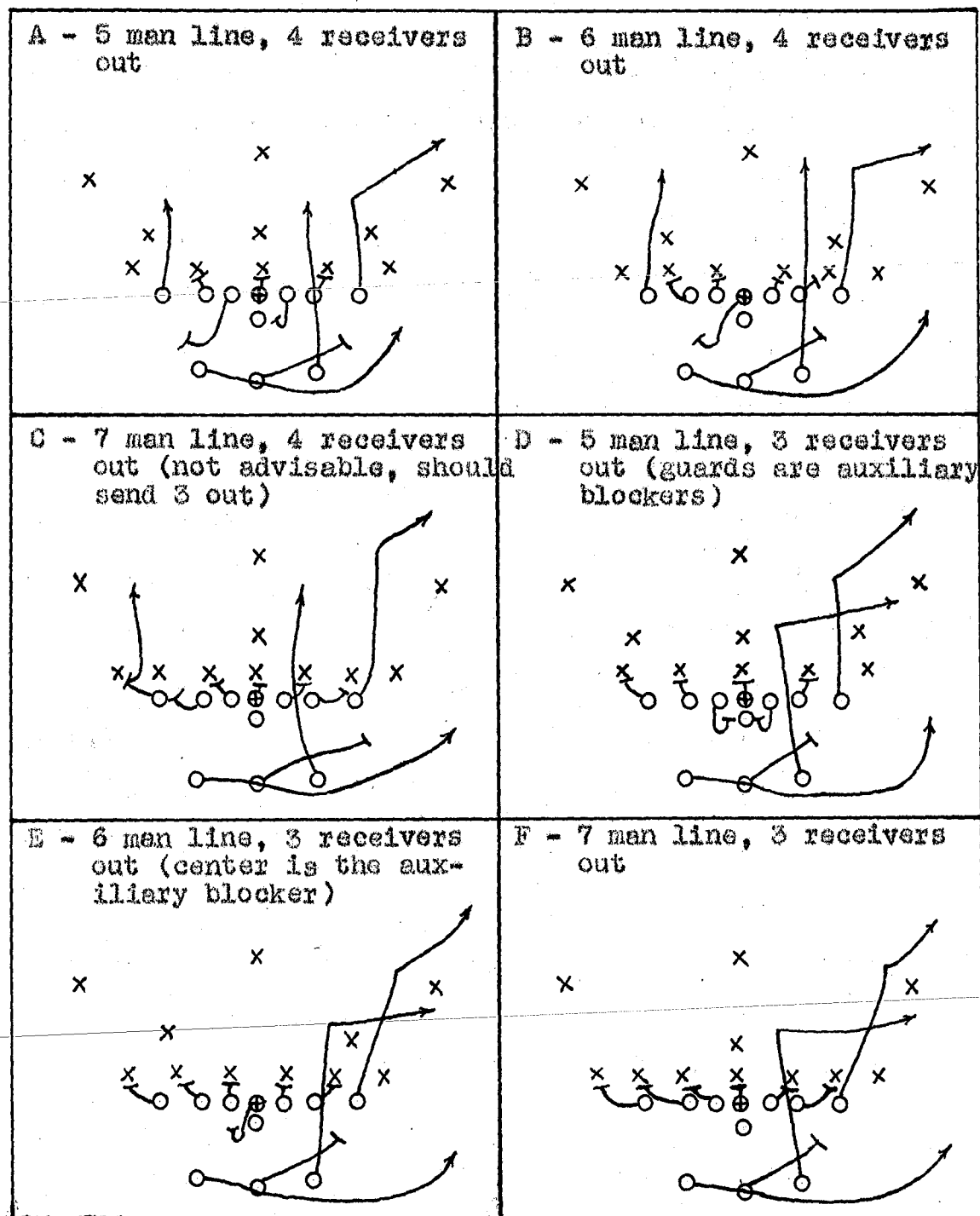


FIGURE 3

PASS PROTECTION BLOCKING--BASIC PATTERNS

Basic pass patterns. Every pass offense should have a number of basic patterns that can be used, and these patterns may be called by numbers designating certain zones in the defensive secondary, or by names that more or less describe the action of the receivers. The trend is toward the latter system; and some of the common terms used are the buttonhook, banana, stop and go, angle, crisscross, decoy, trailer, deep, etc. The ends may be given a set of basic maneuvers, and the backs another group of moves to govern their actions when going down as intended receivers. All the potential pass receivers should know what each and every eligible pass receiver does on each pass play.¹⁷ It is also smart football to have a back out in the flat to act as a safety valve, and he is in excellent position to cover in case of an interception.

The pass offense will be much more effective if most of the basic patterns can be thrown after faking plays of the running attack. It is good procedure in high school football to be able to throw your basic patterns from the three best running plays in your offense. These same basic patterns should also be thrown from variations of the "T"

¹⁷ Ibid., p. 112.

such as split ends, flankers, spreads, etc. The play of the defensive team may determine to a large extent the best procedure along this line. To elaborate on the point, if the defense is playing a six, seven, or eight man line and is rushing hard, the straight passes with no fakes are the ones to be used along with your split ends, flankers, and spreads. If the defense is playing a five-three, five-four, or four-four, it is often advisable to throw passes that in their inception look like running plays. Otherwise the passing areas will be quite jammed and protected and the percentage of completion will certainly drop way down.

Figure 4, page 44, shows some of the basic patterns from the "T" formation.

Essential pass offense drills.

A. Drills for the quarterback

1. Down on one knee.¹⁸

In the early part of the season the quarterbacks spend the first five minutes of practice throwing a distance of eight to ten yards from the down on one knee position. Throwing from this position tends to develop a nice high release and a good follow through.

¹⁸ Ibid., p. 104.

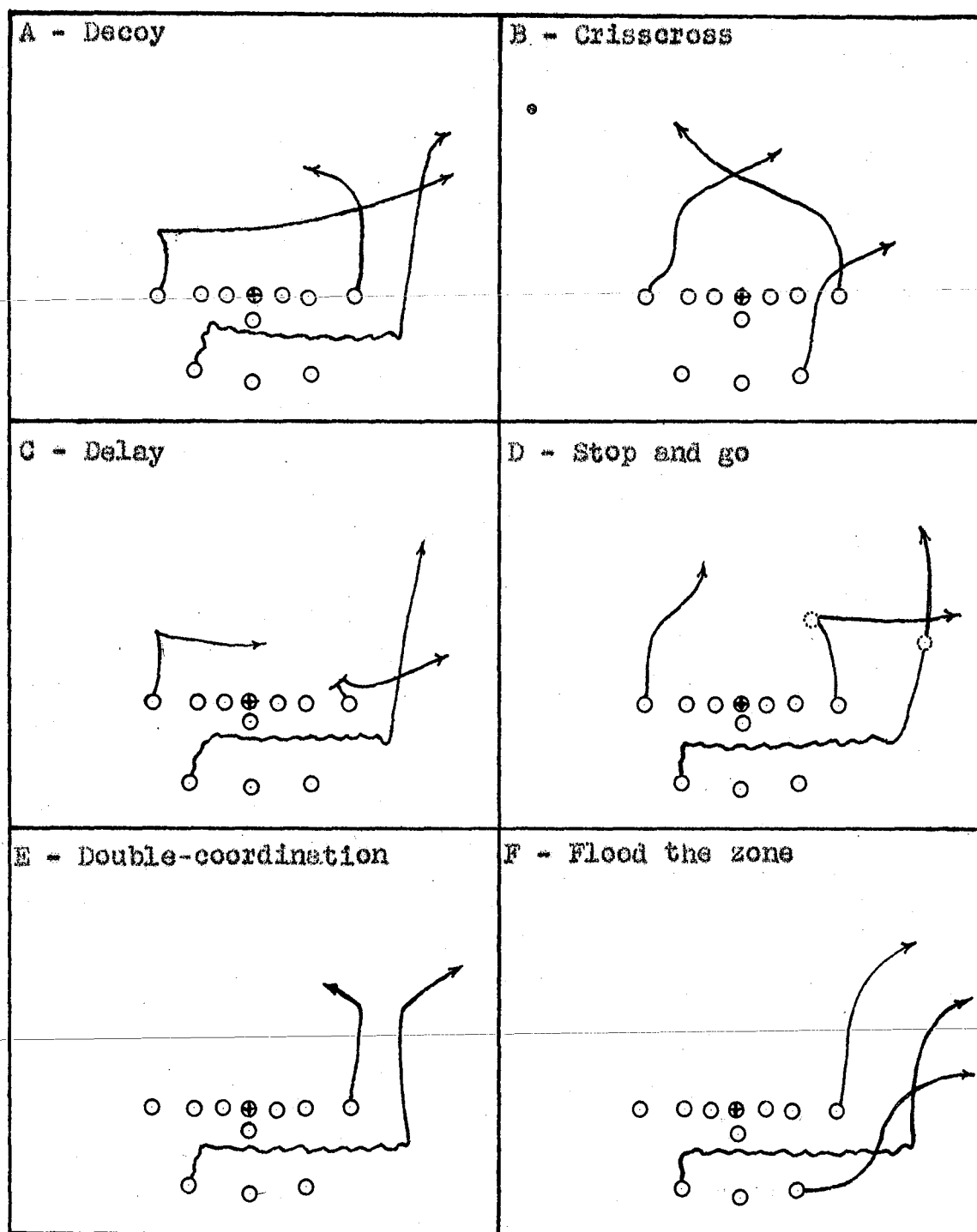


FIGURE 4

BASIC PASS PATTERNS

2. Throwing over the bar.¹⁹

In this drill the quarterback passes over a bar which is in position one yard in front of him and about two or three inches above his head. In passing over the bar, he develops a good high release.

3. Howie Odell drill.²⁰

This drill is composed of a center, quarterback, and two lines of receivers running from the end positions. On the snap, the receivers go down about eight yards for a quick pass. In this drill the quarterback bounces back a step and throws as rapidly as possible. Several ball retrievers are needed to keep the drill moving along.

4. Pick the open man drill.

In this drill, two receivers, one defender, a center, and the quarterback are needed. The two receivers run at the one defender and cross or split and the quarterback picks the open man to throw to. It is important that the quarterback watch the defender and as soon as he commits

¹⁹ Ibid., p. 105.

²⁰ Odell, op. cit., p. 8.

himself the throw is made. Emphasis is on hitting the open man as soon as possible.

B. Individual patterns drills.

1. Receiving drill.

This drill includes a center, a quarterback, and a line of receivers running from the end position. At the snap of the ball, the receiver runs downfield and executes a particular stunt or pass pattern that was called for by the quarterback.

2. Evasive maneuvers drill.²¹

This drill is composed of a center, a quarterback, an offensive end, a defensive tackle, a defensive end, and a linebacker. On the snap, one of the three defensive linemen attempts to jam the end and keep him from going out for a pass. The receiver goes through his particular evasive stunt to get free as soon as possible. The actual player doing the jamming is selected by pre-arranged signal among the defensive men; therefore, the offensive end doesn't know which player is actually going to delay him.

²¹ United States Naval Institute, op. cit., p. 136.

3. One on one drill.

This drill consists of a center, quarterback, a line of receivers, and a defensive halfback. One receiver goes down after the snap and attempts to get free of the defender who is making every effort to knock down or intercept the ball.

4. Cutting horse drill.

The drill is one for pass protection and is made up of a center, offensive lineman, defensive lineman, and the quarterback. On the snap, the quarterback retreats to a passing position and the offensive lineman attempts to keep the defensive man away from the passer as long as possible. A little competition may be instilled here by using a stop watch and timing each offensive blocker.

C. Skeleton team passing drills.

1. Waldorf's two on two drill.²²

This drill included a center, quarterback, two lines of receivers, and two defensive halfbacks. When the ball is centered, the two receivers

²² Lynn O. Waldorf, This Game of Football (New York, London, and Toronto: McGraw-Hill Book Company, Inc., 1952), p. 182.

start from the end positions and go through a prescribed maneuver, signaled by coach standing behind defenders, and attempt to get free. The defenders attempt to intercept or knock down the pass.

2. Pass patterns drill.

This drill is run by using a center, two ends, and a backfield on each team. The offensive team huddles and calls a pass play which is run while the defense attempts to cover. All the offensive pass patterns are run in this manner giving the quarterback a chance to check them against a defensive set-up.

3. Loyola pass protection drill.

This drill is run by using two complete lines, offense and defense, with a quarterback standing in position behind the offensive unit. The offensive unit huddles, the snap number given, and they line up for the play. The quarterback receives the ball and runs back six or seven yards and puts the ball on the ground. The offensive team attempts to keep the defense away from the ball as long as possible by pass protection blocking. Here again, a stop watch is used to time the results of each offensive unit.

D. Passing scrimmage drills.

1. Round robin drill.²³

Three complete teams are used in this drill with two operating on offense and one team on defense. The offensive teams alternate calling pass plays, and after five to ten minutes one of the offensive teams trades places with the defensive club and the drill continues. The idea of round robin competition is brought about by keeping track of the number of completions made by each team.

2. Full pass scrimmage drill.

Two complete teams are used in this drill in a full go scrimmage with down box and chain. Eighty per cent of the plays called must be passes and offensive team keeps the ball as long as it continues to make first downs or until a score is made.

²³ Bible, op. cit., p. 237.

CHAPTER IV

THE QUESTIONNAIRE

The purpose of this chapter is to describe and present the results found by using the first method of attack. The technique used in this chapter was the direct questionnaire and interview and this method provided the necessary data to complete the study.

The procedure followed. It was essential to find out just what the high school football coaches were doing as far as T formation pass offense was concerned. It was necessary to know their theories on pass offense as well as the techniques that they employed in putting their offense over so that a comparison might be made between their work and that found in the following chapter put out by the authors of the textbooks. The problem of constructing an adequate questionnaire that would yield the desirable information was an important one that had to be worked out.

The questionnaire. The plans for a suitable questionnaire about T formation pass offense involved a considerable amount of study and research in order to break down the pass offense into its basic elements. The work being completed, it then became necessary to put this information into

desirable form, making the questionnaire self-explanatory and as objective as possible. The matter of brevity was also considered with the thought in mind of making the questionnaire as brief as possible but still adequate to obtain the data required. The method of response was worked out so that for the most part a simple system of checking the blanks was all that was required. In working out the actual construction of the questionnaire, the author held frequent consultations with members of the faculty of the College of the Pacific and other coaches in the field. The original questionnaire was prepared and submitted to a number of football coaches in the area for sampling, and some revisions were made to simplify and clarify the final form. Then the questionnaire in its final form was presented to and approved for use by the thesis committee and was thus ready for authorized distribution.

A personal letter was attached to the questionnaire explaining the reason for the study and that a digest of the results would be mailed to recipients upon the completion of the study.¹ For the most part the questionnaire was distributed by mail because only on a few occasions was it possible to use the personal interview method. It was sent

¹ See Appendix C.

to all varsity football coaches of high schools in the Central Section of the California Interscholastic Federation who employed the T formation in full or in part during the football season of 1952. This particular section composes an area from Merced in the north to Bakersfield in the south, and Dos Palos in the west to Sierra Union at Auberry in the east. After a careful investigation, it was found that a total of twenty-one coaches met the above requirements and were to be included in this phase of the study.

The returns of the questionnaire were as follows: 86 per cent, or a total of eighteen of the twenty-one coaches contacted, responded to the questionnaire.

The master chart of results. In checking the returns of the questionnaire, it became necessary to tabulate the findings by using the master chart system. In one or two instances a coach failed to answer a specific part of the questionnaire, but for the most part the responses were quite complete. The method used for recording the results was simply to give one point for each response of the coach, and in the final tabulation these responses were totaled and recorded on the master chart. No attempt was made to identify personally the responses of the individual coach, for this was deemed quite unnecessary for this study.

QUESTIONNAIRE--MASTER CHART

I. The T quarterback

A. Which one of the qualifications listed below do you consider most important for your quarterback to possess?

1. Passing ability 6
2. Ball handling and deception 6
3. Field general and leader 6
4. Character 0

B. What instructions do you give your quarterback in regards to the use of the pass?

1. Use sparingly when slightly ahead 2
2. Use only after the running attack has bogged down 1
3. Pass only in specific areas on the field 1
4. Throw only when behind in ball game 0
5. Use liberally, just like a running play 14
6. The amount of passing will be governed by defense used 11
7. Other 0

C. Do you prefer any particular set-up as to the position of quarterback's feet behind center on pass plays such as listed below?

1. Feet parallel 5

2. Right or left foot forward 3

3. No preference 0

4. Same as on running plays 13

5. Other 0

D. How much of your practice time do you devote to the play of the quarterback in connection with pass offense? (Listed below in hours per week)

1. Three hours or more 5

2. Two hours 9

3. One hour 4

4. One half hour or less 0

5. Other variations 0

II. Pass protection blocking

A. Which of the following methods of pass protection do you employ?

1. Cup 6

2. Man for man 1

3. Combination 10

4. Wide zone 2

5. Other 0

B. When passing against a five or six man line, which of the following methods do you use in handling the defensive end on the off side?

1. Pull guard 2

2. Pull center 0
3. Pull center or guard depending on defense 6
4. Keep offside end in to block 5
5. Blocked by back 9
6. Other 3

C. On long passes, how many men do you usually send out as receivers?

<u>Number of receivers</u>	<u>Number of responses</u>
1	0
2	6
3	11
4	2
5	0

Who are they?

1. Both ends 3
2. Both ends and a back 10
3. One end and two backs 3
4. Both ends and two backs 2
5. Other combinations 6

D. How much of your practice time do you devote to pass protection blocking? (Listed below in hours per week)

1. Three hours or more 2
2. Two hours 5
3. One hour 9

4. One half hour or less 2

5. Other variations 0

III. Pass receiving

A. Which of the following methods do you use when the defensive team is jamming your receivers?

1. Have your receivers get out as best they can by stunting and maneuvering 4

2. Use some spread variations such as split ends, flankers, men in motion, etc. 14

3. Throw to the backs in the flat 5

4. Use running plays that look like passes 6

5. Other 0

B. Which one of the items below do you use when your receivers are covered on a pass play?

1. Intentionally ground ball by throwing to open territory 2

2. Try to run with ball 4

3. Have quarterback hold ball and take loss 4

4. Gamble and throw regardless 0

5. Throw to safety valve provided in pattern 12

6. Other 0

C. Which of the following methods do you employ in getting receivers in the open?

1. Attempt to outrun defense 0

2. Send receivers to open territory 4

3. Have receivers watch the feet of the defender and out-maneuver him 5
4. Run two receivers at one defender and split 10
5. Other 6

D. How much of your practice time do you devote to pass receiving? (Listed below in hours per week)

1. Three hours or more 0
2. Two hours 14
3. One hour 4
4. One half hour or less 0
5. Other variations 0

IV. Pass patterns

A. Which of the following types of pass patterns do you use?

1. Flood the zone 14
2. Delay 10
3. Decoy 4
4. Screen the defender 6
5. Other 6

B. Which of the following spread variations do you employ?

1. Split ends 11
2. Split ends and flanker 12
3. Men in motion 8

4. Spread backs 6
5. Spread line and spread backs 1
6. Other 1

C. Which of the following special passes do you use in your offense?

1. Pass from punt formation 10
2. Screen pass 12
3. Tackle eligible pass 4
4. Sideline pass 11
5. Other 3

D. How much of your practice time do you devote to team pass patterns? (Listed below in hours per week)

1. Three hours or more 3
2. Two hours 12
3. One hour 3
4. One half hour or less 0
5. Other variations 0

V. General pass information

A. In relation to the over-all offense for the season, what is the percentage of your pass offense?

1. 75 per cent 0
2. 50 per cent 4
3. 35 per cent 11
4. 25 per cent 3
5. 10 per cent or less 0

B. In your pass offense, is anyone specifically assigned to cover an interception? Yes 17 No 1
(If yes, fill out below)

1. Quarterback 10
2. Fullback 1
3. Fullback and center 0
4. All team members not going down 8
5. Other 5

C. Which of the following types of passes do you prefer in your offense?

1. Pass plays that in their inception look like one of the strong running plays in your offense 13
2. Optional pass or run plays 4
3. Straight out and out passes, no fakes, thrown from protected area 6
4. Combination of the above, depending upon what defense you are running against 5
5. Other 1

D. How would you rank the items below with regards to their importance in the pass offense? (Rank 1, 2, 3, 4)

1. Quarterback and his maneuvers 2
2. Pass protection blocking 1
3. Pass receiving 3
4. Pass patterns 4

Summary of the findings. The results of the first part of the questionnaire proved to be most interesting in view of the fact that the coaches were equally divided on the subject of the most important qualification for the quarterback. Six coaches voted for passing ability, six for ball handling and deception, six for field general and leader, and there were no votes for character. Here again the specific type of T formation employed would certainly influence the choice of the coach, and many coaches indicated that a combination of the qualifications was desirable. The instructions given to the quarterbacks about the use of the pass were pretty uniform. Fourteen coaches advocated liberal usage, just like a running play; the amount of passing will be governed by the defense used. This received eleven votes. The question of the position of the quarterback's feet behind the center on pass plays wasn't considered very important except that thirteen coaches wanted his feet in the same position on pass plays as on running plays. Nine coaches thought two hours of practice per week should be devoted to the play of the quarterback in connection with pass offense, whereas five thought it should be three hours, and four voted for one hour.

The most popular method of protection for the passer was the combination man for man and zone type. In handling

the defensive end on the offside most coaches used several methods and following were used the most: (1) blocked by back, (2) pull center or guard, depending on defense, and (3) keep offside end in to block. On the question of how many receivers should go out on long passes, the majority listed three, and in most cases they were the two ends and a back. Nine coaches said that one hour of practice time per week should be devoted to pass protection blocking, and five coaches thought that this should be increased to two hours per week.

As many as two thirds of the coaches reporting used some spread variations, such as split ends, flankers, and men in motion, when the opposition tried to jam their receivers. Approximately the same number provided a safety valve in their pass patterns for their quarterbacks to throw to when the normal receivers were covered. The idea of sending two receivers at one defender and splitting or crossing was selected as the best method to get receivers into the open. Two hours or more per week of the practice time should be devoted to pass receiving according to the coaches.

The three most widely used types of pass patterns were to flood the zone, delay, and screen the defender.

Split ends, split ends and flankers, and men in motion were

all used frequently to vary the passing patterns. Three of the special types of passes were also quite common and they were the screen pass, sideline pass, and the pass from punt formation. Here again, two hours per week was deemed necessary to devote to pass patterns.

The percentage of pass offense in relation to the over-all offense should be between 25 per cent and 50 per cent with the majority of coaches favoring 35 per cent. All but one of the coaches specified that someone should be assigned to cover interceptions, but the individuals actually assigned varied. The quarterback was so assigned by ten coaches, all team members not going down assigned by eight, and five coaches had other plans in effect. Pass plays that in their inception look like one of the strong running plays in the offense, were considered to be the most important type of pass to use. The coaches in a very close ballot ranked pass protection blocking as the most important item of the pass offense. This was followed in order by the quarterback and his maneuvers, pass receiving, and pass patterns.

CHAPTER V

THEORIES AND TECHNIQUES

The purpose of this chapter is to present the findings in regard to theories and techniques of the pass offense in football. The problem was to make a study of the literature in the field to find out what some of the theories were and to get an idea of the many techniques involved in this phase of football.

The procedure followed. The method used to accomplish this part of the study was to make a selected survey of the textbooks in the field written by well-known football coaches. The plans for a suitable checklist to be used in this phase of the study involved consultation with members of the faculty of the College of the Pacific Physical Education Department, head football coach of the College of the Pacific, and other coaches in the field. The consensus of opinion seemed to be that a checklist composed of the same questions used in the questionnaire would be the most valuable in obtaining the data required.

The books surveyed. In selecting the books for the survey, a great deal of thought had to be given as to the type of books used. Since this study is mainly concerned

with the T formation pass offense, it was decided that the majority of books surveyed should be by coaches using the T formation so that the data might be comparable to that obtained from the questionnaire. However, most coaches will agree that certain elements of the pass offense are alike regardless of the formation used. Hence, several books of the type that discuss all the popular formations of football were included in the survey. One other book was added that doesn't belong to either of the two classes mentioned above, but it contains so much vital and new information on pass offense that it had to be included on the list. This book is L. R. "Dutch" Meyer's new book Spread Formation Football.

The following books were used in the survey:

1. Championship Football by Dana X. Bible,
2. Modern Football by H. O. "Fritz" Crisler,
3. Coaching the T Formation by Forrest W. England,
4. Football, Secrets of the Split T Formation by Don Faurot,
5. Notre Dame Football, The T Formation by Frank Leahy,
6. Spread Formation Football by L. R. "Dutch" Meyer,
7. Football by the United States Naval Institute,
8. This Game of Football by Lynn O. Waldorf

9. Oklahoma Split T Formation by Charles "Bud" Wilkinson.

The checklist and the results. In getting answers from textbooks for a prepared list of questions, one always encounters a certain amount of difficulty. Too often the exact answers are not given or they are given in such a way that it is quite possible for the reader to misinterpret. For the most part, however, the books used in the survey furnished the necessary data required, and it was possible to answer most of the questions on the checklist. One of the items that frequently wasn't answered in the texts was the question that had to do with the amount of practice time devoted to the specific parts of the pass offense. Then, too, many of the authors failed to give a definite figure as to their percentage of pass offense in relation to their overall offense. Another part of the survey that caused trouble occurred in ranking the essential parts of the pass offense in order of their importance. The majority of texts listed the essential parts, but a few failed to specify as to whether or not they were listed in order of importance.

In recording the responses for this study it soon became apparent that a master chart with some system of identification had to be used. In this way the results would be available without referring to different parts of

the study. In consulting with a member of the faculty of the College of the Pacific, a system of identification was worked out that contained the first initials of the authors' last names for recording on a master chart. There was only one duplication in this method, and in that case the first two initials were used. In the situation where no response was given, the item was left blank and hence all the questions are not answered by all the texts.

The following system of identification was employed in recording the results of the survey:

1. B - Dana X. Bible
2. C - H. O. "Fritz" Crisler
3. E - Forrest W. England
4. F - Don Faurot
5. L - Frank Leahy
6. M - L. R. "Dutch" Meyer
7. N - United States Naval Institute
8. Wa-- Lynn O. Waldorf
9. Wi-- Charles "Bud" Wilkinson

MASTER CHART CHECKLIST

I. The T Quarterback

A. Which one of the qualifications listed below do you consider most important for your quarterback to possess?

1. Passing ability, B. C. M. N
2. Ball handling and deception F. Wa. Wi
3. Field general and leader E
4. Character L

B. What instructions do you give your quarterback in regards to the use of the pass?

1. Use sparingly when slightly ahead Wa
2. Use only after the running attack has bogged down
3. Pass only in specific areas on the field N. Wa
4. Throw only when behind in ball game
5. Use liberally, just like a running play B. C. E.
F. M
6. The amount of passing will be governed by defense used Wa. Wi
7. Other L

C. Do you prefer any particular set-up as to the position of quarterback's feet behind center on pass plays such as listed below?

1. Feet parallel B. E. F. W1
2. Right or left foot forward L. Wa
3. No preference ____
4. Same as on running plays ____
5. Other ____

D. How much of your practice time do you devote to the play of the quarterback in connection with pass offense? (Listed below in hours per week)

1. Three hours or more ____
2. Two hours Wa. C. F
3. One hour ____
4. One half hour or less ____
5. Other variations ____

II. Pass protection blocking

A. Which of the following methods of pass protection do you employ?

1. Cup B. Wa
2. Man for man M
3. Combination C. E. F. L. N. W1
4. Wide zone M. Wa
5. Other ____

B. When passing against a five or six man line, which of the following methods do you use in handling the defensive end of the offside?

1. Pull guard L
 2. Pull center B. N
 3. Pull center or guard depending on defense C. F.
M. Wa. W1
 4. Keep offside end in to block E. F. L. N
 5. Blocked by back E. N
 6. Other B
- C. On long passes, how many men do you usually send out as receivers? 1 2 3 4 5
- Who are they?
1. Both ends _____
 2. Both ends and a back B. C. E. F. L. N. Wa. W1
 3. One end and two backs, L. N. F. Wa
 4. Both ends and two backs _____
 5. Other combinations M
- D. How much of your practice time do you devote to pass protection blocking? (Listed below in hours per week)
1. Three hours or more _____
 2. Two hours _____
 3. One hour E. Wa. C. F
 4. One half hour or less _____
 5. Other variations _____

III. Pass receiving

A. Which of the following methods do you use when the defensive team is jamming your receivers?

1. Have your receivers get out as best they can by stunting and maneuvering B. C. E. F. L. Wa. Wi
2. Use some spread variations, such as split ends, flankers, men in motion, etc. F. L. M. Wa
3. Throw to the backs in the flat ____
4. Use running plays that look like passes E. L. Wa. Wi
5. Other ____

B. Which one of the items below do you use when your receivers are covered on a pass play?

1. Intentionally ground ball by throwing to open territory M. Wa. Wi
2. Try to run with ball B. C. L. M. N. Wa
3. Have quarterback hold ball and take loss F
4. Gamble and throw regardless ____
5. Throw to safety valve provided in pattern ____
6. Other ____

C. Which of the following methods do you employ in getting receivers in the open?

1. Attempt to outrun defense Wa
2. Send receivers to open territory C. E. F. L. M. N. Wa. Wi

3. Have receivers watch the feet of the defender and out-manuever him F. L
4. Run two receivers at one defender and split B. C.
E. L. N. Wa. Wi
5. Other B

D. How much of your practice time do you devote to pass receiving? (Listed below in hours per week)

1. Two hours or more _____
2. Two hours Wa. C. F
3. One hour _____
4. One half hour or less _____
5. Other variations _____

IV. Pass patterns

A. Which of the following types of pass patterns do you use?

1. Flood the zone B. C. E. L. M. N. Wa
2. Delay C. E. F. N. Wa
3. Decoy B. C. F. L. M. N. Wa. Wi
4. Screen the defender B. M
5. Other Wi

B. Which of the following spread variations do you employ?

1. Split ends L
2. Split ends and flanker E. F. Wa. Wi

3. Men in motion E. L

4. Spread backs _____

5. Spread line and spread backs M

6. Other _____

C. Which of the following special passes do you use in your offense?

1. Pass from punt formation _____

2. Screen pass F. M. Wa. Wi

3. Tackle eligible pass _____

4. Sideline pass F

5. Other (Shovel pass) C. M. Wa

D. How much of your practice time do you devote to team pass patterns? (Listed below in hours per week)

1. Three hours or more _____

2. Two hours _____

3. One hour Wa. C. F

4. One half hour or less _____

5. Other variations _____

V. General pass information

A. In relation to the over-all offense for the season, what is the percentage of your pass offense?

1. 75 per cent _____

2. 50 per cent B

3. 35 per cent E. Wi

4. 25 per cent F. L. Wa

5. 10 per cent or less ____

B. In your pass offense, is anyone specifically assigned to cover an interception? Yes No

(If yes, fill out below)

1. Quarterback B, C, E, N

2. Fullback ____

3. Fullback and center F

4. All team members not going down, B, C, E, F, L

M, N, Wa,

5. Other ____

C. Which of the following types of passes do you prefer in your offense?

1. Pass plays that in their inception look like one of the strong running plays in your offense?

C, E, F, L, M, Wa, Wi

2. Optional pass or run plays B, M

3. Straight out and out passes, no fakes, thrown from protected area E, M, Wa

4. Combination of the above, depending upon what defense you are running against B

5. Other ____

D. How would you rank the items below with regard to their importance in the pass offense? (Rank 1, 2,

3, and 4)

1. Quarterback and his maneuvers B-1, C-1, E-2, F-1,
L-2, M-1, W1-1
2. Pass protection blocking B-3, C-3, E-3, F-3, L-1,
M-3, W1-3
3. Pass receiving B-4, C-3, E-1, F-2, L-3, M-3, W1-2
4. Pass patterns E-2, G-4, E-4, F-4, L-4, M-4, W1-4

Summary of the findings. In referring to the quarterback and his play we learned that four texts consider passing ability the most important, and three tests list ball handling and deception. One author listed field general and leader as the most important and another listed character. It was interesting to note that the type of T offense used seemed to be a determining factor as to what was considered the most important qualification for the quarterback to possess. Also, all the texts stressed the idea that it was hard to single out any one qualification, but rather it was a combination of all four that was desired. As to the instructions given the quarterback about the use of the forward pass, the majority favored the idea of using it liberally just like a running play. Four authors liked to have their quarterbacks' feet parallel at the start of the play, whereas two favored the right or left foot forward depending on the play to be used. It was agreed that at least two hours a week should be devoted to the play of the

quarterback in connection with pass offense.

Good pass protection blocking was considered very important by all the authors, but the methods in which this was accomplished seemed to vary somewhat. Six texts agreed that a pass protection blocking system using a combination of man for man and zone type blocking was ideal. Most of the authors used more than one method of handling the defensive end on the offside when passing against a five and six man line. The most popular methods were pulling the center or guard, depending on the defense, and keeping the offside end in to block. Eight out of the nine textbooks thought that only three receivers should be sent out on long passes, and it was generally agreed that normally the receivers would be two ends and a back or two backs and an end. The lone exception to this idea was L. R. "Dutch" Meyer and his idea was to have five receivers out, and they were the two ends and three backs. The amount of practice time that should be devoted to pass protection was specified by four authors as being at least one hour per week or fifteen minutes each day.

In the discussion of receivers getting out when being jammed by the defense, the majority of texts thought the receivers could easily get free by ~~stunting and maneuvering,~~ provided that they were properly coached. Many of the

authors used this method along with other combinations, such as split ends, flankers, men in motion, etc., as well as running plays that look like passes. Six authors instructed their quarterbacks to run the ball when their receivers were covered, and three authors also wanted their passers to throw to open territory and intentionally ground the ball for the above situation. The most common way of getting receivers in the open was to send them to open territory of the defense and to out-manuever a defender. The amount of practice time devoted to receiving was generally listed as two hours per week.

The variety of pass patterns seemed to be as numerous as the number of texts in the survey, but the common types used by practically all were flood the zone, the delay, and the decoy. Split ends and flankers were the most common variations used to vary the pass patterns, and it was interesting to note that the popular man in motion theory of a few years back is practically extinct, with only two authors listing it as a variation in their offense. Special pass plays were always popular and the screen pass was listed most frequently along with some type of shovel pass behind the line. The response on this particular item of special passes wasn't very gratifying, and it is possible the authors didn't care to reveal their special plays. The

amount of practice time devoted to team pass patterns should be at least one hour per week.

Under general pass information, which was the last part of the checklist, a number of worthwhile facts were forthcoming. It was found that the percentage of pass offense in relation to total offense should be between 25 and 50 per cent. Most of the authors mentioned that there should be a specific assignment as to who should cover on pass interceptions and that assignment should be the job of all team members not going down in the pass play rather than the responsibility of only the passer. The best pass plays were those that in their inception looked like a strong running play of the offense according to the work of eight of the authors. In the process of ranking the essential parts of the pass offense according to importance, the items come out as follows: (1) quarterback and his maneuvers, (2) pass receiving, (3) pass protection blocking, and (4) pass patterns.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study and the conclusions drawn from the findings of the study, and to make recommendations based on the conclusions. The chapter will include a general summary of the findings of the selected survey of football textbooks and the questionnaire sent to the high school football coaches, as well as recommendations for the high school pass offense program. Also, recommendations for additional related studies will be included.

General summary. After a careful analysis of the results of the selected survey and the questionnaire to determine wherein the authors agree or disagree, it can be said that in general there was a good deal of agreement. According to the authors of the textbooks, the football information coaches of the Central Section of the California Scholastic Federation are practical and up-to-date in their theories and techniques of pass offense.

The majority of both groups studied agreed that the pass play should be used liberally, just like a running play. Both groups were well divided on the question of what was the most important qualification of the quarterback,

giving almost equal rating to passing ability, ball handling and deception, and field general and leader.

Pass protection blocking was considered highly important by both groups, and the method of using a combination man for man and zone type of protection was the first choice in both cases. It was noted that the authors very often used several types of pass protection blocking, whereas the high schools used but one. The methods employed to handle the offside end on a pass play were quite similar with the only difference being that the high school coaches frequently used a back to block the offside end and the authors seldom used this particular method. The number of receivers going out on long passes was specified as three in both cases, and they should be the two ends and a back or an end and two backs. It was also agreed that at least one hour per week of the practice time should be devoted to pass protection blocking.

In getting receivers out when being jammed by the defense, the authors' choice was to stunt and maneuver the ends, but the high school coaches favored using some spread variations, which was the second choice of the textbook group. Another slight difference was noted in the actions of the quarterback when the receivers were covered. The authors stressed the idea of having the quarterback either

try to run the ball or intentionally ground the ball by throwing it out of bounds or to open territory, whereas the high school coaches invariably wanted the quarterback to throw to the safety valve receiver provided in the pattern. The high school coaches preferred the idea of sending two receivers at one defender which was the second choice of the authors, their first choice being that of sending their receivers to open territory. The amount of practice time devoted to pass receiving was specified as two hours per week by both groups.

The variety and types of pass patterns used were much the same in both cases with the authors making very little use of the man in motion, which still seems to be quite popular among the high school coaches. Special pass plays used were also quite similar with the lone exception being that the authors liked to include the shovel pass and the high school coaches included the tackle eligible pass. Another slight difference of opinion was that the high school group preferred two hours of practice per week for pass patterns to the authors' preference of one hour per week.

Under the topic of general pass information, the two groups were very close in their ideas in all respects. The percentage of pass offense in relation to the over-all

offense of 25 to 50 per cent, the specific assignment of coverage for pass interceptions, and the idea that the best passes were those that, in their inception, looked like a strong running play of the offense were outstanding choices of both groups. In ranking the essential parts of the pass offense, the authors listed the following in order:

(1) quarterback and his maneuvers, (2) pass receiving, (3) pass protection blocking, and (4) pass patterns. The high school coaches ranked their items as follows: (1) pass protection blocking, (2) quarterback and his maneuvers, (3) pass receiving, and (4) pass patterns.

Conclusions. The conclusions of this study are presented below:

1. When possible, the pass play should be used liberally just like a running play.

2. The percentage of pass offense in relation to the over-all offense should be between 25 per cent and 50 per cent.

3. The combination man for man and zone type of pass protection blocking is the most effective.

4. Only three receivers should be sent out on long pass plays.

5. The best way to prevent the defense from jamming your receivers on pass plays is to use some spread

variations, such as split ends, split ends and flankers, and men in motion.

6. The best pass plays are those that in their inception look like a strong running play of your offense.

7. The screen pass and the sideline pass are the most popular of the special passes.

8. A specific assignment of coverage should be made to cover pass interceptions.

9. At least two hours per week of the practice time should be devoted to the play of the quarterback in connection with pass offense.

10. At least one hour per week of the practice time should be devoted to pass protection blocking.

11. At least two hours per week of the practice time should be devoted to pass receiving.

12. At least one hour per week of the practice time should be devoted to pass patterns.

Recommendations for the high school T formation pass offense. The recommendations from this study of the T formation pass offense are presented below:

1. The practice sessions should be as well organized and as wisely planned as a lesson plan in the classroom.

2. The length of the practice session is very important and will be determined by (1) time available,

(2) attitude of coach, (3) type of material, and (4) the day and time left before next game. The total time should not exceed two hours.

3. The exact time of practice should be established and strictly adhered to for purposes of discipline and morale.

4. Fundamental drills are very important and should follow the proper sequence.

5. The fundamental drills used should always be as much like game conditions as possible.

6. A group of simple but effective training rules should be drawn up, posted, and enforced.

7. A list of coaching policies should be given to the players at the start of the season and also posted.

8. The pass offense must be an integral part of the total offensive system, and the skill of the passer should be considered in setting up the type of pass offense to be used.

Recommendations for additional studies needed.

1. It is recommended that similar studies be made in other sections of the state.

2. It is recommended that a similar study be made using a system other than the T formation.

3. It is recommended that a study be made on methods used in calling pass plays in the huddle.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Bible, Dana X., Championship Football. New York: Prentice-Hall, Inc., 1947. 275 pp.
- Bonder, Jim, Fundamental Line Drills. Dubuque, Iowa: William C. Brown Company, 1952. 89 pp.
- Crisler, H. O. "Fritz," Modern Football. New York, London, and Toronto: McGraw-Hill Book Company, Inc., 1949. 279 pp.
- DaGrosa, John, Functional Football. New York: A. S. Barnes and Company, 1946. 323 pp.
- Dean, Everett S., Progressive Basketball. Stanford, California: Stanford University Press, 1946. 271 pp.
- England, Forrest W., Coaching The T Formation. Jonesboro, Arkansas: Arkansas State College Press, 1948. 182 pp.
- Faurot, Don, Football, Secrets of the "Split T." New York: Prentice-Hall, Inc., 1950. 362 pp.
- Leahy, Frank, Defensive Football. New York: Prentice-Hall, Inc., 1951. 215 pp.
- _____, Notre Dame Football, The T Formation. New York: Prentice-Hall, Inc., 1949. 244 pp.
- Little, Lou, How To Watch Football. New York and London: McGraw-Hill Book Company, Inc., 1935. 315 pp.
- Meyer, L. R. "Dutch," Spread Formation Football. New York: Prentice-Hall, Inc., 1952. 245 pp.
- Palrang, Maurice H. "Skip," High School T Formation. Boys Town, Nebraska: Copyrighted and Published by Maurice H. Palrang, 1945. 131 pp.
- Shaughnessy, Clark, Ralph Jones, and George Halas, The Modern T Formation. Copyrighted and published by Clark Shaughnessy, Ralph Jones, and George Halas. 107 pp.

- United States Naval Institute, Football. Annapolis, Maryland: United States Naval Institute, 1943. 244 pp.
- Waldorf, Lynn O., This Game of Football. New York, London, and Toronto: McGraw-Hill Book Company, Inc., 1952. 257 pp.
- Warner, Glenn Scobey, Football for Coaches and Players. Stanford University, California: Published by Glenn Scobey Warner, 1927. 205 pp.
- Wilkinson, Charles "Bud," Oklahoma Split T Football. New York: Prentice-Hall, Inc., 1952. 246 pp.

B. PERIODICAL ARTICLES

- Allen, George H., "The Receiver," Athletic Journal, 33:6-12, September, 1952.
- Bowen, Bill, "Evashevski-Designed First-week Drill Program," Scholastic Coach, 22:18-19, September, 1952.
- Bryant, Paul, "The Passer," Athletic Journal, 33:12-16, September, 1952.
- England, Forrest W., "Fundamental Drills for Teaching Football Fundamentals," Athletic Journal, 31:28-32, June, 1951.
- Geske, Norman, "Passing Offense in Junior High Schools," Athletic Journal, 32:40-42, September, 1951.
- Odell, Howie, "The T Quarterback as a Passer," Scholastic Coach, 21:8-9, October, 1951.
- Olsen, Herbert "Swede," "Zone Up Your Air Game," Scholastic Coach, 22:8-10, May, 1953.
- Schwartzwalder, Floyd B., "Georgia's Air Arm," Scholastic Coach, 20:9, June, 1951.
- Scropos, Ted, "A Fluid Passing Offense," Athletic Journal, 32:32, October, 1951.
- Tatum, Jim, "Maryland's Split T Formation," Athletic Journal, 32:9-18, September, 1951.

Teague, Edward L., "Jump Passes from the Split T," Scholastic Coach, 22:11, May, 1953.

Whitton, Bill, "End Play," Scholastic Coach, 22:22-24, October, 1952.

Williamson, Ivan B., "Wisconsin's T Formation," Athletic Journal, 32:5-14, June, 1952.

C. UNPUBLISHED MATERIALS

Harden, F. Sheldon, "A Survey of the Techniques of Football Line Play in Selected Colleges." Unpublished Master's thesis, College of the Pacific, Stockton, 1951.

Taylor, Charles Albert, "A Teaching Curriculum for Football Coaches." Unpublished Master's thesis, Leland Stanford Junior University, Stanford, 1947.

APPENDIX A

FOOTBALL COACHING POLICIES

Practice and Tardiness

1. Please be prompt for practice.
2. Extra laps will be given for unexcused tardiness.

Absences

We realize that there will be times when it will be impossible for you to attend practice. At these times it will be necessary for you to report to us prior to practice in order that you may be excused and we may plan accordingly. This excuse must be presented by you in person one day in advance if possible.

Equipment

The staff will not tolerate any bickering about or stealing of equipment. It is now possible for you to be issued a clean set of "T" shirt, socks, and supporter twice a week (Monday and Thursday). Failure of one person to return used laundry will take away this service for everyone, and the whole team will suffer. You will be expected to take what is issued to you and wear it. MAKE SURE YOUR PADS, PANTS, etc., FIT WHEN THEY ARE ISSUED TO YOU. If you need exchanges or refitting, apply to the equipment man in a courteous and businesslike manner.

General Practice Policies

1. You must wear your helmet at all times during practice. Get used to it--you will wear it in games.
2. You must remain standing at all times on the field--no tea parties or horse play.
3. Put on your shoes before practice and take them off after practice outside of the dressing rooms. This procedure will prevent accidents and help to keep the floor clean.
4. Swearing will not be tolerated on or off the field. During practice, extra laps will be assigned to those members who have to be reminded of this fact.

5. You play like you practice--play to win.

6. Read the training rules and regulations, as set by your football coaching staff. They will be enforced.

APPENDIX B

REEDLEY HIGH SCHOOL ATHLETIC REGULATIONS

A copy of these rules are to be posted
in the locker rooms and gym

If there is adequate proof that a boy has been smoking or drinking an alcoholic beverage during the season of the sport in which he is participating, he will be dismissed from the squad and will be ineligible for further athletic participation for one year. (i.e.--until the beginning of that sport the following year.)

Any boy who is dismissed a second time from any athletic squad, regardless of the sport, because of smoking or drinking will be barred from further athletic participation in Reedley High School.

If there is adequate proof of an infraction of any other training rule, the boy will be dismissed from the squad and will be barred from further athletic participation in another sport until the present sports season has been completed.

Any boy who checks out a suit or participates in an organized practice, then voluntarily quits without first consulting the coach and obtaining the agreement of the coach concerned, will be barred from practice in another sport until the present sport's season has been completed.

If a boy is dismissed from the squad, he immediately loses his privilege of membership in the 7th period Boys' Sport's Class for the length of time prescribed by the rule that applies.

The coach of each sport shall announce further special rules to his entire squad.

(Adequate proof means that a coach, the administration, a teacher, or reliable persons have provided proof on infractions of this set of rules.)

L. W. Wolfson
Superintendent

Paul M. Goodwin
Principal

V. J. Warkentin
Athletic Director

Adopted--December 1, 1949

APPENDIX C

THE EXPLANATORY LETTER SENT
WITH THE QUESTIONNAIRE

March 2, 1953

Dear Coach:

Enclosed you will find a questionnaire about high school football T formation pass offense, which is a study that I am doing for my master's thesis. This form is being sent to all varsity high school coaches in the Central Section who employ the T in full or in part. With this information, I should have a fairly good picture of the T formation pass offense as used in high schools in our own Central Section. I shall be glad to pass on to you a copy of the results of this study upon its completion. So, if you are interested, please indicate this on the first page of the questionnaire.

I realize that the questionnaire is quite lengthy and will take a little time on your part to fill out, but I hope you will find it of some interest and not too much trouble. In some instances, it may be very difficult for you to answer certain parts of the questionnaire, or you may feel that you are giving away some of your trade secrets. In that case, please feel free to leave blank any of the questions that you don't care to answer and do the best you can with those you do answer. In the last item of the questionnaire, a place is left for any comments that you may care to make that aren't covered elsewhere or any pet ideas that you may have on the subject.

Thanks for your interest, and I would appreciate your response as soon as it is convenient for you.

Sincerely,

Vernon J. Warkentin
Football Coach
Reedley High School

APPENDIX D

QUESTIONS FOR INTERVIEW AND QUESTIONNAIRE
(Check the blanks that apply)

I. The T Quarterback

A. Which one of the qualifications listed below do you consider most important for your quarterback to possess?

1. Passing ability _____
2. Ball handling and deception _____
3. Field general and leader _____
4. Character _____

B. What instructions do you give your quarterback in regards to the use of the pass?

1. Use sparingly when slightly ahead _____
2. Use only after the running attack has bogged down _____
3. Pass only in specific areas on the field _____
4. Throw only when behind in ball game _____
5. Use liberally, just like a running play _____
6. The amount of passing will be governed by defense used _____
7. Other _____

I would like to have a copy of the results of this copy.

Signed _____
School _____

C. Do you prefer any particular set-up as to the position of quarterback's feet behind center on pass plays such as listed below?

1. Feet parallel _____
2. Right or left foot forward _____
3. No preference _____
4. Same as on running plays _____
5. Other _____

D. How much of your practice time do you devote to the play of the quarterback in connection with pass offense? (Listed below in hours per week)

- | | |
|--------------------------|-------------------------------------|
| 1. 3 hours or more _____ | 4. $\frac{1}{2}$ hour or less _____ |
| 2. 2 hours _____ | 5. Other variations _____ |
| 3. 1 hour _____ | |

II. Pass Protection Blocking

A. Which of the following methods of pass protection do you employ?

- | | |
|----------------------|--------------------|
| 1. Cup _____ | 4. Wide zone _____ |
| 2. Man for man _____ | 5. Other _____ |
| 3. Combination _____ | |

B. When passing against a 5 or 6 man line, which of the following methods do you use in handling the defensive end on the offside?

1. Pull guard _____
2. Pull center _____

3. Pull center or guard depending on defense _____
 4. Keep offside end in to block _____
 5. Blocked by back _____
 6. Other _____
- C. On long passes, how many men do you usually send out as receivers? (Circle one) 1 2 3 4 5
- Who are they?
1. Both ends _____
 2. Both ends and a back _____
 3. One end and two backs _____
 4. Both ends and two backs _____
 5. Other combinations _____
- D. How much of your practice time do you devote to pass protection blocking? (Listed below in hours per week)
- | | |
|--------------------------|-------------------------------------|
| 1. 3 hours or more _____ | 4. $\frac{1}{2}$ hour or less _____ |
| 2. 2 hours _____ | 5. Other variations _____ |
| 3. 1 hour _____ | |

III. Pass Receiving

- A. Which of the following methods do you use when the defensive team is jamming your receivers?
1. Have your receivers get out as best they can by stunting and maneuvering _____
 2. Use some spread variations such as split ends, flankers, men in motion, etc. _____

3. Throw to the backs in the flat _____
4. Use running plays that look like passes _____
5. Other _____

B. Which one of the items below do you use when your receivers are covered on a pass play?

1. Intentionally ground ball by throwing to open territory _____
2. Try to run with ball _____
3. Have quarterback hold ball and take loss _____
4. Gamble and throw regardless _____
5. Throw to safety valve provided in pattern _____
6. Other _____

C. Which of the following methods do you employ in getting receivers in the open?

1. Attempt to outrun defense _____
2. Send receivers to open territory _____
3. Have receivers watch the feet of the defender and out-maneuver him _____
4. Run two receivers at one defender and split _____
5. Other _____

D. How much of your practice time do you devote to pass receiving? (Listed below in hours per week)

- | | |
|--------------------------|-------------------------------------|
| 1. 3 hours or more _____ | 4. $\frac{1}{2}$ hour or less _____ |
| 2. 2 hours _____ | 5. Other variations _____ |
| 3. 1 hour _____ | |

IV. Pass Patterns

A. Which of the following types of pass patterns do you use?

1. Flood the zone _____
2. Delay _____
3. Decoy _____
4. Screen the defender _____
5. Other _____

B. Which of the following spread variations do you employ?

1. Split ends _____
2. Split ends and flanker _____
3. Men in motion _____
4. Spread backs _____
5. Spread line and spread backs _____
6. Other _____

C. Which of the following special passes do you use in your offense?

1. Pass from punt formation _____
2. Screen pass _____
3. Tackle eligible pass _____
4. Sideline pass _____
5. Other _____

D. How much of your practice time do you devote to team pass patterns? (Listed below in hours per week)

1. 3 hours or more _____
2. 2 hours _____

3. 1 hour _____
4. $\frac{1}{2}$ hour or less _____
5. Other variations _____

V. General Pass Information

A. In relation to the over-all offense for the season, what is the percentage of your pass offense?

- | | |
|----------------------|------------------------------|
| 1. 75 per cent _____ | 4. 25 per cent _____ |
| 2. 50 per cent _____ | 5. 10 per cent or less _____ |
| 3. 35 per cent _____ | |

B. In your pass offense, is anyone specifically assigned to cover an interception? Yes _____ No _____

(If yes, fill out below)

1. Quarterback _____
2. Fullback _____
3. Fullback and center _____
4. All team members not going down _____
5. Other _____

C. Which of the following types of passes do you prefer in your offense?

1. Pass plays that in their inception look like one of the strong running plays in your offense _____
2. Optional pass or run plays _____
3. Straight out and out passes, no fakes, thrown from protected area _____

4. Combination of the above, depending upon what defense you are running against _____

5. Other _____

D. How would you rank the items below with regard to their importance in the pass offense?

(Rank 1, 2, 3, and 4)

1. Quarterback and his maneuvers _____

2. Pass protection blocking _____

3. Pass receiving _____

4. Pass patterns _____

Other Comments (Use space below and other side)