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A football scouting report for high schools and junior colleges in California

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A FOOTBALL SCOUTING REPORT FOR HIGH SCHOOLS AND
JUNIOR COLLEGES IN CALIFORNIA

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 in Physical Education

by
Louis Quint
June 1955

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CHAPTER I

INTRODUCTION

Among high school and junior college football coaches there seems to be a diversity of opinion as to the importance of football scouting. There appears to be no uniformity in methods and procedures in scouting football opponents and in interpreting the results.

I. THE PROBLEM

Statement of the problem. Many long scouting manuals have been written pertaining to college situations where experienced scouts are available. In such a situation money, manpower, and time meant little.¹

The purpose of this study was to attempt to answer the following question: Of what would a complete, compact, easy to use football scouting report for use by high school and junior college coaches consist?

Importance of the study. Major Frank W. Cavanaugh said as early as 1919 that scouting of opponents had

¹James E. Tatum and Warren K. Giese, Coaching Football and the Split T Formation (Dubuque: William C. Brown Company, 1952), p. 119.

become a thoroughly established custom despite the expressed displeasure of a number of those who considered it an abominable practice. He felt that scouting was considered proof of good sense in football circles, and found it difficult to sympathize with those who held that it was unsportsmanlike to have taken advantage of anything that a prospective opponent may have revealed in public exhibitions, especially where admission fees were charged.²

Charles Avedisian, a scout for the New York Giant professional football team, felt that intelligent scouting has always been an integral part of modern football, and that many a hard-fought contest had been won through the exploitation of a single bit of information imparted by an observant scout. He felt that Holy Cross' epic upset of Boston College in 1942 was no accident. It was the handiwork of a keen and alert scout who learned the nature and type of football played by the Boston College linemen. The hard-charging Boston College line was cut to pieces with trap plays, and the Holy Cross Crusaders used a variable defense that stopped their offense.

²Major Frank W. Cavanaugh, Inside Football (Boston: Small, Maynard and Company Publishers, 1919), p. 199.

Through intelligent scouting, the Holy Cross team was prepared for this game, and he felt that the advantages of scientific scouting over mere chance or guesswork cannot be disregarded. Intercollegiate and high school football scouting has progressed to a point where an alert scout could mean the difference between victory and defeat.³

George H. Allen, Football Coach at Morningside College, Sioux City, Iowa, made a similar study on football scouting.

It is important to note that all the coaches considered scouting to be an integral part of football. Dana X. Bible and Matty Bell both believed that the scout's report was a major factor in all games won when the teams were evenly matched. Wallace Butts of the University of Georgia wrote: 'I think that every ball game is more or less won by the scouting report turned in by a competent man. We at Georgia think that scouting is just as much a part of football as the actual work on the field.'⁴

Allen also felt that the proper use of scouting reports are what determined their value. No matter how complete the scout's report may have been, it was still the responsibility of the head coach to apply this

³Charlie Avedisian, "Good Scouting," Scholastic Coach, 18:22, October, 1948.

⁴George H. Allen, "Scouting in Football," Athletic Journal, 29:28, May, 1949.

information and to have used only that which could have been of value to the team.⁵

II. DEFINITIONS OF TERMS USED

Football scouting. Information gathered by one institution at a football function of another institution with the intent of finding strengths and weaknesses is football scouting.

Football scout. The term "football scout" shall be interpreted to mean that person who represented one institution at a public football function of another.

Football scouting report. The football scouting report is an interpretation of data, obtained from a football scout, that concerned another team and attempted to show strengths and weaknesses in relationship to the scout's team.

Football scouting form. The football scouting form is the material on which the information was roughly drafted at game time, and on which the material was later interpreted.

⁵Allen, loc. cit.

III. METHOD OF ATTACK

In order to answer the question, a survey of the literature in the field of inquiry was made. From the literature in the field certain facts were ascertained.

1. Scouting was considered very valuable by college coaches.
2. The scout had to be well versed in every aspect of football.
3. Many sections of many books dealt with scouting, supposedly.
4. Scouting information was difficult to find.

Next, an audio survey was made of coaching acquaintances. From having talked with them a brief preliminary questionnaire was written which included, in the main, general information on number of games played, number of teams scouted, total times opponents were scouted, whether scouting in general was valuable or not, what type of form was used, the average daily attendance, and the league in which they participated.

These forms were sent to fifty-seven high schools in northern California, and twenty-seven junior colleges throughout the state.

The purpose of this questionnaire was threefold:

1. To find if the study was worth-while. If the coaches were not scouting or did not think it to have been worth-while, then a new thesis topic would have been in order.

2. To find if the coaches would respond to the questionnaire.
3. To find if they would help give additional information. This last purpose was to ready them for a rating sheet.

The response was gratifying and a survey of the literature was made again to find, if possible, all the material that could possibly be used in a scouting report. This material was arranged into a rough rating sheet with blanks to rate the material. It was to be rated in the following manner by numbers:

1. Invaluable. The material had to be included.
2. Valuable. It normally was included.
3. Of some value. Information that occasionally would have been included.
4. Of little value. Material that could be omitted.

This rating sheet was then given to ten football coaches with two purposes in mind: (1) to find if the rating sheet was unsatisfactory, and (2) to help eliminate some of the unnecessary material.

The sheet was reduced to 127 playing situations. It was then mailed to the coaches of the fifty-seven high schools and twenty-seven junior colleges.

The responses were tabulated so that each of the situations had a point value. They were then tallied in such a manner that in checking any of these situations

it could be placed on a value relationship with another.

IV. BRIEF SUMMARY OF FINDINGS

Most coaches contacted thought scouting to be worthwhile, but were of the opinion that any report was limited to the ability of the scout. An attempt was made to see each team play at least once, but there were difficulties such as geographical distances, small staffs, and incompetent scouts. About one-third improvised their own scouting form.

Of the 127 situations on the rating sheet, none was rated lower than "two," material that normally would be included; but twenty-eight situations were rated "two plus." Even though the rating system might not have been selective enough, there were still situations that obviously fell higher in the minds of the coaches. Most of these situations were found in sections dealing with offense, running and passing, and defense, against running and passing.

As a result of the information gathered a scouting report was composed that, theoretically, would be of value to high school and junior college coaches in California.

CHAPTER II

FOOTBALL SCOUTING--GENERAL

History and philosophy of football scouting.

In no sense is the football scout a 'spy' or a 'shady character.' Scouting is an entirely legitimate activity, unless there is a special agreement between two teams to the contrary. In some conferences and leagues there are rules or agreements limiting the number of times the opponents may be scouted; in others there are no limitations. Whatever the rule may be, it should be religiously observed.¹

The abolition of scouting has always failed. There usually developed a suspicion among coaches, players, alumni, and institutions. Scouting agreements have been important, because there was no possible way that there would be an underhanded method used. Recently scouting has been on a very high plane with every courtesy usually extended to the scout.²

Frank Leahy, formerly of Notre Dame University, believed that the scouting report was one of the most important factors in defensive and offensive football. He felt that if a coach received an accurate resume' of the

¹Dana X. Bible, Championship Football (New York: Prentice-Hall, Inc., 1949), p. 185.

²John Da Grosse, Functional Football (New York: A. S. Barnes and Company, c.1946), p. 216.

opponents' actions in a previous game he could usually set up defenses that would help his team to hold its own.³

He also felt that scouts should have been continually impressed with the importance of the report. A complete report could do a great deal toward instilling the required amount of confidence in a team, and if a team entered a game with the feeling that they had a sound knowledge of the plans of the opponent, then they would operate with the maximum of efficiency.⁴

The scout's qualifications. Leahy made no stipulations as to the qualifications of the scout. He believed that the entire scouting program should be placed in the hands of an assistant coach.⁵

Scouting is an art and before anyone can effectively perform the duties of a scout, he must:

- a. Have a perfect football background.
- b. Understand the possibilities of every offensive and defensive formation.
- c. Have perfect split vision both during the inception of a play and after a play.
- d. Have a photographic mind so that he can write a report after the game, and be able to answer every question during the week.
- e. Detect individual characteristics.

³Frank W. Leahy, Defensive Football (New York: Prentice-Hall, Inc., 1961), p. 174.

⁴Ibid., p. 181.

⁵Loc. cit.

- f. Report the technique in execution of the main fundamentals (stance, charge, blocking, running, passing, kicking, etc.)⁶

Johnnie Golden of Gilroy (California) Union High School thought that there were generally four weak areas of the beginning scout, and that it would have been to the beginner's advantage to have taken inventory of his strengths in the following departments:

1. He must have had a thorough knowledge of all offensive and defensive formations.
2. He should have not depended too heavily on programs, newspapers and public address systems for information he should have memorized.
3. He should always report just what he saw. He should not have drawn upon his imagination.
4. The report should not have been completed during the game, but after.⁷

Experience has shown that a scout must possess three prerequisites in order to do a good job:

1. Observant eye. He should not have been carried away by the roar of the crowd.
2. Accuracy. No detail should have been reported that the scout was not sure of. If he did not know, he should have said so.
3. Keen football sense. He should have been a student of the game.⁸

Dana X. Bible believed that the foremost and indispensable qualification of a football scout was a sound,

⁶Da Giosa, op. cit., pp. 215-16.

⁷Johnnie Golden, "Play Spotting," Scholastic Coach, 19:24-6, September, 1949.

⁸Charlie Avedisian, "Good Scouting," Scholastic Coach, 18:22-32, October, 1948.

thorough knowledge of football fundamentals and formations, offensive and defensive. He felt that a scout had to be familiar with standard alignments and with standard blocking, pass and defensive patterns, and that the slightest deviation from the normal would be obvious.⁹

He must be able to recognize and analyze offensive and defensive values. He must be minutely observant of detail. Variations in spacing, individual stance and individual action must be spotted and checked as possible tip-offs. Only an experienced and advanced student of football can do a first class scouting job.¹⁰

Methods and procedures in football scouting. In reviewing the literature in the field the following facts were discovered:

1. A scouting schedule was set up.
2. A team was scouted at least twice.
3. They should have been scouted against a strong team with an offense similar to his own.
4. The opponent should not have been scouted too early.
5. Before leaving for games, scout should have run movies of previous year's game.
6. Scout should have reviewed last year's scouting report.

⁹Dana X. Bible, Championship Football (New York: Prentice-Hall, Inc., 1949), pp. 185-86.

¹⁰Ibid., p. 186.

James Tatum, of Maryland University, felt that a usually fine source of up-to-date material was the opponent's home-town newspaper. Newspapers have always been pouring forth such items as statistics, injury reports, and last minute changes in the line-ups. While some of the information could be taken as paper talk, much of it was true.¹¹

Another source of information might have been a friendly coach who has already played that team. A letter or a telephone call can result, or might have resulted, in an outstanding report, or even motion pictures could have produced such a result, where they have not been forbidden.¹²

As soon as the scout arrived at the city where the game was to be played, he should have obtained a program so as to become familiar with the names and numbers of the members of the first two teams. He should have arrived at the stadium at least an hour before game time. He should have noted the condition of the field, wind, etc. In the pre-game warm-up he should have checked the colors of the uniforms and head gears and especially should have paid

¹¹James M. Tatum and Warren K. Giese, Coaching Football and the Split T Formation (Dubuque: William G. Brown Company, c. 1953), p. 119.

¹²Ibid., p. 120.

close attention to the punters and place-kickers. During the game he should have kept close track of formations used both offensively and defensively. He should also have noted individual players looking for tip-offs.¹³

A standard procedure should have been used by all scouts with a place for a summary to be written. This would allow for individual opinions. Each scout should have been supplied with a notebook properly indexed with tabs so that he could readily turn to the section he desired. The notebook should contain the following sections:

1. General information.
 - a. date
 - b. weather
 - c. field and wind conditions
 - d. final score
2. Complete resume of game with statistics.
3. Indexed section.
 - a. offensive formations
 - (1) running offense
 - (2) passing offense
 - (3) quarterback strategy
 - b. defensive formations
 - (1) punt defense
 - (2) defensive personnel
 - (3) scout's opinion of defense¹⁴

Immediately following the game, the scout should go directly to his hotel room and organize all his material

¹³Bible, op. cit., pp. 186-87.

¹⁴Leahy, op. cit., p. 175.

while the game is still fresh in his mind. . . .

.

We like to have our scouts think up suggestions that will aid our team in preparing for the forthcoming game with the team they have just scouted.¹⁵

DaGrosa felt that the scout should have made his report to the coach the following day, if possible. This gave the coach time to make plans for the week, time to study the report, and time to ask questions. The scout should have given the report to the squad on Monday or Tuesday giving only information that the coach wanted given.¹⁶

Football scouting in California. In order to determine the frequency of scouting, the importance placed on scouting, who did the scouting, and the type of scouting form used, a preliminary questionnaire was sent to fifty-seven high schools of various sizes throughout northern and central California. Identical questionnaires were sent to twenty-seven junior colleges throughout the state.

There were thirty-eight replies from the high schools, and twenty replies from the junior colleges. To

¹⁵Ibid., pp. 181-82.

¹⁶DaGrosa, op. cit., p. 216.

clarify the material the data from the high schools will be presented first.

Frequency in scouting in high school. The average number of games played was nine. Only one played eleven, and six played eight. The average team scouted seven opponents, and scouted a total of ten times. Only three teams did not scout. In all three cases the schools were geographically isolated. Two were small schools and one was large. One did not scout because there was only one member on the football coaching staff.

Importance placed on scouting in high school. On the questionnaire the coaches were asked to check whether scouting in general was invaluable, very valuable, of some value, or of little value. Invaluable was indicated eight times, very valuable twenty-two times, of some value three times, of little value three times, and two thought it to be of no value.

The scout in high school. In fourteen cases the head coach and his assistants did the scouting. In fourteen cases only the assistants did the scouting. Scouting was done by a combination of coaches and laymen in seven cases. Only two head coaches did all the scouting, and in only one school did a layman do all the scouting.

The scouting form used in high school. A printed form was used by three. A form was improvised and printed by fourteen. No form was used by seventeen, and three did not scout.

Frequency in scouting in junior college. The average number of games played was nine. No team played more than ten nor less than eight games. Opponents were scouted a total of thirteen times, each with two definite extremes; one team scouted thirty-seven times, while another scouted but three.

Importance placed on scouting in junior college. Invaluable was indicated three times; valuable, thirteen times; of some value, twice; and two did not answer that particular question.

The scout in junior college. In ten cases the head coach and assistants did the scouting. The assistants and a layman did the scouting in two cases. One went unanswered. In only one situation did the head coach do all the scouting. A paid scout did all the scouting in another case.

The scouting form used in junior college. A printed form was used by two. A form was improvised and printed by thirteen. No form was used by five.

Problems, methods, and procedures in football scouting in California. To show what problems have existed and what methods were used by the coaches contacted in this study, a few typical illustrations were used.

The football coach from Orland High School, Orland, California, wrote the following:

I'm sure you will find it extremely difficult to procure good scouting reports in a small school and community which has a small coaching staff, and most schools in Northern California are small.

Generally, in this area all league teams play each Friday night. We exchange scouting information with out-of-league schools after having played a game.

Proper scouting methods employed are invaluable, but it takes a good man to do it. Many coaches are unable to do a good job. Scouting is an art in itself. Forms as a guide should be of much assistance.

He stated that on several occasions reports he received proved to be of little value.

The football coach from Tulare High School listed the following points:

1. Too many reports have contained too much about too little.
2. The best scout has the material consolidated into a concrete report and has to have had the ability to recognize strengths and weaknesses.
3. The head coach should have tried to see the opponent with members of his staff.
4. Usually most high school staffs have not had able men to scout accurately enough to be of great assistance.
5. He felt that the system used, variations from that system, characteristics of main players, and any key that might have been presented were the important aspects of scouting.

6. He pointed out that a scouting form should have been used only as a guide for the scout and that if not used with caution could have done more harm than good.

The football coach of Taft Union High School, Taft, California, wrote that he felt efficient scouting on the high school level was a waste of time generally, because coaches on that level did not have the time nor experience to adjust to scouting reports. In his particular situation there were but two coaches, both of whom he felt should attend all games. As the opponents generally played on the same night, he felt it was unfair to the team to have but one coach present at the game. He thought an exchange of game movies would be a much more efficient and economical way of scouting.

The Hanford High School football coach felt that the scout should have made a drawing of the scouted team's offensive formation with holes designated. Notations of the number of times each hole was hit should have been made. He thought, too, that the defense should have been drawn with its variations and with notations on strengths and weaknesses.

It was interesting to note that Jack Danilovich of West Contra Costa Junior College thought that scouting was valuable if a team was scouted two or three times. Jim Tidwell of Monterey Peninsula College noted that some teams

in their league scouted them five and six times. Mr. Hal Buffa of East Contra Costa Junior College wrote that he had found the value of scouting depended upon the results of the game. He stated that one team changed its offense entirely several times during the season. That team happened to have been Jim Tidwell's team.

Buffa used a frequency chart which had ten play holes designated. The backs were numbered and then running plays and yardage were indicated on the chart. From this they found frequency and favorite plays. They diagramed special plays on three by five cards and numbered them as follows: one, two, three, four, repeat one, repeat two, repeat three, and repeat four.

On the same size cards they kept defenses and also kept a running tally on each for frequency and situation.

Using the program and three by five cards they noted individual strengths and weaknesses and noted which portions of their offense should and should not work.

Especially on the small high school level there seemed to be many problems confronting the coaches. In one case there was no assistant coach, and as the opponents played on the same dates as his team, he was unable to scout. In another situation, the closest opponents were at least eighty-seven miles distant with the exception of

one team. In this situation the coach who had no assistant took moving pictures of home games and used them for scouting purposes.

Several coaches felt that even though they had an adequately large staff it took a specialist to scout.

For the most part, the high school coaches felt that definite scouting, the formation used, variations from the normal were the most important things. Many felt that too many scouting reports contained too much irrelevant material. Some noted that scouting reports should have been used with caution.

On the junior college level the coaches who made comments noted that they liked to diagram all plays run with situations noted. At the same time they kept track of the type of defense used, kickoffs, kickoff returns, punt formations, and returns, always noting everything out of the ordinary. They also kept charts showing where the scouted team hit most often and also where the scouted team was most vulnerable.

CHAPTER III

THE COMPONENTS OF A FOOTBALL SCOUTING REPORT

In building the rating sheet it was important that every aspect of the game of football was considered. It was felt that all information possible should be included up to the point where the rating sheet would not be practical.

It started with a survey of the literature in the field. Although not too many books have had a great deal written about scouting, each, in itself, was an outline for the rating sheet. Most books have been divided into seven major divisions: (1) general information, (2) the kick-off, (3) the punt, (4) offense, (5) defense, (6) field generalships, and (7) points after touchdown.

General information. This component took into consideration what the scout should do before, during, and after the game. Physical conditions, mental attitude, fundamentals, and substitution of the scouted team were included also.

The kick-off. Both the kicking and receiving ability of the scouted team were considered.

The punt. Both the kicking and receiving ability of the scouted team were considered.

The offense. Only running and passing offense were included.

Defense. Only defense against running and passing plays were included.

Field generalship. Both offensive and defense field generalship of the scouted team was considered.

Points after touchdown. The team's ability to make points after touchdown and their ability to stop them was the primary consideration in this section.

The problem was to break those major divisions into situations. This was done first by consulting the literature in the field. An attempt was made to break each division into every possible situation. Next, interviews were made with several fellow coaches. During each of these interviews all the material was discussed and suggestions made. After each discussion period, material in some cases was added and in others deleted.

The result was a rough rating sheet with blanks to rate the material. This rating sheet was given to ten coaches with two purposes in mind: (1) to find if the rating

sheet was satisfactory, and (2) to help eliminate some of the unnecessary material.

After the rating sheet was corrected, it was mailed with instructions to the football coaches of the fifty-seven high schools and twenty-seven junior colleges.

Coaches were asked to rate all the material on the rating sheet either one, two, three, or four. One was to mean that the material was so important that it had to be included; two, that it normally would be included; three, that it occasionally would be included; and, four, that it was of little value. The material was rated in this manner so that each situation could have a numerical value.

Each situation was totaled and averaged. For instance, if there were sixteen replies with a total score of sixty-four, then the value would be four. The high schools and junior colleges were totaled separately, then a composite was made of both. After each situation was totaled, it was tallied on a master sheet so that each had a value in relationship to every other one. This gave 127 definite scouting situations on a scale, each with a value and a relationship.

Table I presents the evaluation of the rating sheet at the junior college level. Table II, page 33, presents the tally sheet for the junior college rating sheet.

The evaluation of the rating sheet at the high school level is presented in Table III, page 34, and Table IV, page 42, presents the tally sheet for the high school rating sheet. The combined replies of the junior college and high school levels are presented in Table V, page 43, and Table VI, page 51, presents the tally sheet for the composite rating sheets of the forty-nine coaches.

TABLE I
EVALUATION OF THE RATING SHEET
JUNIOR COLLEGE LEVEL
(SIXTEEN REPLIES)

1. GENERAL

Total Points	Average Value	<u>a. Before Game</u>	
		Scouting Situations	
22	1.37	1)	Secure program for names.
28	1.75	2)	Note punters--distance back, number of steps, right or left-footed.
37	2.31	3)	Note place kickers.
22	1.37	4)	Note passers--accuracy, distance back, time to throw, long or short.
47	2.93	5)	Attitude warming up.
20	1.25	6)	Scout must know all basic systems plus strength and weaknesses of each.
22	1.37	7)	Scout must know offense of scouted team.
31	1.93	8)	Scout should preview movies of team scouted if available.
26	1.62	9)	Scout must know what defense is most likely to succeed against the scouted team's offense.
43	2.68	10)	A quarter chart of ball progress is desirable.
<u>b. During Game</u>			
37	2.31	1)	Chart all plays.
19	1.18	2)	Chart best plays.
18	1.12	3)	Chart trick plays.
28	1.75	4)	Keep in mind the down, score, time, and position of ball on field.
<u>c. After Game</u>			
17	1.06	1)	Write report immediately.
41	2.56	2)	Obtain newspaper report of game.
<u>d. Physical Condition</u>			
25	1.56	1)	Did they tire in second half?

TABLE I (continued)

<u>e. Mental Attitude</u>		
Total Points	Average Value	Scouting Situations
25	1.56	1) Do they "play ball" from the beginning?
24	1.50	2) Do they "come back" when scored on?
24	1.50	3) Do they "come out fighting" at half-time?
26	1.62	4) Is team "up" for this game?
<u>f. Fundamentals</u>		
19	1.18	1) Are they a sound team fundamentally?
<u>g. Substitution</u>		
31	1.93	1) How many men played?
27	1.68	2) Quality of substitutes (general).
31	1.93	3) Do they use unit substitution?
26	1.62	4) What are weaknesses of substitutes, if any?

2. THE KICK-OFF

a. Kicking

23	1.44	1) Distance of kick.
33	2.06	2) Distance of return.
29	2.43	3) Who returned it?
22	1.37	4) Is it a set play?
38	2.37	5) Distance returned.
41	2.56	6) Angle of the kick.
31	1.93	7) Did they go down in "waves"?
27	1.68	8) Did they criss-cross?
27	1.68	9) Are there any indications that an on-side kick will be tried? (i.e., laying ball on its side)
25	1.56	10) Do they have a set onside kick play?

TABLE I (continued)

<u>b. Receiving</u>		
Total points	Average Value	Scouting Situations
36	2.25	1) Distance of kick.
36	2.25	2) Distance of return.
33	2.06	3) Who returned it?
22	1.37	4) Is it a set play?
24	1.50	5) Blocking used (diagram).
34	2.12	6) Quality of blocking.
23	1.44	7) Do they have any trick run-back such as a lateral pass?

3. THE PUNT

a. Punting

25	1.56	1) Draw the exact punt formation.
27	1.68	2) Blocking used.
31	1.93	3) Stance back-kicker.
21	1.31	4) Speed of kicker in getting ball off.
40	2.50	5) How many kickers?
24	1.50	6) Can he run?
23	1.44	7) Can he pass?
44	2.75	8) Was he a lineman?
31	1.93	9) Who was best kicker?
31	1.93	10) Can he place his punts?
32	2.00	11) How many down in first wave?
25	1.56	12) Was the pass from center good?
21	1.31	13) Did they get down fast?
43	2.68	14) What was the starting signal?
24	1.50	15) Weaknesses in punt formation.
19	1.18	16) Did they quick-kick?
36	2.25	17) Chart the punt--distance and accuracy.
18	1.12	18) Can their kicks be blocked?
18	1.12	19) Can their kicks be run back?

b. Receiving

19	1.18	1) Do they try to block kick?
21	1.31	2) Do they try to hold men in?
25	1.56	3) Exact diagram of defense against punt formation.

TABLE I (continued)

<u>b. Receiving (continued)</u>		
<u>Total</u> <u>points</u>	<u>Average</u> <u>Value</u>	<u>Scouting Situations</u>
20	1.25	4) Do they have a set punt return play?
23	1.44	5) Single or double safety?
22	1.37	6) Can you run against their defense? Where?
20	1.25	7) Can you pass against their defense? Where?

4. OFFENSE

a. Running

18	1.12	1) Draw exact formation (spacing and position of backs).
18	1.12	2) Is running game based on power?
18	1.12	3) Is running game based on deception?
36	2.25	4) Should all running plays be charted?
21	1.31	5) Chart out their most successful plays.
21	1.31	6) Chart out their trick plays.
19	1.18	7) Where do they hit most often?
19	1.18	8) Note type of starting signal.
24	1.50	9) Tipoffs by linemen.
25	1.56	10) Tipoffs by signal caller.
24	1.50	11) Tipoffs by backs.
25	1.56	12) Effectiveness of down field blocking.
30	1.87	13) Effectiveness of check blocking.
21	1.31	14) Can their running game be stopped? How?
27	1.68	15) Characteristics of running backs.
25	1.56	16) Do they use two on one blocking?
21	1.31	17) Do they trap guards and tackles?
18	1.12	18) Do they use flankers?
18	1.12	19) What plays were used on short yardage situations?
19	1.18	20) What plays were used in long yardage situations?
29	1.81	21) What plays are being set up that were not run?
21	1.31	22) Are the traps on backles and guards inside or outside traps?
20	1.25	23) When flankers are rised, what do they do?

TABLE I (continued)

<u>b. Passing</u>		
<u>Total Points</u>	<u>Average Value</u>	<u>Scouting Situations</u>
18	1.12	1) Are they a good passing team?
20	1.25	2) Who does most of passing?
18	1.12	3) Accuracy of passer--long and short passes.
19	1.18	4) Size and speed of receivers.
21	1.31	5) Receiver's ability to maneuver.
22	1.37	6) Receiver's ability to catch.
20	1.25	7) Is protection good?
20	1.25	8) Time passer takes to pass.
20	1.25	9) Is he cool under pressure?
26	1.62	10) How deep is he when he passes?
18	1.12	11) Can the passer run?
19	1.18	12) Do they have running play passes?
26	1.62	13) Do the patterns depend on the receiver's maneuverability?
22	1.37	14) Do the patterns overload the defensive zone?
19	1.18	15) Do they use flankers on pass plays?
31	1.93	16) Chart all the pass patterns.
20	1.25	17) Chart favorite pass patterns.
19	1.18	18) Chart best pass patterns.
33	2.06	19) Do they "cover" their passes after they are thrown?
23	1.44	20) When do they pass?
24	1.50	21) Are their pass plays designed for lateral passes after completion?

5. DEFENSEa. Against Running

18	1.12	1) What defenses were used? (i.e., 6-2-2-1 etc.)
24	1.50	2) Chart all defenses.
17	1.06	3) What defense was used most often?
21	1.31	4) When and where were the defenses used?
17	1.06	5) What defense was used inside their

TABLE I (continued)

<u>a. Against Running (continued)</u>		
<u>Total</u> <u>Points</u>	<u>Average</u> <u>Value</u>	<u>Scouting Situations</u>
		10 yard line?
17	1.06	6) Where did other team have most success?
24	1.50	7) Which linemen can be trapped?
22	1.37	8) Any special line maneuvers such as slanting or looping?
20	1.25	9) Do linebackers pep? When?
18	1.12	10) Do halfbacks come up fast?
20	1.25	11) Does the backfield rotate on wide plays?
19	1.18	12) Do ends crash or float?
25	1.56	13) Do linemen on one side slide to help those on the other?
31	1.93	14) Do the linemen change position due to down and position on field?
25	1.56	15) When opponents find a weak spot and capitalize upon it, do they change their defense?
28	1.75	16) In the above case, how did they com- pensate for the weakness?
<u>b. Against Passing</u>		
19	1.18	1) Do they use man to man defense?
19	1.18	2) What type of pass defense (i.e. man to man defense)?
20	1.25	3) Do they use combination defense?
18	1.12	4) Who covers flat in each defense?
17	1.06	5) Who covers a single flanker?
17	1.06	6) How do they cover a double flanker?
18	1.12	7) What defense is used in a definite passing situation?
18	1.12	8) Any weak men?
21	1.31	9) Chart pass patterns that worked best against them.
21	1.31	10) Do they rush passer?
18	1.12	11) What pass plays will work against them?
24	1.50	12) What assignment does safety have?
25	1.56	13) Does any lineman pull out to cover pass receiver?
23	1.44	14) Do they hold up receivers?

TABLE I (continued)

6. FIELD GENERALSHIP

a. Offensive

Total Points	Average Value	Scouting Situations
29	1.81	1) Was signal calling good?
27	1.68	2) Are plays run in sequence?
26	1.68	3) Does he "gamble"?
18	1.12	4) What plays does he run on first down?
22	1.37	5) When he finds a weakness, does he exploit it?
20	1.25	6) Does he seem to have any pet plays?
24	1.50	7) Positions he doesn't hit at all?
23	1.44	8) Positions he seldom hits.
17	1.06	9) What plays are used inside opponent's 5 yard line?
36	2.25	10) Does he control the huddle? Team?

b. Defensive

32	2.00	1) Are defensive signals used?
40	2.50	2) Who calls them?
32	2.00	3) Was his judgment good?
27	1.68	4) When their opponent was making yards, did he change defense?
44	2.75	5) Does he constantly check the down marker, chains and clock?
26	1.62	6) Is there any particular weakness in the defensive quarter-backing that can be taken advantage of?

7. POINTS AFTER TOUCHDOWN

a. Offense

31	1.93	1) Did they place kick or drop kick?
21	1.31	2) Other play?
34	2.12	3) How far back is kicker?
39	2.44	4) How many steps does he take?
44	2.75	5) Who is the kicker?
46	2.87	6) Who holds?
41	2.56	7) What percentage of place kicks do they make?

TABLE I (continued)

<u>a. Offense (continued)</u>		
<u>Total</u> <u>Points</u>	<u>Average</u> <u>Value</u>	<u>Scouting Situations</u>
31	1.93	8) Draw the exact formation showing position of the backs.
23	1.44	9) Do they line up so they can run?
29	1.81	10) Are they tight from end to end?
30	1.87	11) Mark the position of their passes.
<u>b. Defense</u>		
20	1.25	1) What defense was used?
27	1.68	2) Chart all defenses SHOWING ALL POSITIONS.
24	1.50	3) Can it be punched over?
22	1.37	4) How do the ends play?
19	1.18	5) Would a pass work. What pass?
25	1.56	6) Do they <u>rush</u> the kicker?

TABLE II
TALLY SHEET
FOR THE JUNIOR COLLEGE RATING SHEET

Total Points	Frequency of Scouting Situations
16	
17	7
18	18
19	15
20	15
21	13
22	10
23	8
24	13
25	13
26	7
27	8
28	3
29	3
30	3
31	9
32	3
33	3
34	2
35	
36	5
37	2
38	1
39	2
40	2
41	1
42	
43	2
44	3
45	
46	1
47	1

TABLE III
EVALUATION OF THE RATING SHEET
HIGH SCHOOL LEVEL
(THIRTY-THREE REPLIES)

I. GENERAL

<u>a. Before Game</u>		
Total Points	Average Value	Scouting Situations
53	1.60	1) Secure program for names.
49	1.48	2) Note punters--distance back, number of steps, right or left-footed.
83	2.61	3) Note place kickers.
46	1.39	4) Note passers--accuracy, distance, back, time to throw, long or short.
95	2.87	5) Attitude warming up.
54	1.63	6) Scout must know all basic systems plus strength and weaknesses of each.
44	1.33	7) Scout must know offense of scouted team.
73	2.21	8) Scout should preview movies of team scouted if available.
59	1.78	9) Scout must know what defense is most likely to succeed against the scouted team's offense.
90	2.72	10) A quarter chart of ball progress is desirable.
<u>b. During Game.</u>		
82	2.48	1) Chart all plays.
35	1.06	2) Chart best plays.
38	1.15	3) Chart trick plays.
58	1.75	4) Keep in mind the down, score, time and position of ball on field.
<u>c. After Game.</u>		
36	1.09	1) Write report immediately.
91	2.75	2) Obtain newspaper report of game.
<u>d. Physical Condition.</u>		
52	1.57	1) Did they tire in second half?

TABLE III (continued)

<u>e. Mental Attitude.</u>		
Total Points	Average Value	Scouting Situations
60	1.81	1) Do they "play ball" from the beginning?
58	1.75	2) Do they "come back" when scored on?
69	2.09	3) Do they "come out fighting" at half time?
65	1.97	4) Is team "up" for this game?
<u>f. Fundamentals.</u>		
41	1.24	1) Are they a sound team fundamentally?
<u>g. Substitution.</u>		
71	2.15	1) How many men played?
57	1.72	2) Quality of substitutes (general).
67	2.03	3) Do they use unit substitution?
52	1.57	4) What are weaknesses of substitutes, if any?
2. THE KICK-OFF		
<u>a. Kicking.</u>		
43	1.03	1) Distance of kick.
67	2.03	2) Distance of return.
64	1.93	3) Who returned it?
49	1.48	4) Is it a set play?
69	2.09	5) Distance returned.
85	2.57	6) Angle of the kick.
62	1.87	7) Did they go down in "waves"?
61	1.84	8) Did they criss-cross?
50	1.51	9) Are there any indications that an on-side kick will be tried? (i.e. laying ball on its side)
50	1.51	10) Do they have a set onside kick play?
<u>b. Receiving</u>		
68	2.06	1) Distance of kick.
72	2.18	2) Distance of return.

TABLE III (continued)

<u>b. Receiving (continued)</u>		
<u>Total Points</u>	<u>Average Value</u>	<u>Scouting Situations</u>
58	1.75	3) Who returned it?
48	1.45	4) Is it a set play?
57	1.72	5) Blocking used (diagram).
63	1.90	6) Quality of blocking.
43	1.30	7) Do they have any trick run-back such as a lateral pass?

3. THE PUNT

a. Punting

60	1.81	1) Draw the exact punt formation.
61	1.84	2) Blocking used.
53	1.60	3) Stance back-kicker.
51	1.54	4) Speed of kicker in getting ball off.
84	2.54	5) How many kickers?
51	1.54	6) Can he run?
50	1.51	7) Can he pass?
81	2.45	8) Was he a lineman?
67	2.03	9) Who was best kicker?
64	1.93	10) Can he place his punts?
72	2.18	11) How many down in first wave?
51	1.54	12) Was the pass from center good?
52	1.57	13) Did they get down fast?
88	2.66	14) What was the starting signal?
48	1.45	15) Weaknesses in punt formation.
49	1.48	16) Did they quick-kick?
85	2.57	17) Chart the punt--distance and accuracy.
43	1.03	18) Can their kicks be blocked?
47	1.42	19) Can their kicks be run back?

b. Receiving

49	1.48	1) Do they try to block kick?
52	1.57	2) Do they try to hold men in?
68	2.06	3) Exact diagram of defense against punt formation.
53	1.60	4) Do they have a set punt return play?
58	1.75	5) Single or double safety?
50	1.51	6) Can you run against their defense? Where?

TABLE III (continued)

<u>b. Receiving (continued)</u>		
Total Points	Average Value	Scouting Situations
52	1.57	7) Can you pass against their defense where?
4. OFFENSE		
<u>a. Running</u>		
37	1.12	1) Draw exact formation (spacing and position of backs).
40	1.21	2) Is running game based on power?
44	1.33	3) Is running game based on deception?
75	2.27	4) Should all running plays be charted?
38	1.15	5) Chart out their most successful plays.
42	1.27	6) Chart out their trick plays.
38	1.15	7) Where do they hit most often?
62	1.87	8) Note type of starting signal.
49	1.48	9) Tipoffs by linemen.
49	1.48	10) Tipoffs by signal caller.
49	1.48	11) Tipoffs by backs.
65	1.97	12) Effectiveness of down field blocking.
68	2.06	13) Effectiveness of check blocking.
39	1.18	14) Can their running game be stopped? How?
59	1.78	15) Characteristics of running backs.
49	1.48	16) Do they use two on one blocking?
39	1.18	17) Do they trap guards and tackles?
40	1.21	18) Do they use flankers?
38	1.15	19) What plays were used on short yardage situations?
41	1.24	20) What plays were used in long yardage situations?
74	2.24	21) What plays are being set up that were not run?
54	1.68	22) Are the traps on tackles and guards inside or outside traps?
48	1.45	23) When flankers are rised, what do they do?
<u>b. Passing</u>		
34	1.03	1) Are they a good passing team?
39	1.18	2) Who does most of passing?

TABLE III (continued)

Total Points	Average Value	<u>b. Passing (continued)</u>	
		Scouting Situations	
41	1.24	3)	Accuracy of passer--long and short passes.
49	1.48	4)	Size and speed of receivers.
54	1.63	5)	Receiver's ability to maneuver.
49	1.48	6)	Receiver's ability to catch.
44	1.33	7)	Is protection good?
44	1.33	8)	Time passer takes to pass.
46	1.39	9)	Is he cool under pressure?
54	1.64	10)	How deep is he when he passes?
39	1.18	11)	Can the passer run?
43	1.30	12)	Do they have running play passes?
63	1.90	13)	Do the patterns depend on the receiver's maneuverability?
45	1.36	14)	Do the patterns overload the defensive zone?
41	1.24	15)	Do they use flankers on pass plays?
59	1.78	16)	Chart all the pass patterns.
36	1.09	17)	Chart favorite pass patterns.
36	1.09	18)	Chart best pass patterns.
60	1.81	19)	Do they "cover" their passes after they are thrown?
44	1.33	20)	When do they pass?
54	1.63	21)	Are their pass plays designed for lateral passes after completion?

5. DEFENSE

a. Against Running.

35	1.06	1)	What defenses were used? (i.e., 6-2-2-1 etc.)
44	1.33	2)	Chart all defenses.
38	1.15	3)	What defense was used most often?
44	1.33	4)	When and where were the defenses used?
37	1.12	5)	What defense was used inside their 10 yard line?
37	1.12	6)	Where did other team have most success?
42	1.27	7)	Which linemen can be trapped?
46	1.39	8)	Any special line maneuvers such as slanting or looping?

TABLE III (continued)

<u>a. Against Running (continued)</u>		
<u>Total</u> <u>Points</u>	<u>Average</u> <u>Value</u>	<u>Scouting Situations</u>
43	1.30	9) Do linebackers pep? When?
39	1.18	10) Do halfbacks come up fast?
50	1.51	11) Does the backfield rotate on wide plays?
38	1.15	12) Do ends crash or float?
56	1.69	13) Do linemen on one side slide to help those on the other?
64	1.93	14) Do the linemen change position due to down and position on field?
51	1.54	15) When opponents find a weak spot and capitalize upon it, do they change their defense?
55	1.66	16) In the above case, how did they compensate for the weakness?
<u>b. Against Passing</u>		
41	1.24	1) Do they use man to man defense?
39	1.18	2) What type of pass defense (i.e. man to man defense)?
43	1.30	3) Do they use combination defense?
41	1.24	4) Who covers flat in each defense?
43	1.30	5) Who covers a single flanker?
44	1.33	6) How do they cover a double flanker?
44	1.33	7) What defense is used in a definite passing situation?
40	1.21	8) Any weak men?
49	1.48	9) Chart pass patterns that worked best against them.
46	1.39	10) Do they rush passer?
41	1.24	11) What pass plays will work against them?
54	1.63	12) What assignment does safety have?
56	1.69	13) Does any lineman pull out to cover pass receiver?
40	1.21	14) Do they hold up receivers?

TABLE III (continued)

6. FIELD GENERALSHIP		
<u>a. Offensive</u>		
Total Points	Average Value	Scouting Situations
60	1.81	1) Was signal calling good?
51	1.54	2) Are plays run in sequence?
49	1.48	3) Does he "gamble"?
49	1.48	4) What plays does he run on first down?
44	1.33	5) When he finds a weakness, does he exploit it?
41	1.24	6) Does he seem to have any pet plays?
50	1.51	7) Positions he doesn't hit at all?
59	1.78	8) Positions he seldom hits.
37	1.12	9) What plays are used inside opponent's 5 yard line?
80	2.42	10) Does he control the huddle? Team?
<u>b. Defensive</u>		
61	1.84	1) Are defensive signals used?
84	2.54	2) Who calls them?
71	2.15	3) Was his judgment good?
56	1.69	4) When their opponent was making yards, did he change defense?
78	2.36	5) Does he constantly check the down marker, chains and clock?
53	1.60	6) Is there any particular weakness in the defensive quarter-backing that can be taken advantage of?

TABLE III (continued)

7. POINTS AFTER TOUCHDOWN

a. Offense

Total Points	Average Value	Scouting Situations
63	1.90	1) Did they place kick or drop kick?
52	1.57	2) Other play?
75	2.27	3) How far back is kicker?
78	2.36	4) How many steps does he take?
89	2.69	5) Who is the kicker?
95	2.87	6) Who holds?
70	2.12	7) What percentage of place kicks do they make?
64	1.93	8) Draw the exact formation showing position of the backs.
48	1.45	9) Do they line up so they can run?
54	1.63	10) Are they tight from end to end?
58	1.75	11) Mark the position of their passes.

b. Defense

58	1.75	1) What defense was used?
72	2.15	2) Chart all defenses SHOWING ALL POSITIONS.
57	1.72	3) Can it be punched over?
66	2.00	4) How do the ends play?
54	1.63	5) Would a pass work. What pass?
57	1.72	6) Do they <u>rush</u> the kicker?

TABLE IV
TALLY SHEET
FOR THE HIGH SCHOOL RATING SHEET

Total Points	Frequency of Scouting Situation	Total Points	Frequency of Scouting Situation
33		66	1
34	1	67	3
35	2	68	3
36	3	69	2
37	5	70	1
38	6	71	2
39	6	72	3
40	5	73	1
41	8	74	1
42	2	75	2
43	7	76	
44	10	77	
45	1	78	2
46	5	79	
47	1	80	1
48	5	81	1
49	13	82	1
50	6	83	1
51	5	84	2
52	6	85	2
53	5	86	
54	8	87	
55	1	88	1
56	3	89	1
57	5	90	1
58	6	91	1
59	5	92	
60	5	93	
61	3	94	
62	2	95	2
63	3	96	
64	5	97	
65	2	98	
		99	

TABLE V

EVALUATION OF THE RATING SHEETS
FOR JUNIOR COLLEGE AND HIGH SCHOOL LEVELS
(FORTY-NINE REPLIES)

1. GENERAL		
<u>a. Before Game</u>		
Total Points	Average Value	Scouting Situations
75	1.53	1) Secure program for names.
77	1.57	2) Note punters--distance back, number of steps, right or left-footed.
120	2.45	3) Note place kickers.
68	1.39	4) Note passers--accuracy, distance back, time to throw, long or short.
142	2.89	5) Attitude warming up.
74	1.51	6) Scout must know all basic systems plus strength and weaknesses of each.
66	1.34	7) Scout must know offense of scouted team.
104	2.12	8) Scout should preview movies of team scouted if available.
85	1.73	9) Scout must know what defense is most likely to succeed against the scouted team's offense.
133	2.71	10) A quarter chart of ball progress is desirable.
<u>b. During Game</u>		
119	2.43	1) Chart all plays.
54	1.10	2) Chart best plays.
56	1.14	3) Chart trick plays.
96	1.96	4) Keep in mind the down, score, time and position of ball on field.
<u>c. After Game</u>		
53	1.08	1) Write report immediately.
132	2.70	2) Obtain newspaper report of game.
<u>d. Physical Condition</u>		
77	1.57	1) Did they tire in second half?

TABLE V (continued)

<u>e. Mental Attitude</u>		
<u>Total Points</u>	<u>Average Value</u>	<u>Scouting Situations</u>
85	1.73	1) Do they "play ball" from the beginning?
82	1.67	2) Do they "come back" when scored on?
93	1.89	3) Do they "come out fighting" at halftime?
91	1.85	4) Is team "up" for this game?
<u>f. Fundamentals</u>		
60	1.22	1) Are they a sound team fundamentally?
<u>g. Substitution</u>		
102	2.08	1) How many men played?
84	1.71	2) Quality of substitutes (general).
98	2.00	3) Do they use unit substitution?
78	1.59	4) What are weaknesses of substitutes, if any?
2. THE KICK-OFF		
<u>a. Kicking</u>		
66	1.34	1) Distance of kick.
100	2.04	2) Distance of return.
103	2.10	3) Who returned it?
71	1.45	4) Is it a set play?
107	2.18	5) Distance returned.
126	2.57	6) Angle of the kick.
93	1.89	7) Did they go down in "waves"?
88	1.79	8) Did they criss-cross?
77	1.57	9) Are there any indications that an on-side kick will be tried? (i.e. laying ball on its side)
75	1.53	10) Do they have a set onside kick play?
<u>b. Receiving</u>		
104	2.12	1) Distance of kick.
108	2.20	2) Distance of return.
91	1.85	3) Who returned it?

TABLE V (continued)

<u>b. Receiving (continued)</u>		
<u>Total Points</u>	<u>Average Value</u>	<u>Scouting Situations</u>
70	1.45	4) Is it a set play?
81	1.65	5) Blocking used (diagram).
97	1.98	6) Quality of blocking.
66	1.34	7) Do they have any trick run-back such as a lateral pass?

3. THE PUNT

a. Punting

85	1.73	1) Draw the exact punt formation.
88	1.79	2) Blocking used.
84	1.71	3) Distance back-kicker.
72	1.47	4) Speed of kicker in getting ball off.
124	2.53	5) How many kickers?
75	1.53	6) Can he run?
73	1.49	7) Can he pass?
125	2.55	8) Was he a lineman?
98	2.00	9) Who was best kicker?
95	1.94	10) Can he place his punts?
104	2.12	11) How many down in first wave?
76	1.55	12) Was the pass from center good?
73	1.49	13) Did they get down fast?
131	2.67	14) What was the starting signal?
72	1.47	15) Weaknesses in punt formation.
68	1.39	16) Did they quick-kick?
121	2.47	17) Chart the punt--distance and accuracy.
61	1.24	18) Can their kicks be blocked?
65	1.32	19) Can their kicks be run back?

b. Receiving

68	1.39	1) Do they try to block kick?
73	1.49	2) Do they try to hold men in?
93	1.89	3) Exact diagram of defense against punt formation.
73	1.49	4) Do they have a set punt return play?
81	1.65	5) single or double safety?
72	1.47	6) Can you run against their defense? Where?

TABLE V (continued)

<u>b. Receiving (continued)</u>		
<u>Total</u>	<u>Average</u>	<u>Scouting Situations</u>
<u>Points</u>	<u>Value</u>	
72	1.47	7) Can you pass against their defense? Where?

4. OFFENSE

a. Running

55	1.12	1) Draw exact formation (spacing and position of backs).
58	1.18	2) Is running game based on power?
62	1.26	3) Is running game based on deception?
111	2.26	4) Should all running plays be charted?
59	1.20	5) Chart out their most successful plays.
63	1.28	6) Chart out their trick plays.
57	1.16	7) Where do they hit most often?
81	1.65	8) Note type of starting signal.
73	1.49	9) Tipoffs by linemen.
75	1.53	10) Tipoffs by signal caller.
73	1.49	11) Tipoffs by backs.
90	1.83	12) Effectiveness of down field blocking.
98	2.00	13) Effectiveness of check blocking.
60	1.22	14) Can their running game be stopped? How?
86	1.75	15) Characteristics of running backs.
74	1.51	16) Do they use two on one blocking?
60	1.22	17) Do they trap guards and tackles?
58	1.18	18) Do they use flankers?
56	1.14	19) What plays were used on short yardage situations?
60	1.22	20) What plays were used in long yardage situations?
103	2.10	21) What plays are being set up that were not run?
75	1.53	22) Are the traps on tackles and guards inside or outside traps?
68	1.39	23) When flankers are rised, what do they do?

TABLE V (continued)

<u>b. Passing</u>		
<u>Total Points</u>	<u>Average Value</u>	<u>Scouting Situations</u>
52	1.06	1) Are they a good passing team?
59	1.20	2) Who does most of passing?
59	1.20	3) Accuracy of passer--long and short passes.
68	1.39	4) Size and speed of receivers
75	1.53	5) Receiver's ability to maneuver.
71	1.45	6) Receiver's ability to catch.
64	1.32	7) Is protection good?
64	1.32	8) Time passer takes to pass.
66	1.34	9) Is he cool under pressure?
80	1.63	10) How deep is he when he passes?
57	1.16	11) Can the passer run?
62	1.26	12) Do they have running play passes?
89	1.81	13) Do the patterns depend on the receiver's maneuverability?
67	1.36	14) Do the patterns overload the defensive zone?
60	1.22	15) Do they use flankers on pass plays?
90	1.83	16) Chart all the pass patterns.
56	1.14	17) Chart favorite pass patterns.
55		18) Chart best pass patterns.
93	1.89	19) Do they "cover" their passes after they are thrown?
67	1.36	20) When do they pass?
78	1.59	21) Are their pass plays designed for lateral passes after completion.

5. DEFENSEa. Against Running

53	1.08	1) What defenses were used? (i.e. 6-2-2-1 etc.)
68	1.39	2) Chart all defenses.
55	1.12	3) What defense was used most often?
65	1.32	4) When and where were the defenses used?
54	1.10	5) What defense was used inside their 10 yard line?
54	1.10	6) Where did other team have most success?
66	1.34	7) Which linemen can be trapped?

TABLE V (continued)

<u>a. Against Running (continued)</u>		
<u>Total</u>	<u>Average</u>	
<u>Points</u>	<u>Value</u>	<u>Scouting Situations</u>
68	1.39	8) Any special line maneuvers such as slanting or looping?
63	1.28	9) Do linebackers pep? When?
57	1.16	10) Do halfbacks come up fast?
70	1.43	11) Does the backfield rotate on wide plays?
57		12) Do ends crash or float?
81	1.65	13) Do linemen on one side slide to help those on the other?
95	1.94	14) Do the linemen change position due to down and position on field?
76	1.55	15) When opponents find a weak spot and capitalize upon it, do they change their defense?
83	1.69	16) In the above case, how did they compensate for the weakness?
<u>b. Against Passing</u>		
60	1.22	1) Do they use man to man defense?
58	1.18	2) What type of pass defense (i.e. man to man defense)?
63	1.28	3) Do they use combination defense?
59	1.20	4) Who covers flat in each defense?
60	1.22	5) Who covers a single flanker?
61	1.24	6) How do they cover a double flanker?
62	1.26	7) What defense is used in a definite passing situation?
58	1.18	8) Any weak men?
70	1.43	9) Chart pass patterns that worked best against them.
67	1.36	10) Do they rush passer?
59	1.20	11) What pass plays will work against them?
78	1.59	12) What assignment does safety have?
81	1.65	13) Does any lineman pull out to cover pass receiver?
63	1.28	14) Do they hold up receivers?

TABLE V (continued)

6. FIELD GENERALSHIP		
<u>a. Offensive</u>		
Total Points	Average Value	Scouting Situations
89	1.81	1) Was signal calling good?
78	1.59	2) Are plays run in sequence?
75	1.53	3) Does he "gamble"?
67	1.36	4) What plays does he run on first down?
66	1.34	5) When he finds a weakness, does he exploit it?
61	1.24	6) Does he seem to have any pet plays?
74	1.51	7) Positions he doesn't hit at all?
82	1.67	8) Positions he seldom hits.
54	1.10	9) What plays are used inside opponent's 5 yard line?
116	2.36	10) Does he control the huddle? Team?
<u>b. Defensive</u>		
93	1.89	1) Are defensive signals used?
124	2.53	2) Who calls them?
103	2.10	3) Was his judgment good?
83	1.69	4) When their opponent was making yards, did he change defense?
122	2.48	5) Does he constantly check the down marker, chains and clock?
79	1.61	6) Is there any particular weakness in the defensive quarter-backing that can be taken advantage of?

TABLE V (continued)

7. POINTS AFTER TOUCHDOWN

a. Offense

Total Points	Average Value	Scouting Situations
94	1.91	1) Did they place kick or drop kick?
73	1.49	2) Other play?
109	2.22	3) How far back is kicker?
117	2.38	4) How many steps does he take?
133	2.71	5) Who is the kicker?
141	2.88	6) Who holds?
111	2.26	7) WHAT percentage of place kicks do they make?
95	1.94	8) Draw the exact formation showing position of the backs.
71	1.45	9) Do they line up so they can run?
83	1.69	10) Are they tight from end to end?
88	1.79	11) Mark the position of their passes.

b. Defense

78	1.59	1) What defense was used?
99	2.02	2) Chart all defenses SHOWING ALL POSITIONS.
81	1.65	3) Can it be punched over?
88	1.79	4) How do the ends play?
73	1.49	5) Would a pass work. What pass?
82	1.67	6) Do they <u>rush</u> the kicker?

TABLE VI
TALLY SHEET
FOR THE COMPOSITE RATING SHEET
(FORTY-NINE COACHES)

Total Points	Frequency of Scouting Situations	Total Points	Frequency of Scouting Situations
49		79	1
50		80	1
51		81	6
52	1	82	3
53	2	83	3
54	5	84	2
55	3	85	3
56	3	86	1
57	5	87	
58	5	88	5
59	5	89	2
60	7	90	2
61	3	91	2
62	3	92	
63	5	93	5
64	2	94	1
65	2	95	3
66	6	96	1
67	5	97	1
68	7	98	3
69		99	1
70	3	100	1
71	3	101	
72	5	102	
73	8	103	3
74	3	104	3
75	7	105	
76	2	106	
77	3	107	1
78	5	108	1

TABLE VI (continued)

Total Points	Frequency of Scouting Situation	Total Points	Frequency of Scouting Situation
109	1	132	1
110		133	1
111	2	134	
112		135	
113		136	
114		137	
115		138	
116	1	139	
117	1	140	
118		141	1
119		142	1
120	1	143	
121	1	144	
122	1	145	
123		146	
124	2	147	
125	1	148	
126	1	149	
127		150	
128			
129			
130			
131	1		

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The importance placed upon football scouting by high school and junior college coaches has been re-emphasized in the response to the questionnaire and rating sheet. A normal team, high school and junior college, plays nine games, eight opponents which they can normally scout, of which the high schools scouted seven and the junior colleges eight.

The coaches almost unanimously rated scouting as very valuable. The only time no importance was placed upon it was when it was physically or geographically an impossibility.

Almost exclusively the scouting was done by members of the football coaching staff.

Some type of scouting form was used by thirty-two of the fifty-eight who responded to the preliminary questionnaire.

Actually, almost all the material on the rating sheet was rated as usable, but in most cases the sheets showed that coaches wanted the scouts to bring back primarily information on the offense, running and passing, and the defense, against running and passing.

It has been felt by the investigator that the real value of the thesis is that any coach could have taken the rating sheet, once all scouting situations have been given a value, and picked the amount of important material that he thought his scout could handle. For instance, a new coach normally could not have been expected to bring back information dealing with all 127 situations. The head coach could have picked in advance possibly twenty to twenty-five situations and have the scout concentrate on those. To illustrate this the first twenty-two items were taken from the high school coaches' responses to the rating sheet. In order to make it easy to check with the rating sheet, the outline letters were left the same as they were on the original.

High school rating sheet

1. General
 - b. During game
 - (2) chart best plays
 - (3) chart trick plays
 - c. After game
 - (1) write report immediately
4. Offense
 - a. Running
 - (1) draw exact formation (spacing formation of backs)
 - (5) chart their most successful plays
 - (7) where do they hit most often?

- (14) can their running game be stopped?
How?
- (17) do they trap guards and tackles?
- (19) what plays were used on short yardage situations?

b. Passing

- (1) are they a good passing team?
- (2) who does most of passing?
- (11) can the passer run?
- (17) chart favorite pass patterns
- (18) chart best pass patterns

5. Defense

a. Against running

- (1) what defenses were used?
- (3) what defense was used most often?
- (5) what defense was used inside their 10 yard line?
- (6) where did the other team have most success?
- (10) do half backs come up fast?
- (12) do ends crash or float?

b. Against passing

- (2) what type of pass defense (i.e. man for man).

6. Field Generalship

a. Offensive

- (9) what plays are used inside opponent's 5 yard line?

The important point illustrated here was that the scout could have concentrated almost entirely on the opponent's total offense, running and passing, and the defense against running.

The junior college rating sheet, taken separately, illustrated the same situation, with the exception that the punt was introduced and more emphasis placed upon the opponent's defense against passing. The first twenty-four junior college situations are listed as follows:

Junior college rating sheet

1. General
 - b. During game
 - (3) chart trick plays
 - c. After game
 - (1) write report immediately
3. The Punt
 - a. Punting
 - (18) can their kicks be blocked?
 - (19) can their kicks be run back?
4. Offense
 - a. Running
 - (1) draw exact formation (spacing and position of backs)
 - (2) is running game based on power?
 - (3) is running game based on deception?
 - (18) do they use flankers?
 - (19) what plays were used on short yardage situations?
 - b. Passing
 - (1) are they a good passing team?
 - (3) accuracy of passer--long and short passes.
 - (11) can the passer run?
5. Against running
 - (1) what defenses were used? (i.e. 6-2-2-1 etc.)
 - (3) what defense was used most often?
 - (5) what defense was used inside their 10 yard line?
 - (6) where did other team have most success?
 - (10) do halfbacks come up fast?
 - b. Against passing
 - (5) who covers a single flanker?
 - (6) how do they cover a double flanker?
 - (7) what defense was used in a definite passing situation?
 - (8) any weak men?
 - (11) what pass plays will work against them?
6. Field Generalship
 - a. Offensive
 - (4) what plays does he run on first down?
 - (9) what plays are used inside opponent's 5 yard line?

Conclusion. The purpose of this thesis was to have composed an easy-to-use scouting report for high school and junior college coaches in California. To make this form as practical as possible the material was selected from the rating sheet. Actually, almost all of the material could have been used, but having kept in mind that one of the biggest concerns of the head coaches was the inadequacy of the scout, the investigator arbitrarily used the first forty-seven most valued situations. This meant that none of the material used was rated over one and three-tenths points. To illustrate the material is listed below:

Composite rating sheet

1. General
 - b. During game
 - (2) chart best plays
 - (3) chart trick plays
 - c. After game
 - (1) write report immediately
 - f. Fundamentals
 - (1) are they a sound team fundamentally?
2. The kick-off
 - b. Receiving
 - (7) do they have any trick run-back such as a lateral pass?
3. The punt
 - a. Punting
 - (18) can their kicks be blocked?
 - (19) can their kicks be run back?

4. Offense

a. Running

- (1) draw exact formation (spacing and position of backs)
- (2) is running game based on power?
- (3) is running game based on deception?
- (5) chart their most successful plays.
- (6) chart their trick plays.
- (7) where do they hit most often?
- (14) can their running game be stopped? How?
- (17) do they trap guards and tackles?
- (18) do they use flankers?
- (19) what plays were used on short yardage situations?
- (20) what plays were used on long yardage situations?

b. Passing

- (1) are they a good passing team?
- (2) who does most of the passing?
- (3) accuracy of passer--long and short passes
- (7) is protection good?
- (8) time passer takes to pass
- (11) can the passer run?
- (12) do they have running play passes?
- (15) do they use flankers on pass plays?
- (17) chart favorite pass patterns
- (18) chart best pass patterns

5. Defense

a. Against running

- (1) what defenses were used?
- (2) what defenses were used most often?
- (4) when and where were the defenses used?
- (5) what defenses were used inside their 10 yard line?
- (6) where did other team have most success?
- (9) do linebackers pop? when?
- (10) do halfbacks come up fast?
- (12) do ends crash or float?

b. Against passing

- (1) do they use man to man defense?
- (2) what type of pass defense (i.e. man to man)?
- (3) do they use a combination defense?

- (4) who covers the flat in each defense?
- (5) who covers a single flanker?
- (6) how do they cover a double flanker?
- (7) what defense was used in a definite passing situation?
- (8) any weak men?
- (11) what pass plays will work against them?
- (14) do they hold up receivers?

6. Field Generalship

a. Offensive

- (6) does he seem to have any pet plays?
- (9) what plays were used inside opponent's 5 yard line?

From the foregoing material an attempt was made to formulate a scouting report that included all of the above material. The scouting report will be found in Appendix A.

Recommendations. There is definitely further study needed in the field of football scouting. This thesis was limited for the following reasons:

1. The number of schools used in the study was not great enough.
2. There was a great variation in the size of the schools contacted. They ranged in size from less than one hundred to over two thousand.
3. There was great variation in the age groups contacted.

The investigator suggests that a separate study for both the high school and junior college groups is needed and should include either a designated section or all of California.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Bible, Dana X. Championship Football. New York: Prentice-Hall, Inc., 1947. 275 pp.

The author went into great detail as to the qualifications, preparations, and observations of the scout. It contained a detailed scouting report.

Caldwell, Charles W., Jr. Modern Single Wing Football. Philadelphia: J. B. Lippincott Company, 1951. 283 pp.

General football background, especially dealing with the single wing formation was found here. Nothing specific about scouting was mentioned.

Cavanaugh, Frank W. Inside Football. Boston: Small Maynard and Company, 1919. 256 pp.

Background on scouting in that day was given, and information that the scout should have been able to give the head coach.

Crisler, H. O. "Fritz." Modern Football. New York: McGraw-Hill Book Company, Inc., 1949. 279 pp.

In one section of this book some very general scouting information is given.

DaGrosa, John. Functional Football. New York: A. S. Barnes and Company, 1946. 340 pp.

The qualifications of the scout, objectives, and information needed are outlined in detail.

Faurot, Don. Secrets of the Split T Formation. New York: Prentice-Hall, Inc., 1950. 300 pp.

Some general information on scouting was presented.

Leahy, Frank W. Defensive Football. New York: Prentice-Hall, Inc., 1951. 220 pp.

One excellent chapter dealing with methods and procedures in football scouting.

_____. Notre Dame Football. New York: Prentice-Hall, Inc., 1949. 244 pp.

Some general information on scouting was presented.

Meyer, L. R. "Dutch." Spread Formation Football. New York: Prentice-Hall, Inc., 1952. 245 pp.

This book contained a chapter that dealt primarily with scouting.

Shaughnessy, Clark, and others. The T Formation with Man-in-Motion. Clark Shaughnessy and all, third edition, 1946. 107 pp.

A chapter dealing with strategy was contained in this book.

Tatum, James M., and Warren K. Giese. Coaching Football and the Split T Formation. Dubuque: Wm. C. Brown Company, 1953. 277 pp.

This book contained an excellent chapter on scouting. It leads the reader from the setting up of the scouting schedule through the preparation of the team for that week's game.

B. PERIODICALS

Allen, George H. "Scouting in Football," The Athletic Journal, 29:28-30, May, 1949.

This article, a portion of a master's thesis, gave information on techniques of scouting, theories on scouting, the use of motion pictures in scouting, and the requirements of the scout.

Avedisian, Charlie. "Good Scouting," Scholastic Coach, 18:22-32, October, 1938.

Information on the importance of scouting, the prerequisites of the scout, techniques of scouting and information for the scout to look for were presented in this article.

Furman, Harry. "Defensive Scouting," The Athletic Journal, 30:20-44, October, 1949.

Defense against the running attack, against the kicking game, and the utilization of defensive information were covered.

_____. "Qualifications of a Scout," The Athletic Journal, 30:11-41, June, 1950.

This article covered preparation for scouting, the scout's qualifications, and methods to be used by the scout.

Golden, Johnnie. "Play Spotting," Scholastic Coach, 19:
24-68, September, 1949.

The author gave the scout's qualifications and
techniques in scouting.

APPENDIX A

SCOUTING REPORT

TEAM vs. TEAM at HOME TEAM

Condition of Field

Weather

Wind

Score by Quarters

1	2	3	4

INSTRUCTIONS: On the following page is an offensive chart. One should be prepared for each quarter. As an illustration the down situation could be designated by 3 - 10 which means that it is third down, ten yards to go. Then if the 3 back runs through the O hole place the down and yardage, in the space labeled O plus a 30 with the yards gained or lost. If it was regular blocking nothing need be added. If it was trap blocking use a T after the play number. If it was cross blocking use an X after the play number. After a play is run draw a line across the space to separate it from any other play. Later in the report there is a defensive chart that should be used in the same manner when the scouted team is on defense.

The defensive backfield is divided into six numbered games. The backs are numbered and the ends are lettered X and Y. When a receiver is thrown to in a zone, place

his letter or number in that zone with an indication as to whether it was a touchdown, dropped, overthrown, and how much yardage was made. As an illustration, if a pass is complete to X in zone one for a twenty yard gain on third down twenty yards to go, place an X in zone one indicating the yards gained and 3 - 20. If a pass is complete to X in zone six on first down and ten yards to go place a 1 - 10 and an X in zone six indicating the yards gained.

This report should be carefully read two or three times before the game and should be completely finished as soon as possible after.

ONE FOR EACH QUARTER

On this page diagram any plays that are out of the ordinary in appearance, and any that are different so far as blocking assignments go.

Down.

Yards to Go . .

Yard Line . . .

Gain.

Down.

Yards to Go . .

Yard Line . . .

Gain.

Down.

Yards to Go . .

Yard Line . . .

Gain.

OFFENSE

1. Diagram exact formation.
2. What are most successful running plays?
3. What are the most successful pass patterns?
4. Note any trick plays.
5. Note favorite pass patterns.

Additional things to know about their offense:

1. Running.

a. Is running game based on power or deception?

b. How can their running game be stopped?

c. Do they trap? If so, who?

d. How do they use flankers?

e. What plays were used on short yardage situations?

f. What plays were used on long yardage situations?

2. Passing.

a. Are they a good passing team?

b. Who does the passing?

c. Accuracy of passer -- long and short passes.

d. Quality of the protection.

e. Can the passer run?

f. Do they use flankers?

g. How can their passing game be stopped?

1	2	3
4	5	6
9	7	8
5	3	4
X	0	Y
2	1	4
3	2	3
1	3	1
6	4	6
2	5	7
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2
1	2	3
2	3	4
3	4	5
4	5	6
5	6	7
6	7	8
7	8	9
8	9	0
9	0	1
0	1	2

Diagram any defense used during the game.

First Half

Second Half

Goal Line Defense

Additional things to know about their defense.

1. Against Running

a. Do linebackers pop? When?

b. Do halfbacks come up fast?

c. Do ends crash or float?

d. Where were they most vulnerable?

2. Against Passing

a. What type of pass defense was used?

b. Who covers the flat?

c. How did they cover a single flanker?

d. How do they cover double flankers?

e. Any weak men?

f. Do they hold up receivers?

g. What pass plays will work against them?

THE KICKOFF

1. Receiving
 - a. If the run back is something out of the ordinary, diagram it.

PUNT FORMATION

1. Kicking
 - a. Diagram the exact punt formation.

b. Can their kicks be blocked?

c. Can their kicks be run back?

FIELD GENERALSHIP

1. Offensive
 - a. Does the quarterback seem to have any pet plays?

- b. What plays were used inside the opponent's ten yard line?

SCOUT'S SUGGESTION PAGE

APPENDIX B

PRELIMINARY QUESTIONNAIRE

Dear Coach,

I am writing my master's thesis on football scouting and would like to have your assistance in compiling the data for creating a simple, easy to use scouting form.

Thank you.

Louis Quint

Place the appropriate numbers or words in the blanks or check the most appropriate answer. Any other information that you would like to give will be greatly appreciated.

1. Number of games played last fall. _____
2. Number of different teams scouted. _____
3. Total number of times opponents were scouted.

4. Scouting in general was:
 - a. Invaluable _____
 - b. Very valuable _____
 - c. Of some value _____
 - d. Of little value _____
5. Scouting was done by: _____
6. Form used was:
 - a. A printed form _____
 - b. Own form _____
 - c. No form _____
 - d. Others (fill in) _____
7. Average Daily Attendance of your institution _____

8. Name of league: _____

9. Will it be possible to procure a copy of your form? _____
10. Are you willing to help give information toward compiling a scouting form of which you would receive a copy? _____

A prompt reply will be very much appreciated.

APPENDIX C

LETTER SENT WITH RATING SHEET

Dear Coach,

A short time ago a preliminary questionnaire was sent you requesting information pertaining to football scouting. At that time you replied you would be interested in supplying further information toward compiling an easy-to-use scouting report of which you would receive a copy.

Enclosed is a checklist upon which an effort has been made to include all material possible in a scouting report. Although some of the material may seem unnecessary, it would be appreciated if you would rate each question by the following method.

- A. Rate in the space to the left of each question with either 1, 2, 3, or 4.
 - 1 (one) - invaluable (so important that it cannot be left out)
 - 2 (two) - very valuable (normally would be included).
 - 3 (three) - of some importance (occasionally should be included).
 - 4 (four) - of little value (can be left out).

It is the purpose of this thesis to determine from the individual coaches just what the important components of a football scouting report are.

Your prompt response to the first questionnaire was very much appreciated.

Sincerely,

Louis Quint

RATING SHEET

1. GENERAL

a. Before Game.

- _____ 1) Secure program for names.
- _____ 2) Note punters - distance back, number of steps, right or left-footed.
- _____ 3) Note place kickers.
- _____ 4) Note passers - accuracy, distance back, time to throw, long or short.
- _____ 5) Attitude warming up.
- _____ 6) Scout must know all basic systems plus strength and weaknesses of each.
- _____ 7) Scout must know offense of scouted team.
- _____ 8) Scout should preview movies of team scouted if available.
- _____ 9) Scout must know what defense is most likely to succeed against the scouted team's offense.
- _____ 10) A quarter chart of ball progress is desirable.

b. During Game.

- _____ 1) Chart all plays.
- _____ 2) Chart best plays.
- _____ 3) Chart trick plays.
- _____ 4) Keep in mind the down, score, time and position of ball on field.

c. After Game.

- _____ 1) Write report immediately
- _____ 2) Obtain newspaper report of game.

d. Physical Condition.

- _____ 1) Did they tire in second half?

e. Mental Attitude. ✓

- _____ 1) Do they "play ball" from the beginning?
- _____ 2) Do they "come back" when scored on?
- _____ 3) Do they "come out fighting" at halftime?
- _____ 4) Is team "up" for this game?

f. Fundamentals.

- _____ 1) Are they a sound team fundamentally?

g. Substitution.

- _____ 1) How many men played?

1. GENERAL

g. Substitution.

- _____ 2) Quality of substitutes (general).
- _____ 3) Do they use unit substitution?
- _____ 4) What are weaknesses of substitutes, if any?

2. THE KICK-OFF

a. Kicking.

- _____ 1) Distance of kick.
- _____ 2) Distance of return.
- _____ 3) Who returned it?
- _____ 4) Is it a set play?
- _____ 5) Distance returned.
- _____ 6) Angle of the kick.
- _____ 7) Did they go down in "waves"?
- _____ 8) Did they criss-cross?
- _____ 9) Are there any indications that an onside kick will be tried? (i.e. laying ball on its side)
- _____ 10) Do they have a set onside kick play?

b. Receiving.

- _____ 1) Distance of kick.
- _____ 2) Distance of return.
- _____ 3) Who returned it?
- _____ 4) Is it a set play?
- _____ 5) Blocking used (diagram).
- _____ 6) Quality of blocking.
- _____ 7) Do they have any trick run-back such as a lateral pass?

3. THE PUNT

a. Punting.

- _____ 1) Draw the exact punt formation.
- _____ 2) Blocking used.
- _____ 3) Distance back-kicker.
- _____ 4) Speed of kicker in getting ball off.
- _____ 5) How many kickers?
- _____ 6) Can he run?
- _____ 7) Can he pass?
- _____ 8) Was he a lineman?
- _____ 9) Who was best kicker?
- _____ 10) Can he place his punts?
- _____ 11) How many down in first wave?
- _____ 12) Was the pass from center good?
- _____ 13) Did they get down fast?
- _____ 14) What was the starting signal?

3. THE PUNT

a. Punting.

- _____ 15) Weaknesses in punt formation.
- _____ 16) Did they quick-kick?
- _____ 17) Chart the punt - distance and accuracy.
- _____ 18) Can their kicks be blocked?
- _____ 19) Can their kicks be run back?

b. Receiving.

- _____ 1) Do they try to block kick?
- _____ 2) Do they try to hold men in?
- _____ 3) Exact diagram of defense against punt formation.
- _____ 4) Do they have a set punt return play?
- _____ 5) Single or double safety?
- _____ 6) Can you run against their defense? Where?
- _____ 7) Can you pass against their defense? Where?

4. OFFENSE

a. Running.

- _____ 1) Draw exact formation (spacing and position of backs).
- _____ 2) Is running game based on power?
- _____ 3) Is running game based on deception?
- _____ 4) Should all running plays be charted?
- _____ 5) Chart out their most successful plays.
- _____ 6) Chart out their trick plays.
- _____ 7) Where do they hit most often?
- _____ 8) Note type of starting signal.
- _____ 9) Tipoffs by linemen.
- _____ 10) Tipoffs by signal caller.
- _____ 11) Tipoffs by backs.
- _____ 12) Effectiveness of down field blocking.
- _____ 13) Effectiveness of check blocking.
- _____ 14) Can their running game be stopped? How?
- _____ 15) Characteristics of running backs.
- _____ 16) Do they use two on one blocking?
- _____ 17) Do they trap guards and tackles?
- _____ 18) Do they use flankers?
- _____ 19) What plays were used on short yardage situations?
- _____ 20) What plays were used in long yardage situations?
- _____ 21) What plays are being set up that were not run?

4. OFFENSE

a. Running.

- _____ 22) Are the traps on tackles and guards inside or outside traps?
- _____ 23) When flankers are rised, what do they do?

b. Passing.

- _____ 1) Are they a good passing team?
- _____ 2) Who does most of passing?
- _____ 3) Accuracy of passer--long and short passes.
- _____ 4) Size and speed of receivers.
- _____ 5) Receiver's ability to maneuver.
- _____ 6) Receiver's ability to catch.
- _____ 7) Is protection good?
- _____ 8) Time passer takes to pass.
- _____ 9) Is he cool under pressure?
- _____ 10) How deep is he when he passes?
- _____ 11) Can the passer run?
- _____ 12) Do they have running play passes?
- _____ 13) Do the patterns depend on the receiver's maneuverability?
- _____ 14) Do the patterns overload the defensive zone?
- _____ 15) Do they use flankers on pass plays?
- _____ 16) Chart all the pass patterns.
- _____ 17) Chart favorite pass patterns.
- _____ 18) Chart best pass patterns.
- _____ 19) Do they "cover" their passes after they are thrown?
- _____ 20) When do they pass?
- _____ 21) Are their pass plays designed for lateral passes after completion?

5. DEFENSE

a. Against Running.

- _____ 1) What defenses were used? (i.e. 6-2-2-1, etc.)
- _____ 2) Chart all defenses.
- _____ 3) What defense was used most often?
- _____ 4) When and where were the defenses used?
- _____ 5) What defense was used inside their 10 yard line?
- _____ 6) Where did other team have most success?
- _____ 7) Which linemen can be trapped?
- _____ 8) Any special line maneuvers such as slanting or looping?
- _____ 9) Do linebackers pep? When?

5. DEFENSE

a. Against Running.

- _____ 10) Do halfbacks come up fast?
- _____ 11) Does the backfield rotate on wide plays?
- _____ 12) Do ends crash or float?
- _____ 13) Do linemen on one side slide to help those on the other?
- _____ 14) Do the linemen change position due to down and position on field?
- _____ 15) When opponents find a weak spot and capitalize upon it, do they change their defense?
- _____ 16) In the above case, how did they compensate for the weakness?

b. Against Passing.

- _____ 1) Do they use man to man defense?
- _____ 2) What type of pass defense (i.e. man to man defense)?
- _____ 3) Do they use combination defense?
- _____ 4) Who covers flat in each defense?
- _____ 5) Who covers a single flanker?
- _____ 6) How do they cover a double flanker?
- _____ 7) What defense is used in a definite passing situation?
- _____ 8) Any weak men?
- _____ 9) Chart pass patterns that worked best against them.
- _____ 10) Do they rush passer?
- _____ 11) What pass plays will work against them?
- _____ 12) What assignment does safety have?
- _____ 13) Does any lineman pull out to cover pass receiver?
- _____ 14) Do they hold up receivers?

6. FIELD GENERALSHIP

a. Offensive

- _____ 1) Was signal calling good?
- _____ 2) Are plays run in sequence?
- _____ 3) Does he "gamble"?
- _____ 4) What plays does he run on first down?
- _____ 5) When he finds a weakness, does he exploit it?
- _____ 6) Does he seem to have any pet plays?
- _____ 7) Positions he doesn't hit at all?
- _____ 8) Positions he seldom hits.
- _____ 9) What plays are used inside opponent's 5 yard line?
- _____ 10) Does he control the huddle? Team?

6. FIELD GENERALSHIP

b. Defensive.

- _____ 1) Are defensive signals used?
- _____ 2) Who calls them?
- _____ 3) Was his judgment good?
- _____ 4) When their opponent was making yards, did he change defense?
- _____ 5) Does he constantly check the down marker, chains and clock?
- _____ 6) Is there any particular weakness in the defensive quarter-backing that can be taken advantage of?

7. POINTS AFTER TOUCHDOWN

a. Offense.

- _____ 1) Did they place kick or drop kick?
- _____ 2) Other play?
- _____ 3) How far back is kicker?
- _____ 4) How many steps does he take?
- _____ 5) Who is the kicker?
- _____ 6) Who holds?
- _____ 7) WHAT percentage of place kicks do they make?
- _____ 8) Draw the exact formation showing position of the backs.
- _____ 9) Do they line up so they can run?
- _____ 10) Are they tight from end to end?
- _____ 11) Mark the position of their passes.

b. Defense.

- _____ 1) What defense was used?
- _____ 2) Chart all defenses SHOWING ALL POSITIONS.
- _____ 3) Can it be punched over?
- _____ 4) How do the ends play?
- _____ 5) Would a pass work. What pass?
- _____ 6) Do they rush the kicker?

LIST OF JUNIOR COLLEGES CONTACTED

Taft
 College of Sequoia, Visalia
 Porterville
 Los Angeles City College
 Fresno
 Pasadena
 Muir Tech, Pasadena
 Santa Ana
 Grant Technical College, Del Paso Heights
 East Contra Costa, Martinez
 Hartnell College, Salinas
 Monterey Peninsula College
 Menlo, Menlo Park
 San Diego
 Marin, Kentfield
 Santa Rosa
 San Francisco City College
 San Mateo
 Sacramento
 Stockton
 West Contra Costa, Richmond
 Modesto
 Shasta College, Redding
 Sierra College, Auburn
 Vallejo
 El Camino, Lawndale
 Yuba College, Marysville

LIST OF HIGH SCHOOLS CONTACTED

Lodi	Chico
Modesto	Red Bluff
Turlock	Lassen Union, Susanville
Stockton	Fresno
McClatchy, Sacramento	Merced
Woodland	Visalia Union
Sacramento	Edison, Fresno
Grant Union, Del Paso	Roosevelt, Fresno
Heights	Madera
Shasta Union, Redding	Oroville

LIST OF HIGH SCHOOLS CONTACTED (continued)

Hanford
Healdsburg
Tomas Union, Tomas Bay
Jackson
Bret Hart, Angels Camp
Summerville, Tuolumne
Roseville Union
Yuba City
Nevada Union, Grass Valley
El Camino, Sacramento
Gridley Union
Orland Union
Corning Union
Porterville
Tulare
Taft Union

Sonoma Valley Union
St. Helena
Calistoga Union
Amador Union, Sutter Creek
Calaveras, San Andreas
Ione
Placer Union, Auburn
San Juan Union, Fair Oaks
Marysville
Willows (Glenn County)
Anderson Union
Colusa Union
Live Oak Union
Delano
East Bakersfield
Arvin