A survey of six-man football in the smaller secondary schools of Massachusetts.

Francis James Riel
University of Massachusetts Amherst
A SURVEY of SIX-MAN FOOTBALL IN THE SMALLER SECONDARY SCHOOLS OF MASSACHUSETTS

RIEL - 1941
A survey of six-man football in the smaller secondary schools of Massachusetts

By

Francis James Riel

A thesis submitted in partial fulfillment of the requirements for the Master of Science Degree

Massachusetts State College

1941
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Summary of Difficulty
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  (a) New Systems to Follow
  (b) Game New
  (c) Had to Originate Most of the Plays
  (d) Plays seemed Complicated
  (e) Different from Eleven-Man Football Rules

Offense
Offensive Formations
Plays
Defense
Defensive Formations

CHAPTER XI -- Difficulty in Scheduling Games

Summary of Difficulty
Treatment of Specific Difficulties
### CHAPTER XII -- Difficulty in Getting Officials

**Summary of Difficulty**

**Treatment of Specific Difficulties**

- **(a) Game New**
- **(b) Not Many Officials Know the Game**
- **(c) No Association of Approved Officials**
- **(d) Not Much Money for Officials**

### CHAPTER XIII -- Difficulty in Getting Students Interested

**Summary of Difficulty**

**Treatment of Specific Difficulties**

- **(a) Not Enough Competition**
- **(b) Had Other Activities**
- **(c) They Thought It a Sissy Game**

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**Treatment of Specific Difficulties**

- **(a) Administration Opposed**
- **(b) Parents Opposed**
- **(c) Not Much Publicity**
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INTRODUCTION
General Aims of Education -- Educators such as Froebel, Pestalozzi, Spiess, Moody, Franklin, Webster, Mann, and Catherine Beecher have frequently asserted that the body as well as the mind needed attention. Pestalozzi further confirms this idea when he says:

The strength, skill, endurance, hardihood, and command of the body in general, which is to be derived from physical exercise, is desirable and warrants giving physical education an important place in general education. But physical education should not be separate from education in general, either in aims or methods, for the child is a unity. Nature uses the physical and mental faculties alternately for the development of each other; for example, instinct urges the child to motion, but exercise may sharpen wits, produce skill and a desire for fair play.¹

The gradual adoption of a physical education program in all the public schools has not been the result of compulsory legislation but rather a genuine belief that physical education is an indispensable part of general education.

General Aims of Physical Education -- The leading aim of most systems of physical education has been the maintenance of physical health, using that term in its broadest sense. In many states the teaching of physical education is mandatory. One of the first laws passed in Rhode Island has the following:

Physical education may be defined as including healthful, sanitary environment; medical inspection, instruc-

tion in physiology and hygiene; and exercises in the form of such motor activities as marching, gymnastics, dancing, supervised play, and athletics. The general aim of physical education is social efficiency, which includes specific aims as organic health and vigor, normal physical development, freedom from physical defects, efficient motor control, grace, agility, endurance, and general physical fitness; alertness, courage, judgment, initiative, imagination, obedience, honesty, unselfishness, cooperation, and loyalty.2

The need of physical education has always been of paramount importance in the educational set-up. The following quotation taken from President W.A. Stearns of Amherst College in his report to the trustees in 1855, definitely stressed the need of physical education in that institution.

President Stearns reported:

No one thing has demanded more of my anxious attention than the health of the students. The waning of the physical energies in the midway of the college course is almost the rule rather than the exception among us, and cases of complete breakdown are painfully numerous.

Again in 1859 he urges:

By the time junior year is reached many students have broken down in health, and every year some lives are sacrificed. Physical training is not the only means of preventing this result, but it is among the most prominent of them. If it could be regularly conducted, if a moderate amount of exercise could be secured as a general thing to every student daily, I have a deep conviction, founded on close observation and experience, that not only would lives and health be preserved, but animation and cheerfulness and a higher order of efficient study and intellectual life would be secured.3

2 Idem. pp240
3 Idem. pp206
Criticism of Physical Education Program -- The main criticism of the present physical educational set-up is the tendency toward the training of a few for the purpose of insuring victory in interscholastic contests. As a result, most of the students are spectators and take no active part in the physical education picture. This tendency of American youth to become spectators of sport rather than active participants is to be deplored. In order to gain more active participation, many schools have begun to emphasize the intramural organization rather than, or in addition to, the interscholastic. The development of the intramural program presents many difficulties; among others there arises the problem of what sports to inaugurate in the program.

Six-Man Football as an Aid -- It is the contention of this study that six-man football is the game which will accomplish many of these results. There are thousands of small schools in America which, because of small enrollments or limited finances, are unable to play eleven-man football. The reason why six-man football has not had more backers is because of prevailing notions as to the inadequacy of the game as a competitive sport and the ignorance of school officials concerning many factors necessary in putting such a program into operation.

This study was undertaken with the purpose of gathering information regarding these difficulties and the methods of meeting them. It is hoped that the results will
enable secondary schools to overcome many of these difficulties and thereby give six-man football the place which it deserves as an integral part of the physical educational program of these schools.
THE DEVELOPMENT OF SIX-MAN FOOTBALL
The Development of Six-Man Football

Six-man football teams as well as teams of every size from two man teams to ten man teams had been used before on the sand lot and the practice field. Out of these games developed six-man football as a distinct and separate game with rules of its own.

Six-Man Football is Organized -- Stephen Epler invented six-man football. He talked to Superintendent Moorey of Chester High School, Nebraska, about a modified form of football that would suit the pocket book and enrollment of the small schools. Mr. Moorey said he would be willing to experiment with it. Six-man football was thus devised for Chester High School, and four other nearby high schools agreed to try the game. The world's first game of six-man football was played at Hebron, Nebraska, on Wednesday September 24, 1934. The feature game was between a joint team of Chester and Hardy High School players, playing a team formed by Belidere-Alexandria High Schools. It was the first game of football for the players, some of whom had never seen a game before. Over one thousand curious people had gathered at the Hebron College field to see what the new game was. Coach W. H. Roselius of Hebron College loaned the field to the high schools, furnished football equipment to all the players (except shoes which were the canvas soled basketball shoes the boys owned), and refereed the game. Passes,
end runs, laterals, and punts kept the spectators on the edge of their seats. The "Hard-Chests" team scored first, then five minutes later, the "Sel-Alex" team tied the score. Two sextettes of inexperienced boys were getting the thrills that come from tackling, kicking, carrying the ball, and scoring touchdowns. The players liked the game because it was a wide-open, running, and passing game that gave all the players a chance to carry the ball and to score. The spectators enjoyed it because they could see what was going on and liked the fast moving play.  

Growth of Six-Man Football — Though the development of six-man football since 1934 has been rapid, there is still room for a great deal of expansion. This is shown very clearly in Table I on pages 11 and 12 which is adapted from Appendix 12 and 13. Table I represents the expansion of six-man football in the states from 1938 to 1940. In 1938 only 498 schools were playing six-man football as compared to 2,093 in 1940. There is plenty of room for interscholastic six-man football in most of the states. Indiana has only 100 of her 800 high schools playing eleven-man football. Many of these 700 football-less schools are taking up the game. Texas has less than 600 of her 1,800 high schools playing eleven-man

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<td>-------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Vermont</td>
<td>95</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Virginia</td>
<td>235</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Washington</td>
<td>295</td>
<td>61</td>
<td>61</td>
<td>51</td>
</tr>
<tr>
<td>West Virginia</td>
<td>215</td>
<td>24</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>454</td>
<td>129</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Wyoming</td>
<td>78</td>
<td>13</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>18,917</strong></td>
<td><strong>498</strong></td>
<td><strong>2092</strong></td>
<td><strong>1594</strong></td>
</tr>
</tbody>
</table>

*Decrease*
football. Six-man football has a potential field of over 1,200 schools in Texas. Georgia has 100 of her 440 schools with interscholastic football teams. The University of Georgia is encouraging the other 340 to play six-man football. Just 300 of Iowa's 904 play. The eleven-man game is played by only 125 of Kentucky's 569 schools. New Jersey has the highest percentage of any of the states in the per cent of high schools playing the eleven-man game. In New Jersey 135 schools of the 140 in the State Association play eleven-man football. But 30 or more schools in New Jersey plan to play or use six-man for their junior varsity, reserves, or intramurals. Washington, New Jersey under the leadership of Coach B. Benton has stimulated six-man in this state.

Special Organizations Using Six-Man Football -- Some of the special organizations which use six-man football may be seen in the following: Coach C. L. "Red" Grovert of Wauneta, Nebraska, had approximately 40 boys on the eleven-man squad this fall (1939), 24 of these were placed on a six-man squad which will play a regular schedule of games. Coach Grovert believes that six-man players develop into better ball-handlers and all-round performers than do eleven-man players.

A number of Topeka, Kansas, junior high schools adopted six-man football as an intramural sport and as an interschool sport this past fall.

S. E. Roberts, physical education director in the
El Dorado Junior High School, Kansas, used six-man football as an intramural sport this fall (1939). There were twenty-three home room teams. Regular light weight equipment was worn. The home room teams selected their own captains and names for their teams. A round robin schedule was played. Older boys officiated the games. Approximately 300 boys participated in this program.

A coach at the Kansas Coaching School used six-man football as a fall sport for the Boy Scouts, for intra-troop and patrol competition.

Mr. Rath, director of recreation at Indianapolis, stated at the Butler Coaching School that he was planning to add six-man football to the list of fall sports of the recreation program of the city.5

Evidently from the material presented in this chapter six-man football is increasing rapidly in favor. It would appear that the present study is a timely one, and one likely to aid along the development.

PROCEDURE IN THIS STUDY
Chapter III

Procedure In This Study

The procedure in this study is twofold:

(a) To ascertain the difficulties experienced by secondary schools of Massachusetts in organizing six-man football teams.

(b) To make suggestions and recommendations that will aid other secondary schools in Massachusetts in organizing teams.

The schools used in the study -- The schools used in this survey were the small schools of Massachusetts and in particularly twenty-eight schools used in a survey by the Athletic Journal in 1939. The definition of small school used in this survey was arbitrarily taken to include schools of Massachusetts which have insufficient enrollment to play eleven-man football.

The Questionnaire -- In order to gain the desired information, a questionnaire was sent to these small schools. Approximately sixty-four questionnaires were sent to the schools and fifty were returned. The figures in this study are based upon these returns.

The Procedure -- The procedure used in this study was as follows:

(a) Construction of Questionnaire. In order to make the questionnaire more inclusive, several physical educators were consulted and their ideas combined in the questionnaire finally formulated.
(b) Administration of questionnaire -- by mail and personal interview.

(c) Analysis of questionnaire results under appropriate headings.

The results of the questionnaire are found in the following pages under appropriate chapters.
GENERAL QUESTIONS TO SCHOOLS ALREADY PLAYING SIX-MAN FOOTBALL
Chapter IV

General Questions to Schools Already Playing Six-Man Football

In this study it was felt that schools already playing six-man football could be of assistance in answering various questions pertaining to their experiences. Consequently one part of the questionnaire went to these schools.

The Questions -- The following questions were asked.

1. How many interested and eligible boys are necessary before starting the program?

2. How many injuries have you had since starting six-man football?

3. What is the approximate cost of equipping each boy?

4. How many boys are on your squad?

5. Is a doctor's certificate necessary before a boy can play on your team?

6. Do you personally have to mark the fields for games?

7. Do you personally have to check on officials when they arrive?

8. Do receipts compare favorably with eleven-man football?

9. Do you think six-man football will come to replace eleven-man football?

Summary of Answers to Questions -- Table II gives a summary of the answers to the questions.
### Table II

Summary of Answers to Questions Asked of Schools Already Playing Six-Man Football

<table>
<thead>
<tr>
<th>Schools</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eaglebrook</td>
<td>9-12</td>
<td>NO Major</td>
<td>$14</td>
<td>15</td>
<td>Yes</td>
<td>NO</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Dover</td>
<td>9-15</td>
<td>NO Major</td>
<td>$12-$15</td>
<td>16</td>
<td>Yes</td>
<td>NO</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Edgartown</td>
<td>12-20</td>
<td>2 Knees</td>
<td>$12-$15</td>
<td>14</td>
<td>Yes</td>
<td>NO</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Kingston</td>
<td>12-15</td>
<td>NO Major</td>
<td>?</td>
<td>12</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Marshfield</td>
<td>20</td>
<td>NO Major</td>
<td>?</td>
<td>20</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Medford H.S.</td>
<td>12</td>
<td>NO Major</td>
<td>$17</td>
<td>15</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Medford Jr.H.</td>
<td>12</td>
<td>NO Major</td>
<td>$17</td>
<td>12</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Milton</td>
<td>6</td>
<td>One Ankle</td>
<td>$12</td>
<td>60</td>
<td>Yes</td>
<td>NO</td>
<td>NO</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Pembroke</td>
<td>9</td>
<td>NO Major</td>
<td>$12-$15</td>
<td>13</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Topsfield</td>
<td>9-12</td>
<td>NO Major</td>
<td>$12</td>
<td>15</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Stow</td>
<td>14-16</td>
<td>NO Major</td>
<td>$11</td>
<td>10-12</td>
<td>Yes</td>
<td>NO</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
<tr>
<td>Vineyard Haven</td>
<td>20</td>
<td>NO Major</td>
<td>$10</td>
<td>14</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>NO Receipts</td>
<td>NO</td>
</tr>
</tbody>
</table>
In the preceding table, the first column contains the names of the secondary schools. The remaining columns contain the answers to the questions; the number at the head of each column corresponds to the number of the question on page 18.

Answers to Specific Questions — The answer to the first question: "How many interested and eligible boys are necessary before starting the program?", estimates the average number to be about nine to fourteen players. The number of players depends chiefly on the kind of schedule the team plays. If the team plans a great many games, a squad of about fourteen players is required. That allows two full teams for practice scrimmages, and two reserves. However, a club scheduling only a few games can get by nicely with as few as nine or ten boys.

It was interesting to note the results of the second question pertaining to injuries, only two major and one minor injuries were reported. One coach commented on the latter saying the officials were lax in their duties and allowed piling on a play which resulted in a broken ankle.

The answers to question three, which deals with the cost of equipping each boy, indicate that the average cost would be thirteen to fourteen dollars. This is lower than eleven-man football, due to the type of equipment. In six-man football most of the boys supply their own shoes which generally consist of basketball or tennis shoes. This in
itself would cut the cost of equipment considerably.

Question four has to do with the number of boys on the different squads. The answers to this question depend upon the schedule each team plays and whether they play an intramural or an interscholastic schedule.

All the schools require a doctor's certificate before a boy can play on the team. This was the content of the fifth question.

Questions six and seven had to do with marking out the field and checking on officials respectively. The answers indicate that some of the coaches have to mark the fields personally for games and check on officials when they arrive. It would save them much trouble if they had a competent team manager to look after these two items.

One of the most interesting results found was in question eight dealing with receipts of the game. Not one school charged admission to its games. Evidently six-man football is just what it is supposed to be; "a game primarily for the players and only incidently a spectator's game."

All the coaches unanimously agreed upon the last question. They seemed to think six-man football would not come to replace the eleven-man game, except in the small schools which found it difficult to support an eleven-man team. They felt that six-man football was an ideal game for small high schools.
DIFFICULTIES IN EQUIPPING A TEAM
Chapter V

Difficulties in Equipping a Team

Whenever a pioneer attempts to introduce something new to the general public, he is invariably confronted with problems and difficulties. This is true of six-man football as well as of any novel activity. One of the difficult problems seems to be that of properly equipping a team to play the game safely. This difficulty is considered in this chapter.

Summary of Difficulties -- The questionnaires were analyzed to discover specific difficulties in equipping the teams. Table III shows these difficulties in descending order of their frequency of mention.
### Table III

**Difficulties Experienced by Secondary Schools in Equipping Teams for Six-Man Football.**

<table>
<thead>
<tr>
<th>Difficulty in Equipping a Team</th>
<th>BECAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Equipment Expensive</td>
<td></td>
</tr>
<tr>
<td>B. Hard to Sell Idea to the Administration</td>
<td></td>
</tr>
<tr>
<td>C. School Budget Did Not Allow Any Money</td>
<td></td>
</tr>
<tr>
<td>D. Six-Man Football at Present Does Not Support Itself</td>
<td></td>
</tr>
</tbody>
</table>

From Table III it will be seen that the greatest difficulty is that of expense; the second, that of selling the idea to the administration, and so forth.
Treatment of Specific Difficulties -- Several observations may be made regarding the various items in Table III. They are as follows:

(a) Equipment Expensive -- The biggest expense most schools have is in buying equipment. This is a particularly large item for those schools who are buying equipment for the first time and must buy complete outfits for the team.

Medium-priced equipment is probably best for high school use. The most expensive equipment may be lighter in weight and contain novel features, but it seldom gives better protection or lasts longer to be worth the difference in price. The very cheapest equipment may give inadequate protection and usually wears out quickly. The school that must save money should be on the alert for closeouts and discontinued stock that can often be bought cheaply. Goods that are a year or two out of style are just as serviceable and are sold at a much lower price.

One can get better prices by paying cash than by paying on time. Prices are usually lower in the off season. Winter or spring is a good time to buy football equipment.

Money can be saved and more boys supplied if the equipment is given proper care and used wisely. Many schools have game equipment that is used only for the games and is carefully stored between times. Playing in mud and rain is hard on equipment and should be avoided. Small repairs made promptly save more costly repairs later. Leather goods
should be kept oiled and helmets kept painted with crack-proof lacquer. Cloth equipment should be kept clean for sanitary reasons. Woolen goods, especially knitted material, should be protected from moths.

Players should develop a sense of responsibility in caring for their equipment properly. In many schools they assume complete responsibility for their own equipment and take it home for needed repairs and cleaning. Players should sign for all equipment they receive and return it in good shape.

Every piece of equipment belonging to the school should be clearly and permanently marked with identifications that cannot be removed. India ink is excellent for marking cloth goods.

Most football equipment is designed to protect the wearer only, with no thought of the effect it has on the other players on the field. The wearer of the equipment should be protected but his equipment should not be hazardous to others on the field. Where rigidity in equipment is necessary, the hard material should be placed between the padding so that there is padding outside to protect the opponents as well as padding for the wearer.

Much improvement in making equipment safe is possible. Six-man football has already led the way by eliminating the hard cleats and studs and the hard soled football shoes, and by permitting only soft rubber cleats and soles to be
used.

The coaches and players can get safe equipment by demanding it and refusing to buy any that is a hazard to the other players. If there is a demand for safe equipment, safe equipment will be made.

Each player should be given equipment that fits. This may require that the present equipment be made over or that new equipment be purchased. The boys will have much better fitting equipment if the whole squad is considered when equipment is purchased. Not only should each player have safe, well-fitting equipment, but he should wear it whenever contact activities are practiced. The new rule that makes it imperative that a boy wear his head gear is a very good safety measure. This is the easiest piece of equipment to cast off while playing.

In the ideal situation the school board, through the regular school funds, would furnish all the equipment, fields, coaches, and other essential items for six-man football, and pay the bills from the regular school fund. There would be no admission charged to see the games. All the students and patrons who wished to come could attend. No high-pressure advertising would be needed to draw the crowd.

Unfortunately the ideal situation exists in only a few schools. Most school districts do not have as much money as they would like for the educational program and many are actually hard pressed for funds. In these schools every ac-
tivity that can pay its own way must do so, and football, by gate receipts, can often pay all its expenses and show a surplus. In other schools the gate receipts pay only part of the cost of the football program. The deficit must be made up by the Board of Education; if this cannot be done, other money-raising methods must be used.

The following are suggestions and means used by secondary schools in Massachusetts in overcoming the difficulty of raising money to equip their teams:

1. One school got the key townspeople interested and obtained a town appropriation of two hundred dollars for equipment.

2. Another method used and one which is frequently resorted to, is asking the town merchants to subscribe enough money for suits. You can return the favor by having a score card or schedule of your games and passing them out to the public with advertisements of your sponsors and donators.

3. Another school borrowed equipment from a school that had equipment.

4. Some schools bought second hand equipment which they purchased at bargain prices. Many large high schools and colleges purchase new outfits every year. They have used equipment in good condition that they are glad to sell. Many colleges give the equipment gratis to these small schools.

5. If a school cannot furnish complete equipment
for the players, the players usually supply their own shoes, socks, supporters, and undershirts. The protective equipment and pads, such as the head gear and shoulder pads, should be furnished by the school. If the boys are required to furnish these items, they often use pads that are flimsy and worn out or have such hard exterior surfaces that they are dangerous to the other players or both.

6. Carnivals have been successfully used by high schools introducing six-man football. This is a very easy way to make money. The coach and the boys, if interested enough, will certainly put this over with a "bang".

7. Food sales will bring in more money than one expects. One school tried this method with much success. The girls in the Home Economics Department prepared most of the food. The mothers of the players supplied pastries and refreshments to the help of the cause.

8. Dances. This is probably one of the most popular and entertaining ways of raising money for equipment. In some cases the school orchestra played for the dances. In other cases a local pick-up band furnished the music at a very low price. The dances were held in the school gym. If a gym was not available, the dances were held in a public hall that was donated to the cause for the evening.

9. Card parties are favorite pastimes in some communities, especially during the winter months. The school gym or some public hall will be had for the evening.
Prizes can be awarded to make the parties attractive and entertaining. Human nature is such that people like to play for stakes or prizes. These prizes might be donations made by the players of the team, teachers, and the Department of Manual Training, and the Department of Home Economics.

10. In the off season, players and coaches have prepared plays and minstrel shows. They were huge successes. Everyone likes local talent and in a small community it is easy to build up interest in such entertainment. One-act plays are good. They are easy to do, and by having three or four one-act plays, more people are involved and more interest is stirred up in the town. Tickets should not be too expensive. It is better to have the price low and draw many people -- the receipts will be larger.

11. Boxing tournaments. One school successfully carried through such a tourney in the school. All contestants, however, had to train at least three weeks prior to the event. No one was allowed to enter the tournament unless he had foregone the training period.

12. Amateur night. Invite all the students who have any talent to participate in the show, such as singing, dancing, juggling, instrument playing, imitations, etc. One school sponsored such a night and did remarkably well. They had all the contestants apply beforehand, and then arranged a program so that things would run off smoothly. The audience was to be the judge as to the winner. Fun was had by
old and young alike.

13. Advance season ticket sales. The ticket should be within reach of the average business man, school patrons, and students. The price would all depend on the schedule, the number of games to be played.

14. One team, in order to cut the cost of equipment, used a one dollar sweat shirt for a jersey. A twenty-five cent package of dye gave the sweat shirt the school color.

15. Sporting good companies sell discontinued stock and broken lots at greatly reduced prices.

16. Samples may sometimes be bought at a very cheap rate.

17. The use of canvas shoes cuts the cost of equipment.

18. Activity fun plan -- used in Stratton, Nebraska, for the past three years. At the beginning of the school year, the board of education counts noses and appropriates one dollar per pupil (grade and high school) to be used as an activity fund for the school year. Small children are admitted to all school functions. This plan has the following advantages:

   (a) It enables all school children to attend all functions.

   (b) More parents come to the games

   (c) School spirit is increased.
(d) The school can purchase better equipment for the boys.

(e) School men and the coach are relieved of financial worry?

19. Many schools raise money by selling articles at the games.

20. A candy stand at school is another way of raising money.


Equipment will last longer if it is cared for properly. Many schools wear jerseys only in games and use cheap sweat shirts for practice. Practice and games in mud are injurious to equipment as well as players and should be avoided. A board talk or skull practice may be held instead.

To save wear on equipment boys may wear track sweat shirts for practice, if no contact work is scheduled.

Many schools that have the boys, the coaches, supervisors, and the playing field cannot provide boys the chance to play real football because they cannot afford to buy equipment. Sometimes the school is able to secure it second

—-32-—

hand at low prices and make it over to fit. All schools, however, cannot buy even second hand equipment. There is a definite and widespread need for low priced football equipment, which is within the budgets of all the schools, and which at the same time provides adequate protection for the players. Often players furnish their own shoes and supporters and sometimes other articles of equipment. This enables the school to supply more of the remaining articles to a greater number of boys. However, this is rather hard on some boys whose parents haven't much to give them. Therefore, they are compelled not to play. The practical answer to the problem is low priced equipment that gives adequate protection.

The participation by the students in planning, preparing and staging the various benefits, plays, parties, dances, and other methods of raising money can be made a wholesale educational project. The pupils are engaged in a real life activity that they will probably have many occasions to repeat in their community life after they finish school.

(b) Selling Ideas to Administration -- The second item in descending order of importance was: Hard to sell idea to the administration. This is accomplished by being a good salesman.

Good selling points for six-man football include:

1. It is a recognized sport. In 1934 there were
only forty or fifty schools playing the game, this fall there were two or three thousand.

2. It can be made to pay its own way. Four of the six member schools of the Frenchman Valley, Nebraska Conference showed a profit at the close of the 1937 season, the remaining two broke even financially. The average daily attendance of these six schools in 1937 was sixty-four.

3. There is slight danger of injury in the six-man game -- no man pile-ups as in the eleven-man game.

4. The game has spectator appeal.

5. Six-man football completes the year-round sports program of the school.

6. Variations of the game, such as touch football, may be used in an intramural program, embracing all the boys in the school.

7. The boys want the game.

8. School patrons want the game.

9. Football teaches the boys to give and take, determination, sportsmanship, teamwork, and many other lessons which can not be learned in books.

10. The game is of value not only to the boys, but also to the community.

11. Introduction of six-man football is another progressive step by a progressive board.7

(c) **Getting Items in School Budget** — The third difficulty mentioned was that the school budget did not allow any money. This is and always will be one of the hardest issues to force. No one offered suggestions for this item. Most of the coaches of six-man football have resorted to raising their own finances for the game. A list of the methods used to raise money for equipping a team was given under the heading Equipment Expensive.

(d) **Support of Teams** — The last item mentioned was that six-man football at present does not support itself. It was brought out in the questionnaire that no team charged admission. Until this is remedied nothing can be done about the game supporting itself.
DIFFICULTY IN FITTING GAME INTO THE CURRICULUM
Chapter VI

Difficulty in Fitting Game into the Curriculum

The second major difficulty experienced by the schools who already have six-man football, was that of finding a place in an already over-loaded schedule. This problem is considered in the following pages.

Summary of Difficulties -- Table IV shows the difficulties of fitting the game into the curriculum in descending order of their occurrence on the questionnaire.
Table IV

Difficulty in Fitting Game into the Curriculum.

---

<table>
<thead>
<tr>
<th>Difficulty in Fitting Game into the Curriculum</th>
</tr>
</thead>
</table>

**BECAUSE**

- A. Getting Coaches Who Are Properly Equipped to Supervise the Program
- B. Boys Had Afternoon Classes
- C. Not Enough Competition
- D. Game Was New

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From Table IV, it may be seen that the greatest difficulty is that of getting coaches who are properly equipped to supervise the program; the second, that of boys having afternoon classes; and so forth.

Treatment of Specific Difficulties -- The following observations regarding the various items in Table IV made be made:

(a) Getting Proper Coaches -- Football and the other games that make up the athletic program should be an integral part of the school's educational program, and as such should be under the direction of those who are carrying on the educational program.

The need for competent coaching and supervision is evident to all. It is more important in a strenuous contact game like football than in other sports such as tennis and golf. Schools realize the importance of supervision and boys playing football under the auspices of the schools are always supervised. However, by not having a comprehensive football program, schools do indirectly encourage the uncontrolled street and vacant lot football.

Men who like sports will enjoy giving a few afternoons to coaching and directing the neighborhood teams that would otherwise be unsupervised. Service clubs, labor unions, civic clubs, and other men's organizations can give more boys the opportunity to play six-man football by organizing these spontaneous groups and providing them with adult "coaches".
The good will of the boys will more than repay the leaders and organizations that sponsor the program.

Most six-man football squads are coached by only one coach and their practice time is limited. Schools generally have football practice immediately after school hours, which is probably the best time in most cases. The time most suitable for the greatest number of boys is the ideal time. The coach should plan each practice well in advance and should have a written schedule of what he intends to do when he goes on the field. The practice should be divided into periods, allotting a definite amount of time to various drills. This may be adjusted by the coach, however.

Successful coaching of football requires thought, and judgment based upon as much knowledge of the game as it is possible for the coach to acquire.

One of the first problems which a football coach confronts is the assignment of his material. He must decide as quickly as possible whether this or that man is the better adapted to playing a certain position.

Inexperienced coaches too many times overburden their teams with a surplus of plays. A coach will undoubtedly be more successful if he concentrates his attention upon the proper execution of fewer plays.

A football coach should develop a variety of attack from a single formation instead of attempting to build a system from three or four formations.  

---

In small schools it is often impossible to hire a man whose chief job is coaching. The following ways may be used by schools to remedy the situation:

1. Use faculty members. Appoint a faculty member who has some knowledge of the game. Then let him choose one or two assistants from the rest of the faculty.

2. If the school is located in the same town or even nearby a college, it may be arranged to have students who are majoring in physical education handle the coaching duties for experience. This may be done by making arrangements with the instructors of the physical education department of that college. It would be a grand chance for those students to get practical experience. The instructors at the college could help their students with the many problems which might confront them. Once a system such as this were started, it would be easy to continue.

(b) Afternoon Classes -- The second item on the table is the one dealing with the fact that boys had afternoon classes. The following means may be used to overcome this difficulty:

1. Make participation a requirement of the physical education program.

2. A definite time should be set for starting and ending practice. Many schools get along with one hour of practice. If many of the students are brought in from farms by bus, it may be impossible to hold practice after
school. This difficulty may be avoided by having an extra-curricular hour from nine to ten in the morning. Students can be delivered to the school at eight thirty, so that nearly one and one half hours can be available for practice.

3. The school may have its extra-curricular hour at eleven, and football practice will run over into the noon hour.

4. Other schools have an activity hour the last period in the school day and continue practice a few minutes after school is out.

(c) Game New -- From time to time new games have been invented in the line of physical competition. Six-man football was invented for the needs of the smaller schools which were unable to play the eleven-man game.

(d) Competition Scarce -- This difficulty will be discussed under the heading: Difficulty in Scheduling Games in Chapter XI.
DIFFICULTY IN FINDING A SUITABLE PLAYING FIELD
Chapter VII

Difficulty in Finding a Suitable Playing Field.

This chapter is particularly concerned with those difficulties experienced by schools in finding a suitable playing field. They will be discussed in the following pages.

Summary of Difficulties -- In analyzing the questionnaires, specific difficulties in finding a suitable playing field were found. Table V shows these difficulties in descending order of their frequency of mention.
Table V

Difficulty in Finding a Suitable Playing Field

<table>
<thead>
<tr>
<th>BECAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. School Budget Contained No Maintenance Allowance for an Athletic Field</td>
</tr>
<tr>
<td>B. Permission of Administration Needed to Lay Out a Field</td>
</tr>
</tbody>
</table>

"A" is the greater of the two difficulties in Table V.
Treatment of Specific Difficulties -- Several observations may be made regarding the various items in Table V. They are as follows:

(a) **School Budget Allowance** -- The school budget contained no maintenance allowance for an athletic field. This was true in only a few schools but seems to be quite a difficulty. The ways of getting around this difficulty will be found under paragraph (b).

(b) **Permission of Administration Needed** -- A few of the schools needed the permission of the administration to lay out a field. The reason for this was that the field would be too expensive if done by contract.

The first essential is an adequate playing field. Players must have a place to play. The least those in charge of football can do is to provide proper playing fields. The ten-yard safety zone on all sides of the field, free from all obstructions should be included. Failure to provide a field with the safety zone is not only unfair to the player, but it violates the rules of the game. The rules also state that the field should be "smooth and level". Holes, mounds, rough spots, clods, and rocks should be eliminated. The smooth surface should be soft soil or grass turf. Most high schools use the same field for both practice and games, and the grass soon disappears and the field becomes a combination grass and dirt field with a little grass left near the side lines.
Preparing the field and keeping it in good condition is merely a matter of applying work at the proper time.

Some schools have one or more keepers who devote some or all of their time to taking care of the athletic fields. W. Y. A. or W. P. A. workers are sometimes used to build and maintain the fields. In many schools the coach and the players have this responsibility; in others a manual arts class or physical education class maintains the fields, doing the work during the school day as a class project. Boys work much more willingly during school hours than they do after school. Regardless of who has charge of maintaining the field, it should be kept safe for the players.

The bleachers, substitute benches, water buckets, and other equipment should be far enough away so that the players will not run into them. The ten-yard safety zone provides that they be at least ten yards away. Spectators should be kept off the playing field, and field and stands planned accordingly. If the field is near a busy street, there should be a high fence separating the field from the street.

The first essential in proper environment is an adequate playing field.

The weather is too often disregarded. Rain stops a baseball game but seldom a football game. There is no justification for playing under such inclement weather conditions in high schools. Growing boys should not be subjected to the unnecessary risks attacked to playing on
a field rendered hazardous by the weather. A muddy field is unsuited for football. A hard, frozen field is almost as dangerous as playing on pavement. Football, as the players enjoy playing it, and as the coaches want it played, cannot be played on a field that is hard, muddy, or covered with snow.

Following are a few suggestions and means by which the difficulty in finding a suitable playing field was overcome by secondary schools in Massachusetts.

1. They used their imagination in some cases and used an eleven-man field in their vicinity. Some used the field as it was, others set up restrictions and rules, such as turning it into a field eighty by forty yards.

2. In some cases the coach and the boys got together and went out and cleared a field. They did all the necessary work, and with a great deal of labor, had a fair field on which to play. The clearing, surveying, and marking of the field was all accomplished by them. They also constructed and erected their own goal posts from lumber that was given to them.

3. In other cases W. P. A. workers were put to work in constructing a field.
DIFFICULTY IN GROUPING THE BOYS
Chapter VIII

Difficulty in Grouping the Boys.

Another difficulty experienced by schools now playing six-man football was that of grouping the boys. This problem is considered in the following pages.

Summary of Difficulties -- The difficulties are represented in Table VI in the descending order of their frequency on the questionnaire.
Table VI

Difficulty in Grouping the Boys

BECAUSE

A. No Previous Football Experience

B. Some Boys Too Young to Play on the Team

C. Some Boys Were Too Light

D. Some Boys Were Too Heavy
Treatment of Specific Difficulties -- In Table VI several observations regarding the various items may be made. They are:

(a) **No Previous Football Experience** -- This difficulty will be discussed fully in Table VII under the same heading.

(b) **Grouping of Boys** -- The remaining difficulties are all concerned with the grouping of the boys and will be discussed in the following paragraphs.

Six-man football is a contact game that makes it necessary to divide the players into homogeneous groups. In intramural six-man football, each homogeneous group may become a league. The more boys there are, the more classifications and leagues are possible. There should be at least three teams in each league and if possible four teams or more. Six to eight teams to a league should be the maximum, and if the league grows larger, it should be divided into two groups using a finer classification. For one league of three teams at least twenty-one boys are necessary. This gives each team one substitute.⁹

There are a number of methods of dividing the boys into homogeneous groups which form the basis of the league. Often the coach who knows the boys well makes an arbitrary

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division. This may cause dissatisfaction among some players who feel that they should be in another league. The use of a classification index plus the coach's own judgment in borderline cases, is the most advantageous method. A number of good indexes are available. McCloy's Classification is an example. It is calculated by taking twenty times the boy's age, plus ten times his height in inches, plus his weight in pounds.

Another method used was the following: The boys were classified into two groups on the basis of age and weight; the stronger, older, and larger boys made up the varsity squad which played interscholastic six-man football. The intramural squad was composed almost entirely of freshmen and sophomore boys who were fairly equal in size and ability. Those who were outstanding were promoted to the varsity squad.

One school used a Rogers' Physical Fitness Index. All teams were made up after each individual had been tested for S.I. (Strength Index).
DIFFICULTY IN DRILLING BOYS IN FUNDAMENTALS
Chapter IX

Difficulty in Drilling the Boys in Fundamentals.

One of the difficult problems connected with six-man football was the difficulty of drilling the boys in fundamentals. This difficulty is considered in this chapter.

Summary of Difficulty -- The questionnaires were analyzed to discover specific difficulties in drilling the boys in fundamentals. Table VII shows these difficulties in descending order of their occurrence on the questionnaire.
Table VII

Difficulty in Drilling Boys in Fundamentals

BECAUSE

A. They Had No Previous Football Experience

B. They Did Not Understand Football Terms

C. They Had No Opportunity to See Six-Man Teams in Action

D. It Was Hard to Convince Them That Fundamentals are an Essential

E. Some Boys Lacked the Proper Coordination

From Table VII it will be seen that the greatest difficulty is that of experience; the second that of terms, etc.
Treatment of Specific Difficulties -- Several observations may be made regarding the various items in Table VII. They are as follows:

(a) **No Previous Football Experience**

(b) **Boys Did Not Understand Football Terms**

(c) **No Opportunity to See Six-Man Teams**

(d) **Hard to Convince Boys of Importance of Fundamentals**

(e) **Boys Lacked Proper Coordination**

These aggregate headings will be discussed in the following paragraphs because they are concerned collectively with the drilling of boys in fundamentals.

Success in football is found on applying the fundamentals correctly to your technique -- kicking, passing, blocking, and tackling. It's not a waste of time to go out for football if you haven't natural ability. Of course, lots of players do possess natural ability, but just as many build up their technique by hard intelligent effort.

Blocking is vital in present day football. There are two main types of blocks, the shoulder block and body block. When shoulder blocking, you run low, with the head up and back straight. It's almost like tackling without using your arms. By not ducking your head until the moment of impact, you conceal the block's direction. Keep your arms extended when administering the block, for this gives you more blocking surface to work on. Keep driving when your shoulder
makes contact with your man.

Body blocking, as the name implies, means getting the whole of your body into the block. Keep your feet well spread, head back, the neck sunk between the shoulders, and the knees flexed. The bent knee provides a low starting point to get under your opponent's hands as you drive in and up at him. Take short digging steps for drive and flexibility. Always keep your head, shoulders, and body, all in a line with the spot in which you want to hit your man. A blocker should not take off too early, for his feet will get too far behind for the best results.

Tackling is a great aid to blocking and vice versa. Charge in low as you tackle, and keep your head coming up to check the offensive man.

If you're the safety man, always try to play the ball carrier. Never let him play you. Keep edging him towards the sidelines. This tends to slow him up and allows your teammates to get to your assistance.

The use of a dummy is helpful in learning how to tackle. Any old sack about the size of a cement sack will do. Fill it with straw and hang it about six inches off the ground. String it up on a system of posts and pulleys and spade the ground under it so it will be soft. Practice tackling the dummy at half speed and at an angle. The waist line, about three feet off the ground, should be your target when tackling. Make firm contact with your shoulder on the
player you're about to tackle, hook your arms around his body to bring him down.

When passing a football, boys between the ages of ten and sixteen who have small hands, should anchor the thumb on the lace. This prevents the ball from slipping off your fingers. Throw the leather off the first two fingers with much the same motion as in throwing a baseball. Point your forward shoulder in the direction of your target and get your body in a sideways position, which will allow you to get your weight back of the throw. Practice throwing at a moving target. Always bring the ball directly back into the throwing position from the carrying position. Keep it in close to the chest where there is far less chance of having it knocked from your grasp.

A good kicker gets as much of his kicking foot on the ball as possible. The toe should be pointed downward, the ball should be set on the foot properly, just over the instep, and the eyes should never leave the ball. Never look up to see how many opponents are coming in to block the kick. Watch the ball and nothing else.

When receiving the ball from the center, a right footed kicker should take a short step with his right foot, another with the left foot, and kick. Contact with the ball is made at a point opposite the right knee cap. The left foot should maintain a contact with the ground all the way and should always point in the direction of your objective.
Don't attempt to check your follow through. Let it go on even on short kicks.  

Fortunately for those who have a limited practice period, two or more elements can be practiced at the same time. An offensive element can be practiced with its corresponding or opposite defensive element. Ball carrying and tackling, or ball carrying, blocking, and tackling, may be practiced at the same time. Catching passes must be practiced with throwing passes. Returning kicks requires that kicking practice go on at the same time. The wise coach will take advantage of this fact and give double instruction for both offensive and defensive elements involved. Instruction in both phases not only saves time, but it prevents learning bad form and acquiring bad habits in the phase that is not being stressed. Players learn by doing, and everything they do is part of the learning process whether it be the subject of practice or its corresponding activity.

Following are a few suggestions which help in drilling the boys in fundamentals.

1. The first requisite in learning any game, is to learn the rules. This should be the first thing done in drilling boys in fundamentals of football. Go over each

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rule and explain its content. Make sure the boys understand the essential rules.

2. Give the boys a talk on the nomenclature of the game. Explain the fundamentals of blocking, tackling, passing, and kicking to the boys and demonstrate each one. It is much easier for them to retain it if a demonstration is made. For boys who have never had any previous football experience, this is the only sound way.

3. Provide boys with every opportunity to see pictures of good blocks, tackles, passing, and kicking. This may be done by having a bulletin board in the dressing room and tacking pictures on it. Pictures may be gotten out of magazines and newspapers. Be sure the pictures illustrate the correct method.

4. Invite some of the young men in the town who have had experience in football to come out and help you. Tell them what you want done and illustrate, then have them work with different groups, to see that every boy is practicing the method correctly. You will save a lot of valuable time by employing this method, and you can advance more quickly to the teaching of offense and defense.

5. Practice fundamentals long and diligently. All other phases of football simmer down to the fundamentals.
DIFFICULTY IN TEACHING OFFENSE AND DEFENSE
Difficulty in Teaching Offense and Defense.

The sixth major difficulty experienced by the schools who already have six-man football was that of teaching offense and defense. This problem is discussed in the following pages.

Summary of Difficulties -- Table VIII shows the difficulties of teaching offense and defense in descending order of their occurrence on the questionnaires.
Table VIII

Difficulty in Teaching Offense and Defense.

<table>
<thead>
<tr>
<th>BECAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. There Were Few Systems to Follow</td>
</tr>
<tr>
<td>B. Game New, Therefore Much Experimenting Had to Be Done</td>
</tr>
<tr>
<td>C. Had to Originate Most of the Plays</td>
</tr>
<tr>
<td>D. Plays Seemed Complicated to the Boys</td>
</tr>
<tr>
<td>E. Different from Eleven-Man Football Rules</td>
</tr>
</tbody>
</table>

From Table VIII, it may be seen that the greatest difficulty is that of having few systems to follow; the second that of experimenting, and so forth.
Treatment of Specific Difficulties -- The following observations regarding the various items in Table VIII may be made:

(a) Few Systems to Follow
(b) Game New
(c) Had to Originate Most of the Plays
(d) Plays Seemed Complicated
(e) Different from Eleven-Man Football Rules

These difficulties will be discussed collectively in the following pages under two headings, Offense and Defense.
OFFENSE
Systems of offensive play are so varied that among the leading football teams of the country, you will probably not find two coaches who use exactly the same method of attack.

In considering a system of offense to use during the football season, the coach's first problem is to find one best suited to his material. If his boys are light and shifty, the best method would be to try an open system, featuring the end running and forward passing game. If his boys are heavy and slow running, the close-line system and short passes are stressed.

In offense the success of plays depends upon the faithful execution of their assignments by all six men. In most plays, if just one man on the offense team fails to do his part, the defense will gain the advantage. Successful offensive work also requires reaching the point of attack quickly and accurately, timing the play. There is only one way to make an offense powerful, and that is to give the members of the squad constant drilling. Much time should be spent in having the members of the team run off plays up and down the field with no opponents. This is to drill into each man his duty on each play. Coaches should have their men so well drilled in all plays that they know what to do on each one almost without thinking. Constant practice on plays will make it a habit with players to do the right thing, so that in the heat of a hard game, they will not have to stop and figure out their assignments every time the quarter-
back calls a play.

In good offense the players must naturally be well schooled in fundamental football. Where two teams of equally good physical material and offensive system meet, the winner will undoubtedly be the squad that proves superior in its execution of fundamentals.\textsuperscript{12}

Cooperation and coordination are necessary if a team is to function properly, the offense must function as a unit. Beginning players should spend most of the time learning how to tackle, block, handle the ball, run with the ball, and punt. These five activities make up the game of football. Plays are merely combinations of these items.

Six-man football cannot have the variety of plays that are possible in the eleven-man game. With a three man line the ball carrier has only three holes to hit. The coach not only needs fewer plays, but he finds it easier to get six players to function as a unit than eleven.\textsuperscript{13}

The formations that have proven most valuable in six-man football are:

1. "T" formation
2. Single wing formation
3. Double wing formation


4. Short punt formation
5. "J" formation
6. Balanced spread formation

These six formations do not cover or constitute the whole range of formations. They are the ones that have worked with the greatest success. However, any type of formation may be used as long as it is effective. It all depends on the coach and the material at hand. If the coach is young and rather new at the game, he may experiment with many different formations. If he has good imagination he may even invent some very effective ones.

Many coaches, in fact most all secondary school coaches, use the system that they played under in college. They find it easy to adapt eleven-man formations to the six-man game.

After all is said and done, if the players lack the necessary fundamentals of blocking, good, hard, aggressive blocking, no matter how well plays are run off from planned formations, they will not be worth much.
OFFENSIVE FORMATIONS
Offensive Variations

Note: Distances shown are in yards.

"T" Formation

Single Wing

Double Wing

Short Punt
"J" Formation

Balanced Spread
KEY TO DIAGRAMS

------------------  PATS

--------  CHECK

----------  BLOCK

----------  BALL CARRIER

RED  DEFENSIVE TEAM

BLACK  OFFENSIVE TEAM
"T" Formation

Pass — 4 Possibilities
"Y" Formation

End Run
"T" Formation

Split Buck
Single Wing

Delayed Pass to Quarterback
Single Wing

Fake Reverse
Double Wing Formation

Full Spin with Shovel Pass
Double Wing Formation

Mouse Trap
Short Punt Formation

End Run
Short Punt Formation

Pass
"J" Formation

Fake Reverse
"J" Formation

Pass - 5 Possible Receivers
Normal Punt

Note: Center, fullback, and halfback cover the alley. Quarterback steps right up this protected area to kick. Ends go down under kick after checking opposing ends.
DEFENSE
Defence

Six-man football defense has much in common with the eleven-man game. Tackling is the fundamental element in both games. Blocking kicks and passes, returning kicks, and intercepting passes are other elements common to the defense of both games. In developing a defense for six-man football, consideration should be given to the fact that six-man football is primarily an offensive game when compared to eleven-man football. A comparison of scores of eleven-man football with those of six-man football scores will show the offensive and defensive differences of the two games.

The offense will score touchdowns, but so will the defense by intercepting forward and lateral passes and by picking up fumbles and free balls and scoring touchdowns as a result. The six-man rules allow the defense to advance fumbles.

The strategy of the offense should determine the methods the defense uses. Most teams are strong in one or two departments and run most of their plays accordingly. It is better to overplay an opponent's strength than to underplay it.\(^{15}\)

It is always fundamentally important that defensive players keep their legs free from opposing players, and strong hands are splendid means of accomplishing this result. A defensive line-man must in every case keep his head up so

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that he can follow the progress of the ball. The objective of all linemen is to tackle the ball carrier or make it easier for one of his teammates to get the tackle. Another requirement of defensive linemen is to rush and block kicks and hurry the forward passes.

The chief requisite of a good defensive back is his ability to tackle and to knock down or intercept forward passes.16

While tackling is the essence of defensive football, the lineman, to bring down the runner, must first reach him; and when opposed by good blockers, this task is difficult. A good deal of time, therefore, must be spent in devising, practicing, and perfecting various individual stunts which will enable the defensive lineman to get into position to tackle.

In laying the foundation for a defense line, start with stance. The basic position is of utmost importance and consequently much time should be spent with the players.

A sprinter, to assure a speedy get-away, does not start from a standing position, but rather from a crouch close to the ground. The same law of body mechanics is applied in defensive line play. There are three types of stances; the semi-crouch, the three point, and the four point. In the four point stance, assume a position with

the feet parallel to the ground and inclined slightly upward, head up, neck bulled, hands on ground shoulder width apart, fist closed, weight of the body resting on the closed fingers and the thumbs extended. This may be varied by lining up with one foot considerably back of the other. The rest of the body assumes practically the same relative positions. The feet are still shoulder width apart and pointing straight ahead, with the weight distributed on the balls of the feet and the hands. The main drive is made from the front leg, but the rear foot comes forward with the first step.

The three point stance has greater strength and flexibility than either the four point or the bent-crouch. Line up with the feet shoulder width apart and one foot further back than the other, the distance varying with the type of boy. The weight is well distributed on the balls of both feet and the grounded hand. The knees are well bent with the rear member practically touching the ground at times. The hips are fairly low, and if possible, on a line over the rear knee. The back is parallel and straight, or inclined slightly upward. The head is up and watching the ball. The hand opposite the forward foot is on the ground, fist closed and thumb extended. The other hand may be carried with the elbow slightly extended or held shoulder level, elbow bent, in a position to hit quickly with a powerful or sideward blow. This stance is a fairly relaxed stance and suitable on almost any part of the field.
The semi-crouch or two point stance is quite adaptable to the play of the ends where there is a possibility of a long gaining play. The feet are usually shoulder width apart or slightly under, with the rear foot behind the forward, as in a three point stance. The knees are flexed, the body bent well forward at the hips, and the back straight but inclined at a forty-five degree angle. The head is up and the hands are low, but far enough away from the body to ward off any potential blockers. For this stance the player may move either foot forward as he deems advisable. The weight of the body may be evenly distributed on both feet or strong over one foot.  

General Hints

1. Start with the ball.
2. Work toward the core of the attack.
3. Take the initiative and get the start on your opponent.
4. Adjust your defensive tactics with consideration to the following:

   (a) Position of the opponent on the field.
   (b) Type of play, down, and distance to go.
   (c) Time left to play.
   (d) Formation and position of best offensive players.
   (e) Position of the defensive line.
   (f) Don't make your line play a wrestling match.

Following are a few other suggestions which may be used in the teaching of offense and defense:

   (a) Do not teach a complicated offense or defense. This results in much confusion for the players and causes them to commit many errors.

   (b) Make boys understand the problems and they will do much to aid in the development of an offense or defense.

   (c) Do not use too many plays. One team used only six plays from a "T" formation and averaged twenty-one points a game. This proves that if you have fewer plays and have them well learned, you'll be more successful. A large number of plays adds to bewilderment on the part of the player.
DEFENSIVE FORMATIONS
The defensive formations depend upon the offense being used. The most important thing in a defensive formation, is its flexibility. A team must be ready at all times to modify its defense in order to meet the situation that faces them.

The defensive team will find two standard formations sufficient. These two formations are:

(a) 3-2-1.
(b) 4-2.

They are the ones most commonly used in six-man football. However, they do not meet all situations. They can easily be modified to meet the situations that arise.

Again it must be said that the foundation of a satisfactory defense is efficient tackling. This is one important fundamental that a team must learn well.

The defensive formations mentioned above are on the following pages.
Defensive Formations

Note: Flexible defense. Center and fullback may rove along the line at will.
Defensive Formations

Note: Positions will vary with number of down and distance to be gained. Also, according to formation used by offense.
DIFFICULTY IN SCHEDULING GAMES
Chapter XI

Difficulty in Scheduling Games.

This chapter is partially concerned with those difficulties experienced by schools in scheduling games. They will be discussed in the following pages.

Summary of Difficulties -- Table IX shows the specific difficulties encountered in scheduling games. These difficulties are in descending order of their frequency of mention.
Table IX

Difficulty in Scheduling Games

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**BECAUSE**

A. Game New - Not Many Schools Playing the Game

B. Not Many Schools in the Immediate Vicinity

C. No Money Available for Long Trips

D. Getting Opponents of Same Size

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Table IX shows that the greatest difficulty was that of the newness of the game; the second that of the scarcity of the schools in the immediate vicinity, and so forth.
Treatment of Specific Difficulties -- The observations made regarding the various items in Table IX are as follows:

(a) Game New - Not Many Schools Playing the Game.
(b) Not Many Schools in the Immediate Vicinity.
(c) No Money Available for Long Trips.
(d) Getting Opponents of same Size.

These specific difficulties are rather closely connected.

Following are some of the ways in which teams in Massachusetts have overcome these difficulties in scheduling games:

(a) Played intersquad games.
(b) Played junior high schools in the same vicinity.
(c) Played same school twice on a home and home basis.
(d) Played three games with the two schools in the same vicinity.
(e) Played two games with last year's team.
(f) Another team scheduled games with larger "B" squads (i.e.) players on major eleven-man squads played six-man football using six-man rules.
(g) Another school made a schedule among three available teams.

A discussion on the specific difficulty of getting opponents of the same size is contained in the following pages.
The principle of equal competition is important to the success of six-man football. Players gain much more enjoyment and satisfaction from playing against equal competition. Only the "bully" type enjoys drubbing smaller opponents. Spectators hate to see anyone, whether in baseball, tennis, boxing, or any other sport, take a complete drubbing or beating. They hate one sided shows; equal competition is what they want to see. Yet how many times has it happened that a markedly inferior team has been knocked out in the first quarter by a superior team. Nevertheless, the underdog team must go on and take a beating for the remaining three quarters of the game. Six-man football has given the referee the power to stop a game when one team is forty-five points ahead of the other. This might well be applied to eleven-man football and this would eliminate many injuries.

Most inequalities in competition can be avoided by the schedule makers. But when schedules are made a year or two in advance, some lopsided competition will occur. Sometimes the coach can equalize these differences by giving his second and third teams a chance to gain experience. If these teams are still superior and still continue to administer a beating to the other team, it is time, for the sake of all the players concerned, to call a halt to the game.

Not only should there be equal competition between teams, but also a high degree of homogeneity among the players on the same team. Lack of homogeneity has been one of
the reasons why eleven-man football has failed in the smaller high schools. Small schools do not have enough boys of sufficient size and strength to make up an eleven and provide enough substitutes. Six-man football makes it twice as easy to find a homogeneous group.

Equal competition is important to the success of intramural football. Not only should the teams formed be equal, but the boys on the teams that make up a league should be homogeneous in strength and size. Several leagues should be formed to care for the boys of different strength, ages, and weights. The larger the number of boys in the school or organization, the larger the number of homogeneous groups or leagues that can be formed.

Many schools lack sufficient numbers to carry out this homogeneous grouping to a fine degree. Therefore, a wisely planned interscholastic athletic program is educationally desirable. This interscholastic athletic program need not stop with the varsity team. Several homogeneous teams for smaller and younger boys may be formed to play similar teams in nearby schools. Schools too small to form several homogeneous teams for boys of similar size and ability are handicapped in carrying on an intramural program, but by working together with several nearby schools of similar size, a sound program of athletics can be worked out. In substance it amounts to several schools combining to carry on a sound "intermural" program, so that boys in the same classification can play against each other.
DIFFICULTY IN GETTING OFFICIALS
Chapter XII

Difficulty in Getting Officials.

Another problem confronting schools already playing six-man football was that of getting officials. This difficulty is considered in this chapter.

Summary of Difficulties -- The questionnaires were analyzed to discover specific difficulties in getting officials. Table X shows these difficulties in descending order of their occurrence on the questionnaire.
Table X

Difficulty in Getting Officials.

<table>
<thead>
<tr>
<th>A. Game Was New</th>
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<tbody>
<tr>
<td>B. Not Many Officials Knew the Game</td>
</tr>
<tr>
<td>C. No Association of Approved Officials</td>
</tr>
<tr>
<td>D. Could Not Pay Much Money for Officials</td>
</tr>
</tbody>
</table>

"A" is the greatest difficulty experienced. "B" is the next greatest, and so forth.
Treatment of Specific Difficulties -- Several observations may be made regarding the various items in Table X. They are as follows:

(a) Game was New
(b) Not Many Officials Knew the Game
(c) No Association of Approved Officials
(d) Could Not Pay Much Money for Officials

Knowledge and ability to interpret the football rules properly are the primary requirement of officials. They should be willing to spend time in studying the rules before and during the season. Football officiating is difficult and tiring, it requires one hundred per cent efficiency from mind and body alike. The eyes, heart, legs, nerves, and wits of officials should be in splendid condition.

An official must make his decisions instantly and call his rulings without delay. To hesitate is as serious an officiating sin as to err. Therefore, officials should train their minds to react instinctively to circumstances rather than to reach deliberate conclusions through consideration of mentally reconstructed situations.

It is important that an official not only have a thorough knowledge of the duties and responsibilities of his own position, but also of the duties and responsibilities of the other officials. Consequently he should:

1. Know the primary duties and responsibilities of his fellow officials.
2. Instantly take over the primary duty of any fellow official temporarily out of position.

3. Check and guard against erroneous rulings or procedure by fellow officials.

4. Know the down and yardage on every play.

5. Know and use proscribed signals when calling fouls.

6. Retrieve the ball on the run.

7. Be able to handle and pass the ball properly.

8. Regardless of position, call time out for players obviously injured or disabled.

Proper officiating of a game demands intelligent and cooperative team work from the officials. Exceptions to a fellow official's rulings should always be taken quietly and unobtrusively.

Officials should make prompt and careful use of the arm signals whenever prescribed. Sloppy or careless signaling creates uncertainty as to decisions or lack of confidence in officials.

Officials must remain in complete control of the game at all times and maintain complete discipline of the players. The ability to enforce the rules intelligently and fearlessly but without provoking resentment or antagonism is the final test of a good official.

Getting together before game time builds and renews mutual understanding, confidence, and respect among officials.
Rules and interpretations can be discussed, mechanics reviewed, duties and responsibilities stressed, and plans for a smooth running game can be completed.

The ideal official is the one who notices everything but is seldom noticed himself; who is considerate and courteous without losing his firmness; who cooperates fully with fellow officials; who is physically able to be, and who is, in the right place at the right time; who knows what the rules say and what the rules mean.
Important Reminders for Officials

1. Never issue newspaper interviews, statements, or stories regarding games in which you are an official.

2. Do not discuss the plays or players of an opponent's team in a game which you will officiate or are officiating.

3. Always give your official's signals promptly, distinctly, and conspicuously.

4. Most officials who wear eye glasses off the field will be wise to use them on the field as well.

5. You should expect and receive the cooperation from coaches in having captains report promptly for pre-game introductions.

6. Keep things moving smartly on the field from opening whistle to closing gun.

These are a few of the important reminders for officials.18

Six-man football as stated before, is a modification of the eleven-man game. Though it has much in common with the eleven-man game, there are distinct changes in the rules which necessitate a knowledge of them if an official is to handle six-man football games. Some schools have found difficulty in getting officials to handle their games. Following are ways in which the difficulty was overcome:

1. Schools persuaded eleven-man officials to learn the rules, then gave them the games. The officials were approached before the start of the season so that they could be well up on the rules by the time the season opened.

2. Another school got a local official to study the rules and work during a couple of scrimmages in order to become acquainted with the game.

3. In some instances the coaches handled the game. (No financial reward, thereby saving on expenses).

4. Faculty members worked the games. (No financial reward).

5. Student officials in some cases, especially in the intramural set-up. (No financial reward).
DIFFICULTY IN GETTING STUDENTS INTERESTED
Chapter XIII

Difficulty in Getting Students Interested.

The ninth major difficulty experienced was that of getting students interested. This problem is discussed in the following pages.

Summary of Difficulties -- Table XI shows the difficulties in getting students interested in descending order of their occurrence on the questionnaires.
Table XI

Difficulty in Getting Students Interested.

BECAUSE

A. Not Enough Competition
B. Had Other Activities
C. They Thought It a Sissy Game

"A" is the greatest difficulty;
"B" is the next greatest, and so forth.
Treatment of Specific Difficulties -- The following observations regarding the various items in Table XI may be made:

(a) **Not Enough Competition** -- This difficulty of limited or scarce competition has already been discussed under the chapter, "Difficulty of Scheduling Games".

(b) **Had Other Activities** --

(c) **They Thought It a Sissy Game** --

Today we hear much about making learning activities interesting and enjoyable for the high school people. Too many times the boys play football while disliking it because of some strong outside urge. Even the old cry, "Die for alma mater" brings out the fact that the supposed dying is for alma mater and not for football. Football can and should be made interesting in itself so that true values inherent in this great sport will be fully realized. A coach is not justified in taking the attitude that only those boys who like football need report for the squad. Football, as a legitimate high school activity, must consider what the sport can do for young boys rather than consider solely what the boy can do for the team. The challenge is to help all boys discover the many values that come out of contact with the sport.

The coach who makes his practices interesting will do much toward helping the morale of the squad. Coaches can make practices interesting by introducing techniques which make games out of drills, thus appealing to the play and com-
petition between individuals or groups, with a businesslike
time schedule, will make practice a less wasteful affair.19

Sometimes the play aspects can be introduced merely
by counting the number of successful performances on a drill
on fundamentals.

This difficulty of getting students interested in six-
man football isn't primary. Most high school or junior high
school boys have seen football teams in action at one time
or another, and have come with the desire of playing the
game. Once a youngster gets the taste of competition in foot-
ball, he doesn't quit right away. He wants to go ahead with
his education and athletics. Just the thought of a madly
cheering crowd at a college football game, makes any young
man with any red blood in him, aspire to making a varsity
berth. However, there are times when student interest must
be aroused. This was accomplished by the following methods
in some of the Massachusetts schools;

1. Secure pictures of the game and run a night for
the students and faculty.

2. Arrange with a nearby college to admit the stu-
dents free of charge to one home game - students attending
in a group.

3. Make six-man football a fall extra curricular
activity.

19 Landis, W., "Making High School Football Profitable
44-53.
4. Award numerals and letters to participants.

One school had difficulty in getting boys interested because they thought it was a sissy game. However, after playing one game, they had the idea knocked out of them and found that it was a real rugged game.
OTHER DIFFICULTIES
Chapter XIV

Other Difficulties

Other difficulties were encountered in organizing six-man football teams. This chapter is particularly concerned with these difficulties.

Summary of Difficulties -- Table XII shows the difficulties listed in the frequency of mention on the questionnaire.
<table>
<thead>
<tr>
<th>A. Administration Opposed Us</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Parents Opposed Us</td>
</tr>
<tr>
<td>C. Not Much Publicity</td>
</tr>
</tbody>
</table>

"A" is the greatest difficulty;
"B" is the second greatest, and so forth.
Treatment of Specific Difficulties -- The following observations regarding the various items in Table XII may be made:

(a) Administration Opposed Us -- Football in the school should be an integral part of the physical education curriculum, which in turn should be a part of the unified educational program. The control and making of policies regarding football and supervision of all finances should center in the board of education. General supervision of the football program should reside with the superintendent and principal, just as history and mathematics are under their supervision. In the larger schools most of the supervisory duties are delegated to the director of physical education, who is in charge of the coaches but is responsible to the principal.

(b) Parents Opposed Us -- This difficulty is one that frequently occurs. The coach or principal must be able to sell the idea to parents that the game is safe and that it is a worth while participation for their children. He should be able to defend the game and give reasons why it is a worth while game.

(c) Not Much Publicity -- The general public must be kept informed of the football program, the schedule of games, the progress of the team, personnel of the squad, rules of the game, rule changes, etc.

Publicity mediums which can be employed are: pep
rallies, the school newspaper, local newspaper, local organizations, posters, placards, mimeographed bulletins, and house-to-house advertising for home games, yearbooks, letters to parents, squad picture display downtown, etc.

There should be some type of entertainment offered during the fifteen minute intermission at the half. Tugs of war, sack races for the small boys and girls, in fact anything that will draw more people to the games and keep them interested during the intermission.
GENERAL QUESTIONS TO SCHOOLS NOT PLAYING SIX-MAN FOOTBALL
Table XIII

Summary of Answers to Questions Asked of Schools Not Playing Six-Man Football

<table>
<thead>
<tr>
<th>Schools</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belchertown</td>
<td>Yes</td>
<td>Yes</td>
<td>None</td>
<td>No</td>
<td>Yes</td>
<td>Expense</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Charlemont</td>
<td>Yes</td>
<td>No</td>
<td>Track</td>
<td>No</td>
<td>No</td>
<td>No Field</td>
<td>No</td>
<td>Yes</td>
<td>Not Now</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Chester</td>
<td>Not all-man</td>
<td>No</td>
<td>None</td>
<td>Yes</td>
<td>Yes</td>
<td>Finances</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Holyoke Voc.</td>
<td>Yes</td>
<td>Yes</td>
<td>Soccer</td>
<td>Yes</td>
<td>Yes</td>
<td>Finances</td>
<td>No</td>
<td>No</td>
<td>Possibly</td>
<td>Yes</td>
<td>?</td>
<td>Possibly</td>
</tr>
<tr>
<td>Hopedale</td>
<td>Yes</td>
<td>Informal</td>
<td>Cross Country, Tennis</td>
<td>Soccer</td>
<td>Yes</td>
<td>Yes</td>
<td>Soccer</td>
<td>1892</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Hopkins Acad.</td>
<td>Yes</td>
<td>No</td>
<td>Soccer</td>
<td>Yes</td>
<td>Yes</td>
<td>No Closed Field</td>
<td>Financial</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>ll-man</td>
</tr>
<tr>
<td>Ludlow</td>
<td>Yes</td>
<td>No</td>
<td>Soccer</td>
<td>Yes</td>
<td>Yes</td>
<td>Financial</td>
<td>Lacked Boys</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>?</td>
<td>Perhaps</td>
</tr>
<tr>
<td>New Salem</td>
<td>Not all-man</td>
<td>No</td>
<td>Soccer</td>
<td>Yes</td>
<td>Yes</td>
<td>Financial</td>
<td>Yes</td>
<td>Yes</td>
<td>Possibly</td>
<td>Yes</td>
<td>Some</td>
<td>Yes</td>
</tr>
<tr>
<td>Petersham</td>
<td>Yes</td>
<td>No</td>
<td>Inf. Ath. Soccer</td>
<td>No</td>
<td>Yes</td>
<td>Finances</td>
<td>No</td>
<td>Yes</td>
<td>?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Northfield</td>
<td>Yes</td>
<td>Yes</td>
<td>T. Football</td>
<td>No</td>
<td>Yes</td>
<td>Financial</td>
<td>No</td>
<td>Yes</td>
<td>?</td>
<td>Yes</td>
<td>Possibly</td>
<td>Yes</td>
</tr>
<tr>
<td>Oxford</td>
<td>Yes</td>
<td>No</td>
<td>Cross Country</td>
<td>Yes</td>
<td>Yes</td>
<td>Equipment</td>
<td>No</td>
<td>Yes</td>
<td>Possibly</td>
<td>Yes</td>
<td>?</td>
<td>Possibly</td>
</tr>
<tr>
<td>Sanderson Acad.</td>
<td>Yes</td>
<td>No</td>
<td>Speed Ball</td>
<td>Yes</td>
<td>Yes</td>
<td>Financial</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Some</td>
<td>Yes</td>
</tr>
<tr>
<td>Smith School</td>
<td>Yes</td>
<td>No</td>
<td>Soccer</td>
<td>Yes</td>
<td>Yes</td>
<td>Finances P.M. Classes</td>
<td>1908</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Some</td>
<td>No</td>
</tr>
<tr>
<td>St. Mary's(Wor)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Finances</td>
<td>P.M. Classes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>?</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Warren</td>
<td>Not all-man</td>
<td>No</td>
<td>Track</td>
<td>No</td>
<td>Yes</td>
<td>Finances</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>?</td>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>
The first column in the preceding table contains the names of the secondary schools. The remaining columns contain the answers to the questions, the number at the head of each column corresponds to the question on page 124.

Answers to Specific Questions -- The answers to the first question: "Is there a sufficient number of boys in your school to meet football requirements?", were in the affirmative. All the schools have a sufficient number of boys to play six-man football.

Asked if there had been any move by students to inaugurate any type of football in the school, nine answered, "no". This may be due to the fact that in the majority of said schools the boys had afternoon classes. The latter being the responses to the eighth question.

In the third question concerning the sports played in the fall, soccer and track predominated. One school played speed ball, another had informal athletics, and two schools played no sport at all.

Most schools have neighboring schools playing some kind of football. This was the answer to the fourth question. All the schools are about the same size and leagues could easily be organized with schools in the same vicinity or county.

Question five shows that all the schools but one have a field that they could use for football.

The chief reasons for not playing football were
brought out in question six. They are:

1. Finances
2. Coaching problem
3. Soccer better
4. No field
5. Equipment
6. Afternoon classes

Nine schools answered that they never participated in football. Smith School played at one time in combination with Northampton back in 1908. Hopkins played in 1892. Ludlow and New Salem also played at one time. Nearly all of these schools gave it up because of finances.

Asked in question nine if they had any intention of inaugurating six-man football, the schools were divided in their answers.

Every school would require a doctor's certificate before a boy could play ball. This was the tenth question.

Question eleven indicated that football would get no help from the school budget.

The last question, "If you found remedies for the present difficulties now confronting you, would you play six-man football?", was answered in the affirmative by seven schools. Three schools answered "perhaps". Hopkin's Academy stated emphatically not. Principal Reed says that soccer best fits the need of the school. Ludlow said that they would play eleven-man football if any. Smith School answered
in the negative. Saint Mary's of Worcester and Warren answered with question marks.

In my study of schools playing six-man football, I found that Lancaster, Segregansett, Sudbury, Westminster, Yarmouth, Sterling, Rockport, and Orleans are interested in playing the six-man game.
PROBABLE DIFFICULTIES OF SCHOOLS NOT PLAYING SIX-MAN FOOTBALL
Chapter XVI

Probable Difficulties of Schools Not Playing Six-Man Football.

It is surprising to note that many secondary schools do not participate in any kind of football. This survey of six-man football was made with the intention of discovering the reasons for the lack of this sport in the athletic program.

The following tables summarize the likely difficulties these schools would encounter if they were to institute this game. Since they resemble very much the tables appearing in previous pages, the new tables will be presented consecutively and a brief comment made on the whole at the end of the chapter.
### Table XIV

Probable Difficulties of Secondary Schools in Organizing Six-Man Football Teams.

<table>
<thead>
<tr>
<th>Getting Students Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BECAUSE</strong></td>
</tr>
<tr>
<td>A. They Had so Many Other Activities</td>
</tr>
<tr>
<td>B. They Thought Rules Too Complicated</td>
</tr>
<tr>
<td>C. Not Enough Competition for Them</td>
</tr>
<tr>
<td>D. They Thought It a Sissy Game</td>
</tr>
</tbody>
</table>
Table XY

Equipping A Team

BECAUSE

A. Equipment Too Expensive

B. Hard to Get Money from School Budget

C. Six-Man Football Would Not Support Itself

D. Students Must Pay All
Fitting the Game into the Curriculum

BECAUSE

A. Difficulty in Arranging Practice Sessions

B. Consent of School Board Needed

C. Game is Relatively New

D. Boys Have Afternoon Classes

E. Boys Have Other Activities

F. Transportation Problem - Students Come Long Distances
Table XVII

Difficulty in Organizing A Team

BECAUSE

A. Finding A Suitable Coach

B. Grouping the Boys

C. Teaching the Rules and Fundamentals

D. Teaching Offense and Defense

E. Not Many Systems to Follow
Table XVIII

Difficulty in Scheduling Games

Because

A. Difficulty to Locate Schools Now Playing the Game

B. Not Many Schools in Vicinity Playing the Game

C. Getting Opponents of the Same Size

D. Money Not Available for Long Trips
Table XIX

Difficulty in Finding A Suitable Playing Field

Because

A. School Budget Contains No Maintenance Allowance for An Athletic Field

B. Have to Get Permission of Administration to Lay Out A Field

C. Cost of A Field and Its Upkeep

D. Land Near School Not Level Enough for A Field
Difficulty in Getting Officials

BECAUSE

A. No Approved Association of Officials

B. Game New—Hard to Get Officials
   Who Knew the Game

C. Not Much Money for Officials

D. Most Officials' Charges
   Are Unreasonable
Table XXI

Other Difficulties

A. Administration Opposed It
B. Parents Opposed It
C. Hard to Get Publicity
The preceding tables summarize, in the descending order of their occurrence on the questionnaires, the probable difficulties of schools not playing six-man football. The major headings considered were as follows:

(a) Getting Students Interested.
(b) Equipping A Team.
(c) Fitting Game Into the Curriculum.
(d) Organizing A Team.
(e) Scheduling Games.
(f) Suitable Playing Field.
(g) Officials.

The specific difficulties are listed in Chapter XVII.
CONCLUSION
Chapter XVII

Conclusions

From the foregoing tables and discussions, it may be seen that the probable difficulties of schools not playing six-man football coincide rather closely with the actual difficulties experienced by schools now playing the game. The greatest difficulties experienced by schools playing six-man football are in descending order of their importance:

(a) Difficulty in equipping a team.
(b) Difficulty in fitting game into the curriculum.
(c) Difficulty in finding a suitable playing field.
(d) Difficulty in grouping the boys.
(e) Difficulty in drilling boys in fundamentals.
(f) Difficulty in teaching offense and defense.
(g) Difficulty in scheduling games.
(h) Difficulty in getting officials.
(i) Difficulty in getting students interested.

More specific difficulties experienced by those schools now playing six-man football were:

(a) Equipment expensive.
(b) Hard to sell idea to administration.
(c) Getting proper coaches.
(d) Boys had afternoon classes.
(e) School budget contained no maintenance allowance for an athletic field.
(f) Permission of administration needed to lay out a field.
(g) Boys had no previous football experience.
(h) Boys did not understand football terms.
(i) There were few systems to follow.
(j) Different from eleven-man football.
(k) Not many schools playing the game.
(l) Getting opponents the same size.
(m) No association of approved officials.
(n) Not much publicity.
(o) Administration Opposed.

Schools not playing six-man football feel that their greatest difficulties in descending order of their importance would be:

(a) Getting students interested.
(b) Equipping a team.
(c) Fitting game into the curriculum.
(d) Organizing a team.
(e) Scheduling games.
(f) Finding a suitable playing field.
(g) Getting officials.

More specific difficulties experienced by these schools were:

(a) Had other activities.
(b) Not enough competition.
(c) Equipment expensive.
(d) Hard to get money from the school budget.
(e) Boys have afternoon classes.
(f) Difficulty in Arranging practice sessions.
(g) Finding a suitable coach.

(h) Grouping the boys.

(i) Teaching offense and defense.

(j) Not many schools playing the game in the vicinity.

(k) Getting opponents the same size.

(l) School budget contained no maintenance allowance for an athletic field.

(m) No approved association of officials.

(n) Not money for officials.

(o) Not much publicity.

From the statement made in the questionnaires regarding the difficulties above listed, it would appear that most of the problems are far from being insurmountable, and that six-man football is feasible in practically all schools having an enrollment of eight boys or more.
PERSONAL OPINION ON THE FUTURE
OF SIX-MAN FOOTBALL.
Appendix I

Personal Opinions

It is my opinion that six-man football will have a great future for the following reasons:

1. The physical contact which makes the game appeal to the students and to the adults has not been removed.

2. The team-work which is necessary in the eleven-man game is present in the six-man game in a proportional degree.

3. The blocking, tackling, kicking, and passing are just as essential to the six-man game as they are to the eleven-man game, perhaps a little more so.

4. The originators of the game had the foresight to break with eleven-man football and allow passes to be thrown anywhere behind the line of scrimmage.

5. The rule which states that a clear pass must be made by the player who receives the ball from center before he can cross the line of scrimmage makes for exceptionally clever ball handling.

6. The goal posts on the goal line are conducive to more tries from the field. (John Flynn, Dover High School, says this is no theory, it works.)

7. This past year, (1938-39), coaches were asked to use a field with goals moved in for experimental purposes, and I haven't seen or read any report which said anything about a player being injured as a result of a player striking a goal post.
8. The expenses of eleven-man football are halved in this six-man game. From an administrative point of view, this is an extremely important point.

9. John Flynn says, "Not one serious injury was reported among the coaches using the six-man football game. Most of them I have met in the Greater Boston area."

10. Spectators' interest is aroused to fever pitch by the swiftness of the play and the ball handling. I handled two games at Eagle-Brook School and I was amazed at the swiftness and rapidity of the game. I have handled many eleven-man games this fall, and I want to say that I didn't get half as tired as I did handling a six-man game. The play is so fast that in order to be on the play, I had to do plenty of running. On some plays the ball was handled five times on its journey and using John Flynn's expression on seeing Dover High score on such ball handling, "If the spectators weren't 'ga-ga', I'm the prince of Arabia". I know very well that it held me spellbound and I am sure the spectators were affected the same way. I have seen many eleven-man games and I have also played in many of them, but I have never seen the ball handled so many times on one play as in this new game called six-man football.
SUGGESTIONS FOR ORGANIZING AND SUPERVISING

INTRAMURAL SIX-MAN FOOTBALL
Appendix II

Suggestions for Organizing and Supervising Intramural Six-Man Football.

1. Encourage all boys who want to play to sign up for intramural six-man football.

2. Give a medical examination to each boy before he is allowed to play.

3. Provide plenty of durable equipment. Be sure equipment fits the player.

4. Divide the players into leagues on the basis of ability and strength. Some standard strength test may be used as the basis of classification.

5. Each league should be composed of equal teams so that all games will be close.

6. Practice at least two weeks before games start. Fundamentals can be taught in physical education classes, also. Take every safety precaution possible.

7. Provide competent officials who know the rules. Officials should be scheduled in advance.

8. Plan the entire program thoroughly for the whole season. Every team should have a responsible manager or supervisor, preferably a faculty member. Never allow an injured boy or one who is fatigued to play.

9. Do not make games too long; use six or eight minute quarters.

10. Use "pass and touch" six-man football for younger boys, and boys who are just beginning.
11. The intramural program is voluntary and the boys participate because it is "fun". Don't kill their interest by over emphasizing drills and practice. Let the boys play the games. Boys like to devise their own plays and use their initiative.

12. Provide safe playing fields free from all obstructions with soft but firm surface. Rough or hard surfaced fields are dangerous.

---

SUGGESTIONS FOR ORGANIZING AND COACHING

INTERSCHOLASTIC SIX-MAN FOOTBALL
APPENDIX III

Suggestions for Organizing and Coaching
Interscholastic Six-Man Football.

Some of the following suggestions may be a repeat of some of the suggestions made before, but nevertheless they are important enough to repeat.

1. Schedule games with nearby schools of similar size and strength.

2. Encourage every boy to come out for football.

3. Provide safe, well fitting equipment with no hard surfaces that are hazardous for other players.

4. Give every boy a medical exam before the season starts.

5. Drill squad thoroughly in blocking, tackling, and ball handling.

6. Have two or more good punters, drop kickers and passers.

7. Every player should be a good pass receiver.

8. Keep offense simple.

9. Introduce as much life and fun into the practice sessions as possible.

10. Don’t practice too long.

11. Use impartial officials that know the six-man rules.

12. Coach must know six-man football before he can teach the players.
13. Pair equals against equals in practice.

14. Don't expect too much of a green team.

15. Have a smooth soft field.

16. Don't over expand. Pay cash for equipment, field improvement, and other expenses.

17. Every team plays to win. Don't try to run up a big score on a weak team.

18. Football should be a means of teaching good health habits and clean living. It is the coach's responsibility to try to do this.

---

PRINCIPAL DIFFERENCES BETWEEN SIX-MAN FOOTBALL AND ELEVEN-MAN FOOTBALL.
### Appendix IV

**Principal Differences between Six-Man Football and Eleven-Man Football.**

<table>
<thead>
<tr>
<th><strong>Six-Man Football</strong></th>
<th><strong>Eleven-Man Football</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Six players to a team.</td>
<td>1. Eleven players to a team.</td>
</tr>
<tr>
<td>2. Shoes are made of canvas and soft rubber.</td>
<td>2. Shoes are leather with hard cleats.</td>
</tr>
<tr>
<td>3. All players catch forward passes.</td>
<td>3. Only ends and backs catch forward passes.</td>
</tr>
<tr>
<td>4. Quarters are ten minutes long.</td>
<td>4. Quarters are twelve to fifteen minutes long.</td>
</tr>
<tr>
<td>5. Field is eighty by forty yards.</td>
<td>5. Field is one hundred by fifty-three and one third yards.</td>
</tr>
<tr>
<td>6. Field goals count four points.</td>
<td>6. Field goals count three points.</td>
</tr>
<tr>
<td>7. Goal posts twenty-five feet wide and cross bars seven feet high.</td>
<td>7. Goal posts eighteen and one-half feet wide and cross bar is ten feet high.</td>
</tr>
<tr>
<td>8. Offense must make fifteen yards in four downs.</td>
<td>8. Offense must make ten yards in four downs.</td>
</tr>
<tr>
<td>10. Timers and scorers on side-lines, handle substitutions, keep score.</td>
<td>10. These duties must be carried by officials and timers on the field.</td>
</tr>
</tbody>
</table>
and time.

11. Try for point after touchdown made by kick is worth two points.

12. Kick off made from thirty yard line.

13. Fifteen yard line used after touch backs.

14. Offense must have three or more players on line of scrimmage.

15. A player can reenter the same quarter any number of times.

16. Center may be transformed to any back field position at any time.

17. On running plays, the back who receives ball from center must make a clear pass to another player.

18. Three minute warm up before second half required to prevent injuries.

11. Worth only one point.

12. Kick off made from forty yard line.

13. Twenty yard line used.

14. Offense must have seven or more on line.

15. A player cannot reenter the same quarter.

16. Severe restrictions set up for transferring center, guards, and tackle to backfield.

17. Back can run from a direct pass from center.

18. No warm up required.

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SALIENT SIX-MAN FACTS
Appendix V

Salient Six-Man Facts. 23

1. First game of six-man football was played in borrowed uniform on a borrowed field.

2. All players in first game wore canvas, rubber-soled basketball shoes.

3. Six-man football is five years old and soccer is over fifty, but more schools now play six-man than soccer.

4. Of players who had played both games, the majority had enjoyed six-man more.

5. North Dakota has more high schools playing six-man football than play eleven-man football.

6. Hawaii and Canada have six-man football teams.

7. The original six-man rules required the quarter back to make a two yard pass to another back on running plays. The rule was changed to a clear pass to make the official's task easier.

8. About fifty high schools played interscholastic six-man football in 1934, one hundred in 1935, three hundred in 1936, six hundred in 1937, two to three thousand is the essential number for 1938.

9. Hundreds of grammar schools, high schools, and colleges play six-man intramural.

10. Scout troops, clubs, unions, Y.M.C.A's, and other organizations are playing six-man football.

11. There is about three times more scoring in six-man than eleven-man football.

12. Coaches agree almost unanimously that six-man football is much safer.

13. Only two-fifths of the high schools played football before six-man football began.

14. The best source of information on six-man football is the book, "Six-Man Football the Streamlined Game", by Stephen Epler, published by Harper and Brothers, 49 East 33rd. Street, New York City, New York. This book relates the history of the game, tells how to play, how to coach, how to organize and administer the game, and gives over one hundred plays and formations.
1. Give a squad two weeks or more of conditioning before permitting a scrimmage. Start with light workouts and harden players gradually.

2. Teach players to keep eyes open and heads up. Shutting the eyes before tackling is often a cause of injuries.

3. Avoid flying tackles. They are dangerous and illegal. Teach tacklers to keep their heads hunched between their shoulders. Tell boys to "pull in their necks".

4. Have boys use knuckles instead of finger tips for support when hands are on the ground.

5. Use tape or rubber bands from old tubes to hold loose fitting leg pads in place. Require all to wear ankle wraps.

6. Teach place kickers and drop kickers to double their toes under when kicking.

7. Use conditioning exercises that strengthen necks, knees, shoulders, and ankles of players. Give individual exercises to boys with specific weaknesses.

8. Secure the best protective equipment the school can afford. The best protective is not the most costly. Don't buy equipment with such hard surfaces that it endangers other players.

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9. Require all players to wear their complete equipment during scrimmage games.

10. Treat even minor bruises and cuts promptly. Have a first aid kit and use it. Secure a doctor to act as team physician. Have him examine all injured players before they are allowed to play.

11. Require all boys to pass a rigorous physical examination before becoming members of the squad.

12. Place no consideration above the best interests of the boys.
HOW STATE HIGH SCHOOL ORGANIZATIONS
CAN HELP SIX-MAN FOOTBALL
Appendix VII

State high school organizations can help six-man football by:

1. Approving the game and giving it the same official recognition it gives to basketball, eleven-man football, or track.

2. Sending out copies of the six-man football rules book, and encouraging the game in the publications of the organizations.

3. Preparing publicity releases for the newspapers of the state and securing their active cooperation.

4. Holding state, district, and local meetings to discuss the game and organize leagues.

5. Holding meetings to explain the rules to officials and by certifying competent six-man officials.

6. Staging demonstration games at teachers' conventions, colleges, or other centers.

7. Sending field men to school to help them get started and organized.25

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COSTUME OF SIX-MAN PARTICIPANT
Appendix VIII

Costume of Six-Man Participant

2. A jersey, right size to fit snugly.
3. Trousers with knee pads attached, which fit over hips and legs closely enough to keep thigh guards and hip pads securely in place.
4. A pair of light cotton socks, undued, to be worn next to the feet.
5. A pair of wool or heavy-weight cotton stockings for outer wear.
6. An athletic supporter.
7. Shoes, leather or canvas, which give strong support to the ankle.
8. A stout, close-fitting headgear.
9. Well fitting shoulder pads.
10. Ankle roller or wrap, to protect the ankle.

FUNDAMENTAL PRINCIPLES OF SIX-MAN FOOTBALL
Appendix IX

Six-man football is based on a number of fundamental principles. They are as follows:

1. A game should be used that claims the loyalty and enthusiasm of the players.
2. A game should be adapted to local needs.
3. The fundamental elements of the game should be retained.
4. The game should be enjoyed by all.
5. The game should be safe.
6. Equal competition should be provided.
7. Opportunity for participation should be available to all who are able and anxious to play.
8. Competent coaching and supervision should be provided.
9. The game should be played in the proper environment.
10. The game should be educationally sound.27

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60 HINTS TO QUARTERBACKS
1. Be confident; have faith in yourself.
2. Bark out the signals in a strong commanding voice.
3. Always be boss on offense.
4. Observe at all times. Develop a good memory.
5. Practice calling signals.
6. Don't catch what can roll back for touchbacks.
7. When in kicking territory, kick out no later than third down.
8. In danger zone kick on first down.
9. Know when not to forward pass.
10. Instruct kicker to punt high to a fumbling safety man and out of bounds to a flashy runner.
11. Before calling signals, make certain everyone is ready.
12. If worried, conceal it from players.
13. Upon discovering opponents' weak spots, play them just enough to keep going; but nurse them until needed most.
14. When in doubt, punt.
15. Forward pass at limping back; shoot a play at a dizzy lineman.
16. When a new player comes in, shoot first play at him.
17. Have a preconceived attack for scoring zone, but do not

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switch from attack which has been going, until stopped.

18. Against a strong defense team, kick often and play for the breaks.

19. On a muddy field, let opponents carry ball and risk fumbling.

20. Never call down a back; always encourage him.

21. Against a strong offensive team, hold ball as long as possible.

22. Remember who strong offensive are.

23. Fair catch or short high kicks.

24. Call plays according to defensive alignment as well as tactical situation.

25. Remember your strong plays and what plays make check plays click.

26. Use your successful plays again and again; Their use will make other plays go later on.

27. Observe who is breaking up your plays; think of a way to fool him.

28. Maneuver to stay in best position on field.

29. Call plays in sequence.

30. Stall against wind; hustle with it.

31. Stall when ahead; hustle when behind.

32. When defensive line tightens, use wide spread.

33. When defensive line spreads, go through.

34. Remember what has and has not been working.
35. Save best forward pass plays for second half.
36. When being outkicked, kick only when you have to.
37. When ahead play safe, when behind take a chance.
38. Don't try to pick up a wildly-rolling ball.
39. Study your backs and know their strength and weakness on the plays.
40. Disregard tactical situation whenever defense presents a glaring weakness. Don't pass it up.
41. In offensive territory, use best play on first down. If you make five yards with it, you should be able to make rest with three remaining downs.
42. Learn to relax and stay cool, regardless of the excitement.
43. Watch for opportunity to use your trick plays.
44. In safety position, play cautiously.
45. Be alert and let nothing escape your attention.
46. In late stages of game, watch spaces in defense line; players get tired and careless. Take advantage.
47. Keep low on hidden ball plays.
48. Be prepared to protect against passes.
49. Keep opponents guessing by constantly springing the unexpected.
50. Be confident of your ability to tackle in the open. However, if possible, try to maneuver ball carrier to side-lines. This gives him only one direction to go.
51. Look for tip-offs and tell teammates about them.
52. Keep your mind active at all times. When back playing safety run over some of the things that have been transpiring when you have had the ball.

53. In kicking zone, try a long gainer or perhaps a long pass.

54. When stopped in offensive territory, remember the place or drop kick.

55. Give play to your imagination.

56. Don't use kicker to carry ball on play previous to punt.

57. When playing back, watch for passes and immediately inform teammates by yelling.

58. Try to be the best tackler on the squad.

59. Work hard on your blocking.

60. Never take anything for granted.
RULES OF SIX-MAN FOOTBALL
Appendix XI

Rules of Six-Man Football

Outline of the First Rules of Six-Man Football

The six-man rules listed only the changes from the eleven-man code. When the rules were the same the eleven-man rules were followed.

Rules:

1. Six players to a team. This was the big change that named the game.

2. The field was eighty by forty yards. Fewer players needed less space, and the shorter field produced more scoring.

3. All players except the center were eligible for a forward pass.

4. Offensive team had to have three or more men on the line of scrimmage.

5. Forward passes could be thrown from anywhere behind the line of scrimmage.

6. On running plays the first back had to make a two yard pass to another player. This made the game more open and enabled more players to handle the ball.

7. All players were required to wear basketball or tennis shoes.

8. Eight minute quarters were used.

9. The team receiving the kick off could arrange the players any place.
These nine simple rules were official for three seasons and the substance of them is still the backbone of the game.  

**Development of Six-Man Rules**

In 1937 with the help of the "American Boy" magazine, a rules committee was formed and the rules were revised. The changes made in 1937 included the following:

1. Kick off made from the thirty yard line, and after a safety or touchback, the ball was played on the fifteen yard line.

2. The players were allowed to change positions from line to back field at any time.

3. The ban on substitutes was lifted so a player could return at any time with no limit on the number of entries, and substitutes were allowed to talk on the first play.

4. The two yard pass was changed to a clear pass to prevent the squabbles that took place as to whether or not a pass was an inch under or an inch over the two yards.

5. Players were required to wear headgears.

6. A three minute warm up before the second half was required to prevent the injuries that occur in the first few minutes of the second half.

7. To encourage more kicking, the value of the

field goal was set at four points.\textsuperscript{30}

### 1938 Rule Changes

These changes made the game more interesting and safer for the players.

1. To balance the offense and defense, the offense was required to make fifteen yards instead of ten in four downs.

2. To make it easier for the lineman to score, the defensive team was allowed to pick up fumbles and run with them.

3. All players were allowed to receive forward passes.

4. Time keepers and score keepers, as in basketball, were provided to make the job of the referee and umpire easier.

5. The goal posts were increased to a width of twenty-five feet and the cross bars set at nine feet to encourage more kicking.

6. Kicking on the try-for-point after the touchdown, was encouraged by giving a kick a two point value, while a try made by a pass or a run remained at one point.

Six-man football has changed to make playing safer

and more enjoyable for the players. 31

1939 Rule Changes

In 1939 there were three minor changes in the rules.

1. A smaller ball for boys who couldn't handle the large one.

2. Better padding in helmets, shoulder and hip pads.

3. When a team is forty-five points behind a game will automatically be called off, but the first half must be finished. 32

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Six-Man Rule Changes 1940

1. All players are required to wear ankle wraps or have their ankles taped.

2. Helmets must have soft exterior crowns. Shoulder pads and other pads of hard material must have soft padding of one-half inch thickness on the exterior surfaces.

3. The three minutes preceding the beginning and the second half of a game must be used as a warm up period. Coaching instruction should be given before this period.

4. Intermission periods between first and second quarters and third and fourth quarters are reduced from three to two minutes.

5. Clipping anywhere on the field is abolished. The definition of clipping was broadened to include blocks by an offensive player that strike a player directly below the knee either from the side or front as well as the rear. The excessively high percentage of knee injuries in six-man football prompted this change. This rule should result in fewer injuries to the blocker as well.

6. Linemen must be within two feet of the line of scrimmage instead of one foot. The difficulties ends have on spread formations and the difficulties in officiating prompted this change.

7. Substitutes must remain in the game for one or more plays
and players who have left the game cannot return until one or more plays have elapsed. With these exceptions there is no limit to the number of times a player may enter or leave the game.

8. Moulded balls and rubber constructed balls which meet other specifications are included as official balls.

9. Eleven-man shoes are permitted only if, at the time the game is scheduled, both teams agree to use them.

10. Numerous clarifications and rewordings were also made.

Rules Committee

The National Six-Man Football Rules Committee which was formed soon after six-man was started, is composed of eight men who have been staunch supporters and pioneers of the game. The personnel of the Committee includes P.F. Neverman, secretary of the Wisconsin Interscholastic Athletic Association and a leader in the National Federation; Conrad Orr, high school principal in Montana who launched the game there; Franklin N. Beck, editor of the American Boy; L.F. Rice, whose efforts resulted in making North Dakota the first state to adopt six-man on a state wide basis; W.H. Roselius, coach of Hebron College, Nebraska, who staged the first six-man game ever played; Winton Simmons, coach at Memphis, Tennessee, who pioneered the game in Arkansas and Tennessee; Prof. Floyd E. Eastwood of Purdue University,
whose injury studies of six-man and eleven-man football have helped make six-man a safer game; and Stephen Epler, originator of the game.  

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INTERSCHOLASTIC SPORTS IN THE HIGH SCHOOLS
OF THE UNITED STATES 1937-1938
### Appendix XII

#### Table XXII

Interscholastic Sports in the High Schools
of the United States 1937-1938.

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Estimates

(1) Figures furnished by Director of Physical Education in the State Department. Included only those high schools that filed reports.

(2) Figures supplied by the State Department include all senior high schools.

(3) Illinois reported twelve schools playing eight-man football.

(4) Report includes junior high schools.

Note:

Except for the exceptions noted above all the figures are for the high schools that are members of the state high school athletic organizations. Figures were furnished by the secretaries of the state organizations.

Every state but Massachusetts was able to supply figures.
A SURVEY OF SPORTS IN SECONDARY SCHOOLS 1939-1940
## Appendix XIII

### Table XXIII


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Bibliography


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Acknowledgement

The writer wishes to express his grateful and sincere appreciation to those who aided him in this study. To all the principals, athletic directors, and coaches of the schools studied, he is greatly indebted for their assistance in obtaining the necessary data for this survey. He is particularly indebted to Coach John Flynn of Dover High School, Daniel J. Kelly, Supervisor of Physical Education in Massachusetts.

For the helpful suggestions and encouragement of Professor Harold M. Gore, Doctor Albert W. Purvis, and Professor Guy V. Glatfelter, all members of the Massachusetts State College faculty, many thanks are given.
Approved by:

[Signatures]

Thesis Committee

Date [Handwritten]

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