

Feb. 10, 1925.

H. ROBERTSON
FOOTBALL GAME APPARATUS

Filed Jan. 24, 1924

1,526,092

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Fig. 1.

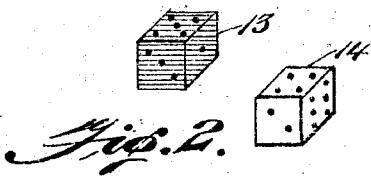
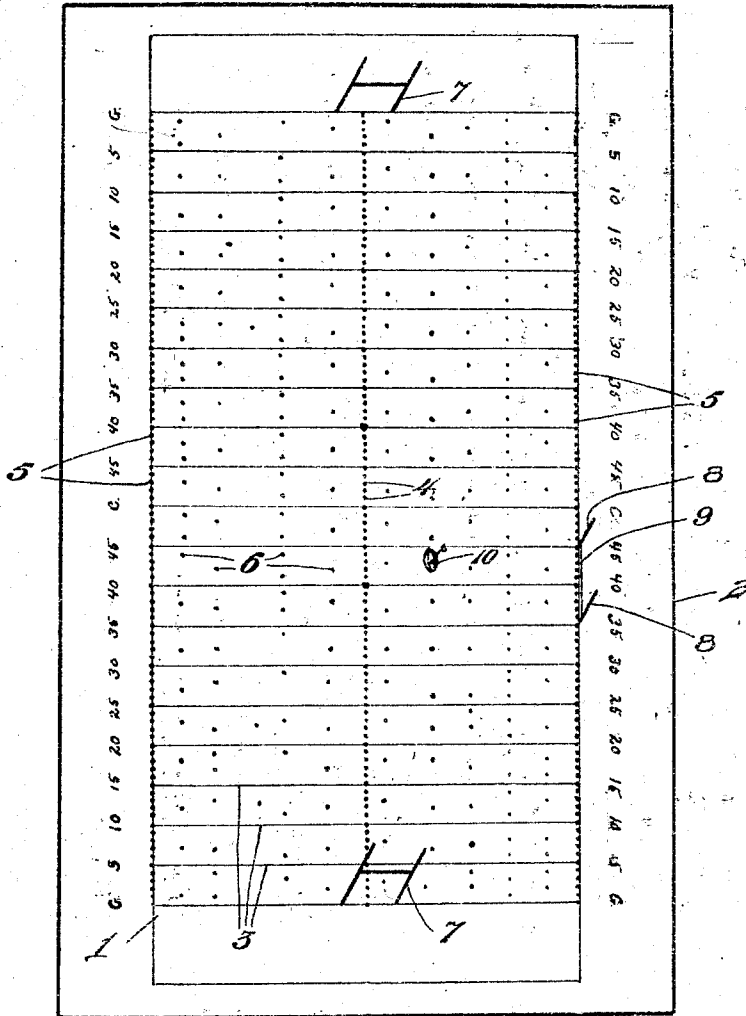


Fig. 3.



INVENTOR.

Hugh Robertson.

BY

Perley H. Plant.

ATTORNEY.

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CAVALIER COLLEGE TEAM										
Signals	Guard Rush	Off Tackle	End Run	Forward Pass	Trick Play	Punt	Run Back Punt	Kick Off	Run Back Kick Off	Field Goal
11	2	4	2	5	-4	40	2	50	5	N.G.
12	3	2	1	4	-5	25*	0	45	7	G. 20
13	-1	-1	0	INC.	F.U.	45	4	50	10	G. 25
14	1	2	1	8	0	35	12	45	8	N.G.
15	7	4	7	INC.	-3	30	0	40	5	G. 25
16	3	7	-1	12	15	35	4	25	2	G. 35
21	-3	12	3	INT. 10	-4	50	1	45	15	G. 10
22	5	2	8	4	2	BKR.	3	65	6	N.G.
23	H.D.	6	F.R.	INC.	4	40	5	35	4	G. 40
24	4	-1	1	10	-3	45	0	35	5	G. 10
25	2	0.0.	-2	INT. 0	4	35	2	50	5	N.G.
26	-1	10	0	15	-3	40	8	60	5	G. 30
31	0	4	-1	INC.	4	40	F.U.	40	10	G. 25
32	0	3	2	4	-3	40	7	30	15	G. 20
33	-4	4	0	2	8	50	2	45	25	N.G.
34	O.D.	0	-1	-4	4	35	4	35	3	G. 20
35	5	1	2	2	-4	35	3	50	20	G. 50
36	2	F.R.	1	INC.	8	35	0	10R	10	G. 25
41	2	5	2	6	8	20	F.C.	60	5	N.G.
42	-2	3	6	INT. 10	-3	40	2	40	10	G. 10
43	8	3	7	5	0.0.	45	F.U.	45	5	G. 15
44	1	8	H.D.	4	4	35	15	40	5	N.G.
45	4	3	3	INC.	-6	45	F.C.	40	8	G. 10
46	-1	4	-2	3	3	30	0	55	10	G. 35
51	0.0.	2	1	2	4	BKU	0	35	9	G. 15
52	-2	-1	5	12	-5	60	6	35	5	G. 20
53	-2	2	-3	INC.	-4	40	4	40	6	N.G.
54	0	0.0.	3	35	6	40	2	40	15	G. 20
55	0	4	4	15	-3	45	2	40	5	G. 5
56	H.O.	5	-8	INC.	10	35*	18	50	6	G. 25
61	4	4	F.U.	5	8	35	0	45	5	G. 45
62	1	4	-1	8	-3	50	F.C.	60	12	G. 10
63	3	3	-4	INT. 5	5	35	2	45	11	G. 20
64	2	-1	3	6	F.R.	55*	4	50	10	G. 10
65	6	2	2	INC.	-4	45	0	40	0	N.G.
66	1	3	2	10	3	35	3	40	5	G. 40.

INVENTOR.

*Fig. A.**Hugh Robertson*

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WINCHENDON UNIVERSITY TEAM.										
Signals	Guard Rush	Off Tackle	End Run	Forward Pnss	Trick Play	Punt	Run Back Punt	Kick Off	Run Back Kick Off	Field Goal
11	2	4	-2	5	4	35	4	40	10	N.G.
12	4	2	6	4	3	40	3	40	20	G. 10
13	2	3	2	3	20	50	4	45	15	N.G.
14	2	-2	1	INC.	-4	45	2	35	10	G. 10
15	2	-4	2	2	-3	40	5	50	10	G. 20
16	4	2	3	6	F.R.	0.0.	0	45	15	G. 30
21	2	4	-2	INC.	-10	45*	6	50	20	N.G.
22	0	8	2	6	-2	35	7	55	5	G. 30
23	2	-2	2	8	25	25	8	45	5	G. 30
24	-2	0	3	INC.	8	45*	9	40	8	N.G.
25	2	F.U.	-2	20	-10	40	5	65	10	G. 35
26	3	6	0	5	-7	45	0	45	12	N.G.
31	1	2	-6	INT. 5	-6	35	6	40	14	N.G.
32	-1	4	F.R.	4	38	40	8	45	10	G. 40
33	0.0.	3	0	INC.	-4	45	12	0.0.	25	N.G.
34	0	2	2	4	-5	40	0	40	8	N.G.
35	2	H.D.	-2	8	15	BKR.	10	50	7	N.G.
36	1	-2	1	25	-4	35	4	55	6	G. 30
41	0	0	2	INC.	-10	20*	2	50	10	G. 25
42	2	1	-2	6	3	45	0	45	6	G. 20
43	2	3	0	4	0.D.	40	3	25	4	G. 10
44	1	F.R.	3	30	-8	BKV.	4	30	15	G. 35
45	0.D.	12	0	2	-5	40	0	35	10	G. 10
46	2	0	4	INT. 20	8	45	8	45	8	N.G.
51	5	-2	-4	8	7	45	6	50	12	G. 25
52	4	2	0	INC.	-6	0.D.	6	50	10	G. 10
53	3	0	-2	6	-10	40	12	40	10	N.G.
54	2	2	1	40	30	BKR.	4	55	5	N.G.
55	2	F.U.	0	4	-12	45	9	45	15	N.G.
56	H.O.	4	8	6	F.U.	50*	8	65	10	G. 25
61	1	2	2	3	4	40	2	40	12	N.G.
62	2	4	2	15	-5	35	8	45	10	N.G.
63	0	1	4	10	5	40	7	50	5	G. 30
64	-1	2	2	8	-5	45	5	45	10	G. 20
65	2	0	0	INC.	F.R.	45	4	50	5	N.G.
66	4	-2	2	INC.	5	40	3	45	5	G. 25

INVENTOR.

Fig. 5.

Hugh Robertson.

BY

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JEFFERSON UNIVERSITY TEAM										
SIGNALS	BLIND RUSH	OFF TRICK PLAY	END RUN	FORWARD PASS	TRICK PLAY	PUNT	RUN BACK PUNT	KICK OFF	RUN BACK KICK OFF	FIELD GOAL
11	2	4	4	INC.	-2	35	5	60	5	N.G.
12	-1	2	2	5	-3	40	2	50	10	G. 10
13	1	-4	10	INT. 5	-4	45	4	45	10	N.G.
14	2	2	-3	INC.	4	35	FU.	40	5	G. 15
15	-2	1	6	8	6	20	2	40	8	G. 20
16	3	-1	-1	INT. 0	F.R.	40	1	35	6	G. 15
21	2	5	18	6	8	45	3	40	7	N.G.
22	0	4	-2	INC.	-2	40	F.C.	45	5	G. 20
23	-1	0	0	4	8	40	4	40	10	N.G.
24	2	8	4	INT. 5	-3	45	0	55	2	G. 10
25	3	1	-1	5	7	40	0	45	6	G. 30
26	1	6	4	INC.	6	35	2	50	5	G. 10
31	-1	0.0	2	5	-4	40	1	40	3	G. 25
32	0	4	15	15	8	50	F.R.	40	15	N.G.
33	2	1	1	INT. 10	-2	55	6	50	5	G. 20
34	1	0	3	INC.	7	45	4	40	F.R.	G. 35
35	1	0.0	2	6	-3	40	2	40	4	G. 15
36	2	0	4	INT. 5	6	45	3	50	5	N.G.
41	4	2	3	INC.	FU.	40	4	40	9	G. 20
42	0	1	4	3	4	45	5	40	5	G. 35
43	2	1	5	4	3	35	2	25	7	G. 10
44	1	2	3	INC.	-4	40	0	35	15	G. 10
45	-1	2	7	2	20	45	F.C.	65	8	G. 20
46	2	1	12	INT. 5	4	60*	1	40	6	N.G.
51	0.0	4	2	0	-3	35	2	40	5	G. 15
52	1	2	2	INC.	7	25*	1	35	4	G. 10
53	0.0	0.0	3	3	-3	45	F.C.	40	5	G. 25
54	3	4	0	INT. 10	-4	40	2	45	12	N.G.
55	2	2	2	INC.	8	35	3	45	5	G. 15
56	0.0	3	3	4	-5	40	15	50	15	N.G.
61	1	10	8	INC.	5	35	3	55	20	G. 10
62	2	2	2	12	-3	30	F.C.	50	8	G. 10
63	2	2	1	10	15	25	4	45	3	N.G.
64	1	2	7	INC.	-4	45	10	40	5	G. 15
65	3	0	1	4	0.0	50	8	45	10	N.G.
66	2	4	6	5	4	55	3	50	5	N.G.

Fig. 6.

INVENTOR.

Hugh Robertson

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ALTON UNIVERSITY TEAM										
SIGNALS	Guard Rush	Off Tackle Play	End RUN	FORWARD PASS	TRICK PLAY	PUNT	RUN BACK PUNT	KICK OFF	RUN BACK KICK OFF	FIELD GOAL
11	2	-2	O.D.	15	4	40	3	45	13	N.G.
12	2	0	2	INC.	3	50	5	50	10	G. 5
13	1	2	-10	9	-3	35	0	45	15	N.G.
14	3	5	1	INC.	4	45	2	55	20	G. 20
15	-1	O.D.	0	8	6	55	5	40	15	G. 10
16	2	2	-2	INC.	-2	20	6	60	5	G. 20
21	1	3	5	INC.	8	30	8	50	15	B.K.U.
22	-3	0	-1	0	4	60	1	60	10	G. 10
23	5	8	8	INC.	5	45	0	40	15	B.K.R.
24	2	5	2	10	-2	25	5	45	25	G. 40
25	1	1	4	INC.	3	55	2	50	15	N.G.
26	2	0	-2	2	4	45	5	10	20	G. 10
31	-1	-3	-4	INC.	-2	30	F.U.	60	20	G. 15
32	1	2	20	25	5	35	10	35	15	G. 30
33	2	3	2	INC.	-3	50	2	40	5	N.G.
34	6	20	3	INC.	15	40	5	50	10	G. 10
35	1	2	H.D.	10	10	25	3	50	5	N.G.
36	1	5	4	INC.	5	25	5	55	10	G. 10
41	-3	6	7	3	4	20	9	35	10	G. 40
42	0	0	-1	INT. 10	3	50	F.C.	50	15	N.G.
43	2	10	4	6	4	35	10	60	15	G. 20
44	1	-3	10	INT. 10	-3	40	2	40	20	G. 20
45	2	2	-3	INC.	5	35	4	30	10	G. 10
46	2	0	10	45	3	46	6	40	15	N.G.
51	3	-2	4	15	4	35	5	50	15	N.G.
52	2	H.D.	O.D.	INC.	-2	50	6	45	15	G. 20
53	1	4	4	20	2	30	4	35	10	N.G.
54	2	2	1	-5	3	45	F.U.	45	5	G. 15
55	0	7	H.O.	INC.	-3	35	20	60	15	G. 15
56	1	2	6	INC.	4	40	7	50	20	N.G.
61	2	9	13	2	-3	60	F.R.	50	10	B.K.R.
62	3	3	-2	INT. 5	2	40	F.C.	40	25	G. 35
63	0	1	-3	INC.	-2	25	8	45	30	G. 10
64	2	O.D.	7	-5	3	50	0	35	15	N.G.
65	2	2	0	2	-1	30*	1	60	10	N.G.
66	0	0	3	4	4	40	20	60	5	G. 45

INVENTOR.

Fig. 7.

Hugh Robertson

BY

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TABLE OF EXPLANATION	
B.K.R.	BLOCKED KICK RECOVERED — FIRST DOWN.
B.K.U.	BLOCKED KICK UNRECOVERED — OTHER TEAMS BALL.
F.C.	FAIR CATCH — NO RUN BACK — BALL PUT IN PLAY AT SPOT OF CATCH.
F.C.I.	INTERFERENCE WITH FAIR CATCH — PENALTY 15 YARDS AGAINST KICKERS FROM SPOT OF CATCH.
F.R.	FUMBLE RECOVERED — COUNTS A DOWN.
F.U.	FUMBLE UNRECOVERED — OTHER TEAMS BALL.
H.D.	HOLDING BY DEFENSIVE TEAM — PENALTY 5 YARDS AND FIRST DOWN.
H.O.	HOLDING BY OFFENSIVE TEAM — PENALTY 15 YARDS — SAME DOWN.
INC.	INCOMPLETE FORWARD PASS — COUNTS A DOWN.
INT-5	(INT-10-INT-0) INTERCEPTED FORWARD PASS — OTHER TEAM RUNS IT BACK NUMBER OF YARDS INDICATED.
O.D.	OFFSIDE, DEFENSIVE TEAM — PENALTY 5 YARDS AND FIRST DOWN.
O.O.	OFFSIDE, OFFENSIVE TEAM — PENALTY 5 YARDS — SAME DOWN.
N.G.	NO GOAL — BALL PUT IN PLAY ON 20 YARD LINE.
G.10	(G-15-G-20 ETC.) G. FOLLOWED BY A NUMBER MEANS A FIELD GOAL WITHIN THAT DISTANCE FROM THE GOAL. SHOULD THE BALL FALL SHORT, IT IS CONSIDERED AS A KICK OF THE DISTANCE INDICATED AND THE BALL IS PUT IN PLAY BY THE OTHER TEAM THERE. FOR GOALS AFTER TOUCH-DOWNS, ANY G. IS CONSIDERED A GOAL.
20*	(30*-40* ETC.) A NUMBER FOLLOWED BY THE SIGN * MEANS THAT A PUNT WENT THAT DISTANCE AND THEN OUT OF BOUNDS. NO RUN BACK OF SUCH KICK ALLOWED.

Fig. 8.

INVENTOR.

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S I G N A L	GUARD RUSH
11	2
12	3
13	4
14	2
15	3
16	2
21	3
22	4
23	O.D.
24	2
25	-2
26	4
31	3
32	-1
33	3
34	4
35	2
36	3
41	0
42	3
43	5
44	2
45	4
46	-2
51	0
52	3
53	2
54	2
55	4
56	2
61	3
62	2
63	3
64	3
65	4
66	3

Fig. 9.

S I G N A L	GUARD RUSH
11	1
12	2
13	-1
14	0
15	2
16	3
21	4
22	2
23	3
24	1
25	F.U.
26	1
31	2
32	1
33	2
34	2
35	0
36	2
41	1
42	4
43	H.O.
44	2
45	1
46	2
51	3
52	1
53	2
54	3
55	0
56	-1
61	4
62	-3
63	2
64	1
65	2
66	3

Fig. 10.

S I G N A L	OFF TACKLE.
11	3
12	2
13	2
14	4
15	3
16	H.D.
21	5
22	3
23	3
24	4
25	0
26	2
31	0
32	2
33	2
34	-1
35	4
36	2
41	3
42	-1
43	O.D.
44	3
45	4
46	-1
51	2
52	2
53	0
54	3
55	4
56	2
61	3
62	1
63	5
64	4
65	3
66	4

Fig. 11.

S I G N A L	OFF TACKLE.
11	2
12	1
13	2
14	3
15	-1
16	0
21	4
22	3
23	2
24	O.D.
25	2
26	3
31	0
32	2
33	0
34	2
35	1
36	5
41	2
42	2
43	O.O.
44	1
45	2
46	3
51	0
52	2
53	-1
54	0
55	H.D.
56	2
61	1
62	2
63	4
64	2
65	F.U.
66	3

Fig. 12.

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S IGNAL	FORWARD PASS
11	10
12	4
13	5
14	3
15	2
16	INC.
21	4
22	6
23	INT. 5
24	6
25	8
26	12
31	4
32	5
33	10
34	4
35	5
36	10
41	5
42	4
43	5
44	INT. 5
45	4
46	20
51	3
52	4
53	-4
54	5
55	8
56	6
61	4
62	INT. 10
63	4
64	INC.
65	3
66	10

Fig. 13.

S IGNAL	FORWARD PASS
11	5
12	4
13	INC.
14	3
15	INC.
16	0
21	10
22	5
23	INT. 5
24	3
25	2
26	5
31	8
32	7
33	INT. 10
34	3
35	-2
36	INT. 4
41	INC.
42	8
43	7
44	4
45	10
46	5
51	INT. 30
52	4
53	0
54	-5
55	INC.
56	-3
61	4
62	5
63	INT. 0
64	5
65	INC.
66	10

Fig. 14.

S IGNAL	END RUN
11	3
12	4
13	2
14	O.D.
15	3
16	-2
21	5
22	-2
23	4
24	3
25	6
26	3
31	1
32	2
33	8
34	3
35	4
36	3
41	-2
42	2
43	7
44	4
45	5
46	3
51	2
52	3
53	-2
54	3
55	4
56	4
61	2
62	15
63	3
64	4
65	2
66	1

Fig. 15.

S IGNAL	END RUN
11	3
12	2
13	1
14	-2
15	4
16	2
21	3
22	-4
23	0
24	0
25	-2
26	1
31	2
32	0
33	O.O.
34	1
35	2
36	5
41	O.D.
42	4
43	2
44	4
45	3
46	0
51	2
52	1
53	H.D.
54	2
55	3
56	2
61	4
62	0
63	-1
64	2
65	4
66	2

Fig. 16.

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S I G N A L	T R I C K P L A Y
11	4
12	3
13	7
14	6
15	3
16	3
21	0
22	-3
23	-2
24	0
25	4
26	7
31	3
32	4
33	-6
34	3
35	7
36	3
41	10
42	-4
43	2
44	-3
45	5
46	0
51	0.0.
52	3
53	4
54	7
55	3
56	-6
61	3
62	8
63	10
64	4
65	7
66	8

Fig. 17.

S I G N A L	T R I C K P L A Y
11	3
12	2
13	1
14	0
15	-1
16	-3
21	2
22	4
23	2
24	7
25	2
26	1
31	0
32	3
33	2
34	-1
35	5
36	-4
41	10
42	6
43	4
44	3
45	-2
46	1
51	0
52	-3
53	F.U.
54	6
55	4
56	10
61	F.U.
62	6
63	4
64	10
65	F.U.
66	3

Fig. 18.

S I G N A L	F I E L D G O A L
11	G.30
12	G.40
13	G.20
14	G.15
15	N.G.
16	G.10
21	N.G.
22	G.15
23	G.15
24	G.25
25	G.50
26	G.45
31	G.25
32	G.40
33	N.G.
34	G.25
35	G.40
36	G.30
41	G.25
42	G.30
43	N.G.
44	G.35
45	G.45
46	G.30
51	G.10
52	G.20
53	N.G.
54	G.25
55	G.45
56	G.35
61	G.40
62	G.25
63	N.G.
64	G.30
65	G.40
66	G.35

Fig. 19.

S I G N A L	F I E L D G O A L
11	N.G.
12	G.15
13	G.20
14	G.30
15	B.K.U.
16	N.G.
21	G.40
22	G.25
23	B.K.U.
24	G.15
25	G.10
26	G.10
31	N.G.
32	G.10
33	G.25
34	G.30
35	N.G.
36	N.G.
41	B.K.R.
42	N.G.
43	N.G.
44	G.15
45	N.G.
46	G.25
51	F.U.
52	N.G.
53	B.K.U.
54	G.10
55	G.35
56	G.15
61	N.G.
62	G.20
63	N.G.
64	G.10
65	N.G.
66	G.15

Fig. 20.

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FOOTBALL GAME APPARATUS.

Application filed January 24, 1924. Serial No. 638,282.

To all whom it may concern:

Be it known that I, HUGH ROBERTSON, a citizen of the United States, residing at East Milton, in the county of Norfolk and State of Massachusetts, have invented certain new and useful Improvements in Football Game Apparatus, of which the following is a specification.

This invention relates to an improved foot-ball game wherein the interest of the players and the instructive qualities of the game are enhanced by the provision of a plurality of different team charts representing teams possessing markedly different offensive and defensive powers.

The principal object of the invention is to provide an interesting form of game which may be utilized by coaches and others versed in the technical details of modern foot-ball as a means for instructing players and others in the game and in the class of plays which may be employed to advantage under different conditions of play.

Another object of the invention is to provide a game of this character which may be utilized by foot-ball coaches and others to instruct players and those not fully versed in the rules of the game concerning the various penalties imposed by the rules and the extent or amount of distance to be given to the team opposing the penalized team by reason of such penalty, as well as the circumstances under which penalties are imposed by the rules.

Another object of the invention is to make the game more interesting and instructive by providing a plurality of team charts representing different mythical teams differing from each other in various respects and possessing different characteristics of offensive and defensive power.

A further object of the invention is to provide a game of this character in which interest is added to the playing of the same and the instructive value enhanced by providing further series of team charts and tables of explanations arranged in a similar manner to those shown herein, but differing therefrom in that other penalties imposed under the rules are incorporated, and in the further provision of player charts which permit under certain circumstances the sub-

stitution of team members by the players as is the case in regulation foot-ball.

Other objects and advantages of the invention relate to various novel details of arrangement of the parts and methods of manipulating the same as will be more fully set forth in the detailed description to follow.

Referring to the drawings:

Fig. 1 represents a board or card upon which is laid out a foot-ball playing field as used in regulation foot-ball.

Fig. 2 represents a pair of dice, one of which is white, the other being colored so that it may be readily distinguished from the former.

Fig. 3 is a detail view of the foot-ball used in playing the game.

Fig. 4 shows a ruled sheet having placed thereon numbers and indicia relating to an imaginary foot-ball team which may be designated by a certain name and which in the present instance is called Cavalier College.

Figs. 5, 6, and 7 show ruled sheets similar in form to that shown in Fig. 4, but containing numbers and indicia differing from that shown on the sheet illustrated in Fig. 4, as well as from each other, each of the sheets shown in these figures representing an imaginary foot-ball team, the teams being designated as Winchendon University, Jefferson University and Alton University, respectively.

Fig. 8 shows a sheet on which appears a table of explanations of the abbreviations and indicia appearing on the team sheets.

Figs. 9 and 10 show substitute charts for guard plays.

Figs. 11 and 12 show substitute charts for off-tackle plays.

Figs. 13 and 14 show substitute charts for forward pass plays.

Figs. 15 and 16 show substitute charts for end runs.

Figs. 17 and 18 show substitute charts for trick plays, and

Figs. 19 and 20 show substitute charts for field goals.

For the purpose of illustration four team charts have been shown although it is not proposed to limit the game to the use of this particular number of teams, but a greater

or less number of teams may be provided initially and others added from time to time. The team charts preferably represent teams which differ from each other in that some
5 of the teams are strong in one department of the game and weak in others while each presents characteristics of strength and weakness which differ in kind and degree from each of the others.

10 While various forms of indoor foot-ball games have been employed heretofore no means has been provided, so far as I am aware, for utilizing different imaginary teams differing from each other in character-
15 istic strong and weak plays, and no game of this character has been provided wherein team charts were provided for determining the results of individual plays in connection with a certain specified team. The employ-
20 ment of team charts adds greatly to the interest in the game also by reason of the fact that the distances gained or lost may be dependent to some extent upon the element of luck while depending in the main upon the
25 choice of plays which utilize to the greatest degree the strong features of the particular team.

Other features in which the present game differs radically from those heretofore employed comprises the provision of team charts
30 in series or sets which include different penalties or a different combination of penalties and the provision of substitute charts whereby the players may, as permitted by
35 the rules of regulation foot-ball substitute different members of their teams, which adds greatly to the interest of the game.

The playing field 1 as shown in Fig. 1 may be laid out on a board or cardboard
40 strip 2, the field being marked off by equidistant lines 3 each of which is designated by numbers placed at opposite ends thereof except the goal lines which are indicated by
45 "G", and the center line which is designated "C".

The lines 3 represent the "five yard lines" of the playing field the "center" or "fifty-yard line" being indicated by the letter "C" as stated.

50 A plurality of holes 4 are provided along the center line, the holes being spaced apart a distance of 1 yard on the scale of the field as drawn on the board, and a plurality of similar holes 5 are similarly spaced from
55 each other and arranged along the sides of the field. Other holes 6 are positioned at various distances between the center line and the side lines and located on the one-yard lines of the field, so that the ball can be
60 positioned so as to simulate its position in actual play.

The goal posts 7 are located at opposite ends of the field, and linesmans' stakes 8 are provided, connected by a cord or cable 9,
65 the linesmans' stakes 8 being adapted to be

placed in the proper position in the holes 5 located on either side of the playing field to mark the position of the ball when put in play or after a "first down".

The foot-ball 10 is in the form of a spheroid
70 and is provided with a post 11 which may be placed in any of the holes 4 or 6 on the playing field.

The dice shown in Fig. 2 are of the usual form but distinguishable from each other by
75 their coloring, the die 13 being colored blue in the present instance, while the die 14 is white. It is of course to be understood that any different colors may be employed as desired which will distinguish the dice from
80 each other. The numbers from 1 to 6 are shown on the faces of each die and arranged in the usual manner.

The goal posts 7 shown on Fig. 1 are positioned on each goal line as in regulation
85 foot-ball, but perform no function in the game other than to give the field the appearance of the regulation foot-ball field. The holes 4 extending along the center line of the field may be used to receive the post 11
90 supporting the ball or the holes 6 may be employed for that purpose, the addition of the holes 6 permitting the ball to be placed at different points transversely of the field as in actual playing conditions. The lines-
95 mans' posts 8 are connected by a cable or cord of suitable length to extend across the spaces between ten of the holes 5, whereby one of the posts may be placed opposite the position of the ball when it is put in play or
100 when one team surrenders the ball to the other, and the other post may be placed in the tenth hole therefrom to indicate the distance which must be gained in four plays, failing in which the ball is surrendered to
105 the opposing team.

The team charts as shown in Figs. 4, 5, 6 and 7 are each ruled to provide eleven vertical columns and thirty-six horizontal lines in addition to spaces at the top of each
110 column for denoting the play. The several columns are designated as follows from left to right:—"signals," "guard rush," "off tackle," "end run," "forward pass," "trick play," "punt," "run back punt," "kick off,"
115 "run back kick off," and "field goal."

Under the "signals" column are arranged thirty-six numbers of two figures each made up of the numerals from one to six inclusive and arranged in consecutive order from the
120 lowest to the highest number which may be formed from those numerals.

Under each of the other columns is placed numerals or other indicia to indicate the result of the given play as indicated at the top
125 of the column when called for by a reading of the dice corresponding to one of the numbers in the column under "signals."

Fig. 8, shows a table of explanations of the abbreviations or other indicia, found in 130

the columns under the plays designated in Figs. 4, 5, 6 and 7, and is ruled to form a vertical column at the left of the figure and horizontal lines extending across the sheet.

5 The abbreviations noted are placed in the vertical column at the left and the explanations are placed opposite the respective abbreviations in the horizontal lines.

For the purpose of illustration it may be assumed that A and B are to play and that they draw team charts at random or select Winchendon University and Cavalier College teams respectively without being given an opportunity to study the charts of their respective teams. Since A is to use the Winchendon University team and B the Cavalier College team, the team chart of Winchendon University as shown in Fig. 4, is given to B and the team chart of Cavalier College as shown in Fig. 5 is given to A without A being given any opportunity to study the team chart of Winchendon University and without permitting B to examine the team chart of Cavalier College. In this way each player is kept in ignorance of the strong and weak characteristics of his own team until he is able to develop these features by properly selecting his plays during the progress of the game.

30 The players then place the board shown in Fig. 1 between them and toss a coin to determine which side shall have the choice of goals.

Assume that A wins the toss and chooses to defend a certain goal. B chooses to kick off.

The football is placed in position with its post in the hole on the 40-yard line of the board nearest the goal B defends.

40 B then throws the dice and reads the numbers which fall uppermost, the blue die being taken to indicate the first numeral and the white die the second numeral of the signal number. When B makes his throw and the numeral 2 is designated by the blue die and the numeral 5 by the white die, which calls for the number 25 on the chart. A, who has charge of the team chart for Cavalier College then follows down the signal column to the number 25 and across to the column designated "kick off" and reads "50 yards". B then advances the football to the Winchendon University ten-yard line.

55 A then throws the dice and if he throws 21, B taking the chart of Winchendon University, finds the number 21 under signals and following the horizontal line across to the column designated "run back kick off" reads 20 yards. A then advances the ball to his team's thirty-yard line and the linesmen's posts are put in position one on the thirty-yard line and the other on the forty-yard line. It is now "first down" for Winchendon University on their own thirty-yard

line. Examination of the chart will show that A now has a choice of six plays which he may use namely: "guard rush" "off tackle" "end run" "forward pass" "trick play" or "punt". He does not at this point know the strong and weak offensive feature of Winchendon University but must endeavor to ascertain these facts by finding the results obtained by trying certain plays. Of course, according to the chart A might also at this point try for a goal from the field but this would be contrary to proper football practice in the position of his team and an examination of the chart will show that such a play would prove to be a failure at this point as would be the case in regulation football.

Let us assume that A decides to try a guard play. He calls "guard rush" and throws the dice indicating the number 36. B who has the team chart reads off the distance which is 1 yard. A decides to try a play off tackle and calls out "off tackle", at the same time throwing the number 35 with the dice. B reads off the distance from the chart and finds the indicia H. D. Upon reference to the table of explanations shown in Fig. 8, he finds that H. D. denotes "holding by defensive line, penalty 5 yards and first down". This advances the ball five yards and makes it first down on Winchendon University thirty-six yard line. The linesmen's posts are advanced to the thirty-six and forty-six yard lines respectively and play is resumed. A may decide at this point to try an end run and calling "end run" he throws the dice and the throw designates the number 31. B reading from the chart finds that A has lost 6 yards. The ball is then placed back on the thirty-yard line and it is second down with sixteen yards to gain. A decides to try a trick play and throws the dice for the number 56. B finds upon reference to the chart the indicia F. U., and by referring to the table of explanations sees that F. U indicates "fumble unrecovered—other team's ball".

The linesmen's posts are then changed to the thirty and twenty yard lines and it is Cavalier College's ball on its opponent's thirty yard line. B now takes the dice and decides to try a play off tackle. He calls "off tackle" and throws the number 31. A now refers to the team chart of Cavalier College and calls the distance as 4 yards. B advances the ball to the twenty-six yard line and decides to try another off tackle play. He calls "off tackle" and again throws the dice which indicate the number 46. A upon reference to the chart gives the distance as 4 yards. These plays having been successful B naturally decides to continue off tackle plays and repeats throwing the number 42. A upon reference to the chart finds the distance gained to be 3 yards

which makes first down for Cavalier College on its opponent's nineteen yard line. The linesmen's posts are advanced to the nineteen and nine yard lines and play is resumed. The three preceding plays indicate to B that Cavalier College is probably strong in off tackle plays and he naturally decides to continue these plays for a touch-down. He calls "off tackle" and on throwing the dice throws the number 41. B reads the distance from the chart as 5 yards which advance the ball to the Winchendon University fourteen yard line. B again tries an off tackle play and throws the dice throwing the number 25. A upon reference to the chart finds the indicia O. O. which, upon referring to the table of explanations, he finds means "Offside offensive team—penalty 5-yards—same down." This carries the ball back to the nineteen yard line making it second down for Cavalier College with ten yards to gain. B continuing play again trays off tackle and throws the number 32 which A finds gains 3 yards. The ball is advanced to the sixteen yard line and on the same play being again tried B throws 43 for another gain of 3 yards which places makes it fourth down on the thirteen yard line with four yards to gain.

This distance is rather more than B can expect to make on an off tackle play and thereis no object in punting. He has the choice of a forward pass, trick play or goal from the field. Let us assume that he tries the latter and throws the number 51. A upon reference to the chart finds the indicia G—15, which upon reference to the table he finds means that a field goal was scored if the ball was within the fifteen yard line. B has therefore scored a goal from the field as the ball was on the thirteen yard line.

The game may then be resumed in the usual way.

The above description serves to show the manner of playing the game and also illustrate some of the possibilities for the players to exercise their knowledge of foot-ball as well as to learn from an instructor the proper tactics to employ under given conditions, and ascertain by trial the strong and weak points of their teams.

In the previously described play A was unable to find where his team had sufficient offensive power to overcome his opponent while B, on his first play, gained a sufficient distance to indicate to him that department of the game in which his team was able to overcome the opposition. This was confirmed upon his repeating the play, and but for one unfortunate play he would probably have been able to score by continued adherence to the off tackle play.

It may be stated that the teams which are included in this description possess the following offensive characteristics. Cavalier

College is strong in plays off tackle, punting and field goals while relatively weak in trick plays and end runs and very weak in guard plays; Winchendon University is very strong in forward passing, average in field goals weak in guard, tackle and trick plays, and very weak in end runs; Jefferson University is strong in punting and on end runs, average in plays off tackle, and weak in forward passing, trick plays and plays through guard; Alton University is very strong at forward passing, strong on off tackle plays, fair in punting and weak on end runs and plays through guard.

A player in playing this game is placed in the same position as a quarter-back on the playing field in that he is called upon to analyze and determine the strong and weak points of his own team and use those plays which he finds most effective.

Additional team charts similar to those shown in Figs. 4, 5, 6 and 7 are to be provided, preferably in sets and each set may be provided with a table of explanations' chart, the team charts and table of explanation chart of each set being similar to those shown herewith, except that the team charts and the table of explanations' chart furnished with each set may contain different penalties from those embodied in the team charts and tables of explanation provided in the other sets, and of course the strong and weak features of the several teams will differ from each other. The team charts of other sets or series may be provided with the same numbers of columns and lines of numbers and indicia as those shown herewith, or other and different plays may be added and the table of explanation of each set will be provided with a column at the left for the indicia and lines extending to the right thereof for the explanation of the abbreviations as in the chart shown in Fig. 8.

Among the penalties provided by the rules in regulation foot-ball which may be embodied in the additional set or series are the following:

Interference with forward pass by defensive team,

Interference with forward pass by offensive team,

Roughing the kicker,

Interference by opponent before ball is put in play,

A player in motion toward opponent's goal before ball is put in play,

Coaching from the side lines,

Player making fair catch advancing the ball more than two steps,

Forward pass handled by ineligible player of the passing side, etc.

Each set or series may comprise, for example, a plurality of team charts as illustrated herewith in Figs. 4, 5, 6 and 7, and

a table of explanations' chart as shown in Fig. 8. The sets or series may differ from each other in the kind of penalties introduced as, for example, the more common penalties may be introduced into the first set or series, less common penalties in the second set, still more unusual penalties in the third set, etc., thus providing a plurality of sets or series in which the effect of various penalties are taught commencing with those which are best known and concluding with the more unusual and less frequently encountered penalties whereby in playing the game the players will be taught the various penalties imposed and the distance imposed upon the penalized team. In using the game players may begin with the first series and employ this until they are fully conversant with the penalties imposed therein and then use the second series until they learn the results of the penalties taught in the second series and so on through the entire number of series.

It is to be understood that the game follows in all respects the rules of regulation foot-ball and the penalties imposed under the rules, while each series or set may include different penalties they may also include certain penalties common to all, and the team charts of the different sets or series all differ from each other in points of strength and weaknesses to add interest to the game as well as to instruct the players in analyzing and determining the strong and weak points of the opposing team from the extent to which they are able to gain or lose by employing certain plays.

Figs. 9 to 20 are substitute charts which may be used by the players for substituting under proper conditions new players as is the case in regulation foot-ball. In substituting for guard and tackle plays the substitution would occur in the line, for end runs, new ends would be called in, and for forward passing or trick plays a backfield player versed in such a type of play would be brought in, while for field goal a player trained for this type of play would be substituted.

The use of these substitute charts may be illustrated in connection with the play previously described.

Let us suppose that in the play previously described A later acquires the ball on his own or Winchendon University thirty yard line. From his previous experience he has not been able to gain consistently with any play and he may decide that his team is fairly weak in all departments. He may, therefore, declare that he will put in substitute fast backs for running ends. He then chooses, at random and without being permitted to study the charts, one of the charts shown in Figs. 15 and 16. Let us assume that in making this choice he hap-

pens to choose the chart shown in Fig. 15. This chart is then substituted temporarily for the end run plays shown on the team chart of Winchendon University, and B takes this chart shown in Fig. 15 together with the team chart of Winchendon University, while A, after placing the line-men's posts on the thirty and forty yard lines of Winchendon University, throws the dice to designate the number 25, and calls "end run." B follows down the chart shown in Fig. 15 to 25 and reads the distance as 6 yards. A advances the ball to Winchendon University thirty-six yard line and again calls "end run," throwing the number 35. B following the end run chart shown in Fig. 15 calls the distance as 4 yards, making it "first down" for Winchendon University on its own forty yard line.

From the above it will be seen that by substituting and luckily drawing strong end players, A has converted his somewhat weak Winchendon University team into a team fairly strong on end runs.

Any suitable rules governing the substitution of players as above described may be adopted not inconsistent with the rules of regulation foot-ball.

It will be seen from the above description that I have provided a novel form of foot-ball game which differs widely from any heretofore employed in that it comprises a plurality of team charts of teams possessing different elements of strength and weakness, as well as a plurality of sets of such charts illustrating important features of the game. The interest in the game is greatly enhanced by the provision of substitute charts by which under certain conditions, substitute players may be put into a team which may or may not provide a new element of strength for a certain specified play or as a general source of strength for a team which is obviously weak. It will also be noted that the game follows in all respects regulation foot-ball and may be employed advantageously to teach the players or others various features of the game as well as developing the faculty of analyzing plays and determining the proper plays to employ in order to successfully gain against the opposition.

What I claim is:—

1. A foot-ball game apparatus, comprising a diagram laid out to represent a foot-ball field, a miniature foot-ball, means for detachably locating the ball in any part of said field, and a pair of differing team charts representing imaginary teams and provided with indicia indicating the results of a plurality of plays corresponding with a plurality of numbers.

2. A foot-ball game apparatus comprising a pair of differing team charts, each of which is provided with a plurality of vertical columns and horizontal lines of nu-

merals and other indicia indicating the results of plays and a column of numbers relating thereto, and column headings for said numerals and indicia designating the plays to which said numbers relate.

3. A foot-ball game apparatus comprising a diagram laid off to represent a foot-ball field, and a plurality of differing team charts each of which represents a certain team and is provided with indicia relating to a plurality of plays for determining the progress of the ball to and fro over the field in accordance with selected plays and numbers determined by chance.

4. A foot-ball game apparatus comprising a diagram laid off to represent a foot-ball field, and a plurality of team charts each of which represents a certain team and is provided with indicia relating to a plurality of plays for determining the progress of the ball to and fro upon the field in accordance with selected plays and numbers determined by chance, the indicia upon each chart differing from that of the others in accordance with a predetermined plan for imparting to each team certain characteristics of strength or weakness.

5. A foot-ball game apparatus comprising a diagram laid off to represent a foot-ball field, a miniature foot-ball movable upon said field and a plurality of differing team charts each of which is provided with a plurality of columns of numerals and indicia and a column of numbers, the numerals and indicia of said first named columns being arranged to correspond in horizontal position upon said chart with the said numbers whereby a chance selected number from the number column taken in connection with a selected column of numerals and indicia will give a certain numeral or indicia value for determining the movement of said foot-ball upon said field.

6. A foot-ball game apparatus comprising sets of team charts and tables of explanations, each set including a pair of differing team charts and a table of explanations, the several team charts being each provided with a plurality of vertical columns and horizontal lines of numerals and other indicia indicating the results of plays and a column of numbers relating thereto, and column headings for said numerals and indicia designating the plays to which said numerals relate.

7. A foot-ball game apparatus comprising a plurality of sets of team charts and tables of explanations, each set including a plurality of differing team charts and a table of explanations, the several team charts being each provided with a plurality of vertical columns and horizontal lines of numerals and other indicia indicating the results of plays and a column of numbers relating thereto, and column headings for said nu-

merals and indicia designating the plays to which said numerals relate.

8. A foot-ball game apparatus comprising a diagram laid off to represent a foot-ball field, sets of team charts and tables of explanations, each set including a pair of differing team charts and a table of explanations, the team charts each representing a certain team and being provided with indicia relating to a plurality of plays for determining the progress of the ball to and fro over the field in accordance with selected plays and numbers determined by chance.

9. A foot-ball game apparatus comprising a pair of team charts, each of which is provided with a plurality of vertical columns and horizontal lines of numerals and other indicia indicating the results of plays and a column of numbers relating thereto, column headings for said numerals and indicia designating the plays to which said numerals and indicia relate, and a plurality of substitute charts each provided with a column containing numerals and other indicia indicating the result of plays and a column of numbers in parallel relation therewith and relating thereto, and a heading for the numeral and indicia column of each substitute chart indicating the column of the team chart for which it may be substituted.

10. A foot-ball game apparatus comprising a diagram laid off to represent a foot-ball field, a plurality of team charts each of which represents a certain team and is provided with indicia relating to a plurality of plays for determining the progress of the ball to and fro over the field in accordance with selected plays and numbers determined by chance, and a plurality of substitute charts each provided with indicia relating to a certain designated play and adapted to be substituted for the corresponding play in one of said team charts.

11. A foot-ball game apparatus comprising sets of team charts and tables of explanations, each set including a pair of team charts and a table of explanations, the several team charts being each provided with a plurality of vertical columns and horizontal lines of numerals and other indicia indicating the results of plays and a column of numbers relating thereto and column headings for said numerals and indicia designating the plays to which said numerals and indicia relate; and a plurality of substitute charts adapted to be substituted for certain plays in said team charts.

12. A foot-ball game apparatus comprising a plurality of sets of team charts and tables of explanations, each set including a plurality of team charts and a table of explanations, the several team charts being each provided with a plurality of vertical

columns and horizontal lines of numerals and other indicia indicating the results of plays and a column of numbers relating thereto, and column headings for said numerals and indicia designating the plays to which said numerals and indicia relate; and a plurality of substitute charts each provided with a column of numerals and indicia designating plays and a column of numbers relating to said numerals and indicia, said substitute charts being adapted to be substituted for certain of the numeral and indicia columns in said team charts. 10

In testimony whereof I have affixed my signature.

HUGH ROBERTSON.