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**BASIC
BASKETBALL**

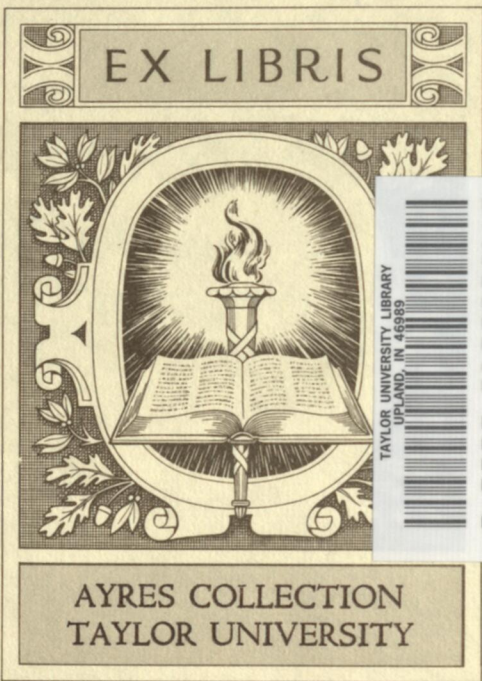
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**BASIC
BASKETBALL**

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BASIC BASKETBALL

by

DON J. ODLE

Athletic Director of
Taylor University

UPLAND, INDIANA

1950

PREFACE

THIS book is written with the intention that it may be of some help to a group of men who are dealing with our most valuable possession... our youth. It is by no means written with the idea that it represents an exhaustive book of reference. It is therefore just the compilation of a few ideas that have been formulated in the author's mind for the past several years as a player and a coach.

There is no copyright on any part of this book. Anyone wishing to use any part of it may do so. All of us are products of our environment. Even a few ideas presented in "Basic Basketball" that may be original with your author are results of associations with others. If anyone can profit by any part of this book, he is getting from these pages what the author received from someone else either directly or indirectly. It is complimentary to us when we are able to pass on what others have contributed.

Without the help of Dean A. L. Forrest, Sherman Spear, and a host of office workers this work would have been impossible. The drawings were made by a former team mate, Paul P. Williams.

This book is dedicated to a group of young men who meet every Monday night to thank God for the opportunities that they have in athletics to grow physically, mentally, and spiritually.

Don J. Odle

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Gift of author

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INTRODUCTION

THERE has long been a need for a book for coaches and physical education instructors which shows a vigorous grasp on principles of coaching together with a strong emphasis upon the ideals of Christian character-building through athletics. I believe this book fills both these demands in an outstanding manner.

I know of no one who is better equipped to write a book which keeps these two focii in view than is Coach Don Odle of the Taylor Trojans. Coach Odle is an exponent of the hustling, vigorous, approach to athletics. This is shown by the fact that he himself led his college team in scoring for four consecutive years during his undergraduate years, scoring 330 points in one season. His basketball team scored 1312 points during the past season, averaging 67.8 points per game. The team Coach Odle directs always is an aggressive and interesting aggregation.

In the area of Christian influence, I am happy to say that always Coach Odle has helped maintain the ideals of high character in his work. The young men who work with him are made to desire to be clean in life, thought, and word. For these reasons, I am eager to commend this new book to men everywhere who wish to use the athletic program as a tool for the building of a cooperative spirit and noble Christian character.

A. Leland Forrest, Dean
Taylor University

CHAPTER I

HISTORY OF BASKETBALL

“These things command and teach...”

“Let no man despise thy youth; but be thou an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity.”

I Timothy 4:11, 12.

PAST

WHEN we look into the history of basketball, we see that the inventor of the game was a man who had molded his life after the teachings of the Master. Dr. James Naismith attended McGill University where he was an outstanding athlete. Then, upon graduation, he enrolled in a Presbyterian theological school where he might be better prepared in the Scriptures to serve man and God. Later he was a student instructor at the international YMCA Training School at Springfield, Mass.

It was while Dr. Naismith was studying with Dr. Luther H. Gulick, his adviser, that the game of basketball was born. An indoor game to keep athletics alive between the football and baseball seasons was needed. This need was met by a man who had once taken ministerial training.

Dr. Naismith was in charge of a group of physical education students in this YMCA school during the school year of 1891-92. Football season was just over and the students had just returned to the indoor season with no apparent enthusiasm. The usual routine of classwork at this time was a copy of the formal European calisthenic program with disciplined gymnastics to follow. It has often been said that necessity is the mother of invention and that was certainly

true in this particular case. The American boy likes games in which he can feel free to express his individuality. It was no accident that Naismith came upon basketball. It was the result of a man's sensing the situation and showing enough initiative to find the answer.

He took two peach baskets and nailed them at each end of the track, which was about ten feet high. The football was too oblong to bounce, so he used a soccer ball. Their standard physical education equipment at that time was long trousers and jerseys with the wrestler type of footgear. There was nothing that would compare with our modern slip-proof shoes that are built for fast starts, quick turns, and instant stops.

There were eighteen members in this class—so he divided them into two teams. Hence, the first rules were nine men on a side. A ladder, to retrieve the ball after it was tossed into the basket, was a part of the equipment. Because of a shortage of peach baskets, wire and leather netting were used. The next step, of course, was to make a hoop with a netting that would let the ball drop on through.

The development of any type of equipment is always interesting. Perhaps no member of that first team ever dreamed of banking a ball off a transparent board to have the ball sink through a whipcord net and an electric monster immediately flicker up two more numbers to the enjoyment of thousands of fans. At some of those first games, if a player's altitude or sense of direction in shooting was slightly off the beam, he could expect just a little help once in a while, especially if some of his friends became a little bit over-enthusiastic about winning. Of course, the opposite could be expected at the other end.

Old-timers tell about the peculiarities of the cigar-boxes in which they were forced to demonstrate their prowess. At an old skating rink in Central, Indiana, old-timers tell how the rafters were of the same height as the goals and how certain players used to arch their shots over the rafters to make them swish the bottom of the nets. The "hot stove" leagues were evident at that time. Some communities had gymnasiums heated by a cord wood stove. Many a player

has displayed his battle-burned scars received at the end of a long dribble. Compare some of these first gymnasiums with our modern fieldhouses with indirect lighting, beautifully finished floors, and end runways padded with soft matting.

There were several reasons why basketball spread rapidly. First of all, it could be adjusted to almost any area. Secondly, it was possible for one person to play basketball by himself by merely seeing how many goals he could make. One against one, or two against two, any number could play the game. Games in the alley with as many as fifteen on a side have been observed. The International YMCA, with which Dr. Naismith was connected, trained secretaries to go out well equipped with the knowledge of basketball. Thus it was spread into many different states and nations. Our soldiers introduced it into the Philippine Islands near the turn of the century. The American Armies spread it wherever they lay foot in both World Wars.

There is one thing that we have always said about basketball and that is that it surely is an American game. It was developed in America, and we are perhaps justly proud of it. During the last Olympics we proved that we are not only the mother of the game but the master as well.

Before Dr. Naismith died in December of 1939 his check-up showed that 49 nations were playing the game. Following World War II when our soldiers were in every land of the world it would be safe to say that players are dribbling the ball all around the globe.

PRESENT

Hoosiers are rather proud of the fact that Indiana is the hotbed of basketball. Recently a coach, who was from without the state, asked the question, "How did this roundball game ever *ketch on* the way it has in Indiana?" He had just coached his team to the state championship and was amazed at the amount of enthusiasm and following that every team was given. Several answers were given from high-powered publicity to spectator appeal. No one answer would suffice. However, there are basic factors that one would have to consider before drawing his conclusions.

First, look at the background of a typical player. He is nine years old and likes to play with a ball. He is on the fourth grade team of his grade school. He practices during recess periods all week and then on Saturday morning he along with other boys, meet at the central gym to play other fourth grade teams in the town. He cannot get too much competition playing with a friend in football especially if he is in the house. The same goes for baseball. He lives in mortal fear that mother will show him the second purpose of a hairbrush. He can use the clothes basket in the basement and take his rubber ball and play "twenty-one" or scrimmage with a friend. There is less area needed and less personnel involved. Baseball and football games are played in the afternoon and mother and dad do not see their son perform. However, one night a month he plays an exhibition between halves or a preliminary to one of the high school games... and, of course, parents, grandparents, aunts, and uncles are on hand to see this nine year old phenomena who plays basketball at the public exhibition. The boy and his family live for it all week.

Multiply this story by several thousand and one has a pretty good background of what is going on in basketball in Indiana. And this all takes place when the boys are in the fourth grade. When they get in junior high, they really have a following built up. In a northern Indiana town the high school gym of over four thousand is sold out a week ahead of time for the junior high tournaments.

When tournament time rolls around, there is not a gym in the state where general admission tickets may be bought. In most communities only a season ticket holder sees the first elimination tourney. In one town, in which the gym seats almost five thousand spectators, every season ticket is sold months ahead of time and a lucky number must be drawn for the privilege of buying a season ticket. There are over eight hundred high school teams in Indiana and almost all of them have gymnasiums. It is a very common sight to see a much larger gymnasium than a school building in a community. A little hamlet in a rural district may have only the population of three hundred and yet have a sell-out of

over a thousand seats for its Friday night high school hardwood fracas.

This is basketball today. College double-headers in Madison Square Garden play before a sell-out crowd of over 18,000 weekly. Prior to the Olympic game of 1948, the University of Kentucky met the Phillip Oilers in their football stadium and played before twenty-five thousand fans during a mid-summer night. One hundred and forty million dollars were paid in admissions to basketball games in 1948-49. What will 1960 be?

FUTURE

There are a few pessimists who feel that basketball has hit its peak. Let us look at a few of the valid arguments of the opinions held by those whose philosophy calls for the beginning of a funeral procession for "ole Mr. Roundball." The first symptom according to "Digger Odell's" understudies, is that the game has jumped its traces. They believe that the rules committee put poison in the pot when they eliminated the center jump. With all respect to the game's inventor, he feels they convicted an innocent man when they eliminated this spectacular phase of the game. A resurrection of it is about as certain as the "sanity code" being adopted south of Nova Scotia.

Another accusation is that the fans have taken the game away from the officials and the game itself is out of their control. This, they feel, is an unwholesome situation and cannot continue.

Their final prognostication of the basketball game's decline rests in the term "egotist." These "benediction pronouncers" would have us believe that the game itself has been over-emphasized and is dribbling on borrowed time. One cannot say that some of these arguments are not justifiable and that these basketball grave-diggers are not entitled to their opinions. But there are those who feel that basketball is a great game. It has been and will be a great game as long as coaches remember that it is a means to a great end, and a method of developing young men in our country.

The opposite view is that basketball has not yet reached its peak but is still in its infancy. The old law of supply and demand is working and in almost every community there is a clamor for more and bigger gymnasiums and fieldhouses. Seldom does a community get enough.

In another twenty five years why can't there be crowds of fifty or sixty thousand watching games? During 1948-49 we saw a formation of more teams in almost every city in the United States. Television will create more interest than ever and new fans will be brought into the ever-growing fold.

There is evidence that basketball has not reached its peak, and that it will continue to grow both in participants and fans. The future of the game will depend on better leadership and better coaches. The prospects look good for more years of thrills, excitement, and glamour in America's favorite game.

HOW THE BASKETBALL RULES DEVELOPED

1. Ball may be thrown in any direction with one or both hands.
2. Ball may be batted in any direction with one or both hands. (Never with the fist.)
3. Player cannot run with ball. He must throw it from the spot on which he catches it, allowance to be made for a man who catches the ball when running at a good speed if he tries to stop.
4. Ball must be held in or between the hands. The arm or body must not be used for holding it.
5. No shouldering, holding, pushing, tripping, or striking in any way the person of an opponent shall be allowed; the first infringement of this rule by any player shall count as a foul, the second shall disqualify him until the next goal is made, or, if there is any intent to injure the person, for the whole of the game, no substitute allowed.
6. A foul is striking at the ball with the fist, violation of Rule 3, 4, and such as described in Rule 5.
7. If either side makes three consecutive fouls, it

shall count a goal for the opponents (consecutive means without the opponents making a foul in the meantime).

8. A goal shall be made when the ball is thrown or batted from the ground into the basket and stays there, providing those defending the goal do not touch it or disturb the goal. If the ball rests on the edges and the opponent moves the basket, it shall count as a goal.
9. When the ball goes out of bounds, it shall be thrown into the field of play by the person first touching it. In case of a dispute, the umpire shall throw it straight into the field. The throw-in shall allow five seconds; if he holds it longer it shall go to the opponent. If any side persists in delaying the game, the umpire shall call a foul on that side.
10. The umpire shall be the judge of the men and shall note the fouls and notify the referee when three consecutive fouls have been made. He shall have the power to disqualify men according to Rule 5.
11. The referee shall be the judge of the ball and shall decide when the ball is in play, in bounds, and to which side it belongs. He shall keep time. He shall decide when a goal has been made, and keep account of the goals with any other duties that are usually performed by a referee.
12. The time shall be two 15 minute halves, with 5 minutes' rest between.
13. The side making the most goals in that time shall be declared the winner. In case of a draw the game may be continued, by agreement of the captains, until another goal is made.

First Set of Rules 1891: Ball—association (round) football. Bucket or box about 15 inches across and 15 inches deep. Number players—3 to 40 but positions for 9, i. e., 1 goalie, 2 guards, 3 centers, 2 wings, 1 home man.

Developments 1891 to 1935:

The Dribble: Used in early 90's. 1898—could use only one hand.

1899—alternate hands. 1901 to 1908—dribbler could not shoot.

1908—double dribble prohibited. About 1916—only one air dribble.

1922—illegal dribble penalty changed from technical foul to violation.

1924—dribbler could drop ball before lifting pivot foot.

1935—fumble not considered part of dribble.

Penalties and Goal Values:

1891—field goal one point. 1st foul resulted in a warning, 2nd foul disqualified until a goal was made. If 3 fouls were made by one team while opponent did not foul, one point was awarded opponent.

About 1895—goal value changed to 3 points.

1896—field goal value 2 points and free throw 1.

About 1894—free throw from 20 feet out given for foul and 2 fouls disqualified.

1895—free throw line moved up to 15 feet. Free throw by any player chosen by captain.

About 1920—free throw must be made by player who is fouled.

1908—5 personal fouls disqualify. Changed to 4 in 1910 and back to 5 in 1944.

*Changes Since 1929:***Jumping Rules:**

1929—jumper can tap ball once.

1930—jumper can tap ball twice but can't touch ball again until touched by non-jumper. Leaving circle too soon a foul.

1934—high school groups moved jumps away from basket.

1935—center jump after successful free throw eliminated. Free throw circles made restraining circle at center.

1937—all center jumps after any successful goal

eliminated. Any held ball in lane or 6-foot circle moved to center of circle.

1939—center jump after unsuccessful free throw for technical foul eliminated.

1940-41—questionnaire vote showed only small percent in favor return of center jumps.

1945—leaving jumping circle too soon changed to violation and official authorized to withhold whistle.

4-foot End Line and Small Backboard:

1934—date on location of fouls drew attention to congestion in front of backboard.

1935—experimented by moving backboards farther in court.

1936—experimental use of methods to bring play into basket from all directions.

1937—state high school associations and some college conferences authorized end line 4 feet behind backboard by mutual consent. Detailed charts made by state associations to show part of backboard which is actually needed.

1938—4-foot end line made legal at option of home team.

1939—influence of smaller backboard on relieving congestion in front was studied and findings presented to National Committee. Sub-committee was appointed to draft plans.

1940—small fan-shaped backboard as submitted by the sub-committee made legal.

1941—small backboard designated as standard.

1942—all reference to 2-foot end line deleted from rules.

1943—small backboard specified for all new high school gymnasiums.

Ball:

1929—National Federation petitioned for 29½ inch ball (instead of 31 to 32) for high school use.

1930—minimum circumference of 30 inch authorized.

1931—high schools authorized 29½ inch ball through mutual consent.

1934—29½ inch ball legalized for all groups.

Blocking and Screening:

1931—almost any act was claimed by the opponent to be an illegal block. Sub-committee appointed to study the problem.

1932—Sub-committee used slow motion pictures to reduce claimed blocks to their elements of extension of elbow, shoulder or hip. Comments based on their report inserted in rules supplement.

1933—definition of blocking changed to be partially in harmony with recommended legalization of screening.

1935—blocking reduced to contact situations except for "face-blocking."

1937—"face-blocking" eliminated so there is no block without contact.

1945—definite statement about responsibility for contact. In attempt screens included in Rule 10.

3-Second Lane Rule:

1932—made to apply only to ball holder with back to basket.

1933—made to apply regardless of facing.

1935—made to apply to any player of team in control and in entire circle lane.

1941—made to apply only in lane between free throw line and end line.

10-Second Rule:

1932—rule adopted. Any player could return ball to back court, after jump, etc.

1933—only 1st player to touch ball should return it.

1938—modified to make division line always in back court.

1944—ball could be returned only after a jump.

1945—restriction applies only to team in control.

Foregoing material taken from:
Basketball Rules
National Federation Edition 1945-46

CHAPTER II

PHILOSOPHY AND THEORY BEHIND THE PLAY

DEVELOPING OUR PLAYERS

ONE of the criticisms that young coaches sometimes receive is that they have a repertoire of beautiful theories but that they are not practical. Sometimes we can sit down and work out a beautiful system of plays that appear foolproof in discussion and look like world-beaters on paper. The only trouble may be that when we survey the boys who are candidates, they fall far short of the six footers we expected to build around. As this problem appears, it is evident that we are trying to fit the boys into the system rather than fitting the system to the boys. Especially is this true in a new system. Don't be over-anxious to say, "This is what we will use this year." Some of the best coaches have been those who have changed their plan of attack in the middle of the season.

A few years ago a certain team appeared to have a great deal of talent, but in spite of a good coach, could not win a ball game. After playing .500 ball the first twelve games, the coach sat down and reviewed his first ten men individually, checking every quality they possessed. He observed their defensive ability, their speed, their shooting ability, their spirit, their ball handling, etc. There were two things that he noted in particular. First, in their set offense their two speediest men were playing back and never had the chance to use their speed in driving underneath the bucket for a shot. Second, he had no good long shooters on the squad. In the middle of the year he made fast-breaking forwards out of his two back court men, and his entire offensive system started to change. The results were astonishing. His team won seven of the last eight games. He was an alert enough coach to know that what had worked for him with

a great deal of success in his previous years was not working now. And he was big enough to admit that his group needed a revamping.

Many a coach or instructor fails to attain satisfactory results with his team, and many a learner becomes discouraged because of ignorance or a disregard for certain principles of developing a team. Of Thorndike's three great laws of learning the most emphasized in Athletics is the Law of Exercise. One aspect of this law, the Law of Use, tells us that learning is a matter of forming connections in the nervous system by practice, and that each performance of an act strengthens the connections involved, and makes the next performance easier, more certain, and more readily done. On the contrary, the Law of Disuse tells us that disuse tends to weaken any connections that have been formed, and makes the doing of an act more difficult and uncertain. As coaches we have a responsibility to keep our boys progressing to the maximum of their ability. We cannot just introduce certain fundamentals and then expect the boys to become proficient merely because they have been exposed. The follow-up is just as important as the introduction. The Law of Use makes it imperative that we drill and drill our squad members until a fundamental becomes learned. And it only becomes learned when it becomes automatic.

By the same token we are cautioned that we remember only what we practice. Therefore it is vastly important that we teach the correct technique. It is almost useless, and sometimes harmful, to teach a boy to do something and then see negative results of our energies. In teaching basketball fundamentals, start right, teach right, and you will usually end right.

As we mentioned before there is a Law of Disuse as well as a Law of Use. If we can fully understand that the process of forgetting is always going on just as much as our process of learning, we have a principle to guide us in planning our practice schedule. While we are practicing, we are learning; but the instant we stop, we begin to forget what we have learned. Psychologists have determined through testing, some conclusions on how we learn. These

experiences can also be a guide for us in trying to teach methods of better play.

- (1) We learn better by a series of frequent practice sessions of reasonable length.
- (2) Long practice periods with long intervals are not favorable.
- (3) Short practices with short intervals are not as effective as longer practices distributed over reasonable time.

In developing outstanding players we sometimes must observe the athlete's psychological capacities. We know that good form will increase his accuracy, his speed, and his general effectiveness. Excellent physical conditioning will add to this. In every group of boys it will be found that good coaching and an abundant enthusiasm will set the stage for an emotional stimulation that certainly will make its contribution. If a player learns how to control his nervous energy, he can turn it into a tremendous contribution to his ability.

Strength is of value to a basketball player. But it is valuable only in so far as it is used to execute certain skills better. A coach who will pick his team on size and strength will be making a grave mistake. When some physical giant with double deltoids and bulging trapezius muscles reports for the team, do not expect your problems to be solved. Those extra bumps are of value only as they have useful purpose and can be controlled. Some 135-pound fugitive from the Charles Atlas club may be able to out-run, out-shoot, out-pass, and even out-rebound a wonderful species of muscular contour. Strength in muscles can be increased by exercise. The effectiveness of muscle is not determined by size, but rather by its readiness to respond. Muscles are strengthened and made less subject to fatigue by increased exercise. The heart is classified as a muscle, and is the center of endurance in all athletes. What can be done for any other muscle, can be done for the heart if corresponding conditions are favorable. Proper training, which includes exercise, food, and rest, will develop the athlete for a strenuous season.

GOALS OFF THE HARDWOOD

A winning basketball team is not a true champion unless the participants get more from the game than scoring a greater amount of points than the opponents. Basketball should be coached so that every boy may be a monument of good coaching when the boy's playing days are over. If there is anything that is regrettable, it is to see a lad that is blessed with a marvelous physique put on an excellent demonstration of skill in some sport and then show an absolute lack of character in his personal living habits. One of the most heartbreaking experiences is to see a fine athlete receive an award that is symbolic of true sportsmanship and then immediately upon leaving the gymnasium disgrace it by yielding to a desire for tobacco. The saddest part, however, is the fact this sometimes occurs in the presence of younger boys who look up to athletes as heroes.

Athletes pay a great price to win the coveted "Letter" awards. They sacrifice a lot of time. They work hard. They use up a tremendous amount of energy in preparing for each week's encounter. It takes more than an average boy to complete a season of basketball. After the boy has paid an enormous price for the honor of receiving an award, the job is not done. It takes just as much sincerity and courage to wear that award the way it should be worn. Usually participants that display their talents every week and are on public exhibition before crowds of people are marked boys at the end of their playing career. They have been successful — but with that success goes responsibility. The way that responsibility is accepted is the test of that boy's coaching. We have all seen athletes who felt that the world owed them a living because they were ball players. Consequently, they turned out to be "basketball bums."

The community entrusts the coach with the most valuable thing that it possesses — its youth. The way in which that youth is returned to the community should be the coach's measurement of success. Every boy that is turned out will not be perfect. Nevertheless, that should be the coach's goal. He should strive to make a contribution to the

life of each of those under his leadership. It is not accomplished by some magic words, or secret charms, but rather, by a living example. A coach should be so enthusiastic in his work that he will naturally inspire his boys to work harder and live better. That a coach is in a key position with young people of today is self-evident. That very fact should be challenge enough to demand nothing but the best from each athlete.

CHARACTERISTICS OF PARTICIPATION

First of all let us list *HARD WORK* as a most important prerequisite to succeeding in athletics. A great athlete is yet to be seen who will not work hard. It is a characteristic that is evident in almost anyone who is successful. So it is in athletics. Upon entering one gymnasium there is a sign that may be seen by aspiring athletes—"Three rules in becoming a great athlete—1. Hard Work. 2. Hard Work. 3. Hard Work." Wherever a champion is found, he has worked hard. There is no substitute for hard work. Thomas A. Edison defined his success by saying that it was "98% perspiration and 2% inspiration." Rachmaninoff, the great pianist, made this statement: "If I miss one day of practice my wife knows it; if I miss two days, my neighbors know it; if I miss three days, the whole world knows it." Mark Twain, the great humorist, had this to say: "Work—I love it. I could sit and watch it by the hour." But if we are to be champions, we cannot merely observe the value of hard work for other people—we must experience it ourselves.

An excellent *COMPETITIVE SPIRIT* is one of the rarest of qualities necessary to the athlete. It appears to be one of the most difficult characteristics to find. Some coaches have said that a person is born with it, or born without it. However, there are boys who would dive into a buzz saw, yet lack the forty minutes of tenacity required of a champion. A prime example of this is found in the story of a player who ordered lobster. This All-American, when served the lobster, noticed that one of its pinchers was missing. Calling the waiter, he demanded to know what happened to the other

pincher. The waiter informed him that the lobster had been in a fight with another lobster and lost it in the battle. Immediately the champion shouted, "Take him back to the kitchen and bring me the winner."

The attribute that we admire in this type of boy is that nothing ever gets him down. Regardless of how dark the picture looks, he knows that there is a rainbow at the other end. No mountain is ever too steep and no goal is ever too high. There is a carry-over here that makes him not only a successful athlete, but also a fine citizen in any community. Usually he is a sparkplug on a ball team, and when the coach finds him, he has the nucleus of a successful squad. We are finding more ball players than ever before. In fact one coach has stated that they come a dime a dozen. But competitors are still scarce. Every coach is looking for them.

COOPERATION is the third outstanding characteristic of an athlete. A boy must be cooperative in order to learn the finer points of the game. This is true because teamwork is the most necessary element in making a successful season. Ben Franklin offered a bit of humor that had a fine point when, during our rebellion against England, he said, "We will either hang together or we will hang separately." The adage, "United we stand, divided we fall" certainly applies in basketball. It is a team game and the chain is no stronger than its weakest link. If there is one point that should be emphasized in early season, it is the spirit of cooperation in the squad. All problems must be ironed out as they appear. The player must see that the team is the important thing. The whole is greater than any part, yet each part has importance. In putting the point of unity across, there is one negative attitude that might creep in. The boys must not feel that they are the only department in a school program. The same spirit that should be evident among themselves should be evident in their relationship to the rest of the school. The athletic department needs the support of the rest of the school and vice versa. "A house divided against itself cannot stand." About ninety percent of cooperation is doing the right thing and fol-

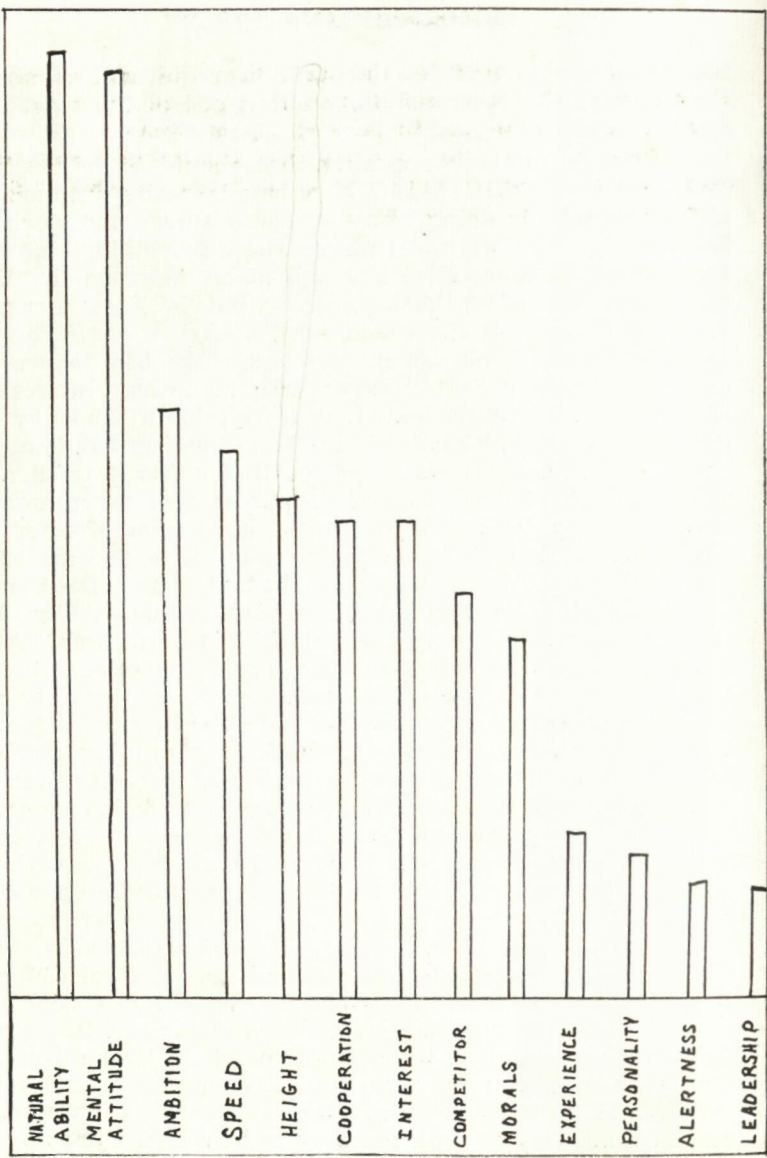
lowing the golden rule. Cooperation requires less ability than any of the other points, yet it is one of the most necessary.

There is one other quality that should be added here and that is *ENTHUSIASM*. If a boy is really enthusiastic about what he is doing, some of these other characteristics will fall into their natural place. There is nothing that will keep practices more alive and ball teams more on fire than an abundance of enthusiasm for what is being done. It must be present in the coach first, and then contagious in every member of the squad. It is one of the best insurances of a successful year. A player with an ardent interest in the game will give his best. It is regrettable to find any one giving only second best. There is something fundamental about enthusiasm. It was reported that a few years ago an Indiana High School basketball player was recommended to a company for a job. In one of his letters of reference his coach stated that the young man was the most enthusiastic player he had ever coached. He was given the job as a salesman for a milking machine company. The first assignment was down in the hills of "Old Caintuck." After his first job was completed his supervisor wrote to the coach with the following information: "You certainly recommended the boy correctly. We never had a salesman with more enthusiasm. He sold one hillbilly a milking machine who didn't even have a cow. His prize sale, however, was the selling of a milking machine to a farmer with just one cow and then taking the cow in as down payment." Yes, there must be enthusiasm, and it must be contagious with all the squad members. Then we know there will be no second bests.

A survey was made to determine just what coaches were looking for in selecting squad members. Several different items were mentioned and it was discovered that coaches are looking for different qualities in boys. However, there were two requirements that were almost musts in their selections. These two qualities are natural ability and mental attitude.

While these two qualities were outstanding it was mentioned that every boy did not need to be a leader but at least

QUALITIES IN BOYS THAT COACHES
LOOK FOR IN TEAM SELECTIONS



Scout school & college coaches

one boy on the squad should have that fine characteristic. Most coaches did not feel that every boy had to be tall but there must be some height on every good squad.

There are probably many other items that could have been listed but these were the main items mentioned by a group of experienced coaches.

CHAPTER III

OFFENSIVE BASKETBALL

INTERPRETING OFFENSE

THIS is the part of the game that everyone enjoys most. It is probably the most essential because the game is either counted won or lost depending upon which team has scored the most points. The only way to score is to have some type of offense. Not long ago there appeared in a newspaper this score of a game—2 to 1. This happened in modern basketball. One team controlled the ball ninety-five percent of the time. You might say that this was a defensive game. It was not. One team had practiced their offense so much that the other team could not get the ball without fouling. They controlled the ball game from the opening tipoff with excellent finesse in passing the ball without error. Offense does not necessarily mean scoring. However, modern interpretation has given it that meaning.

Let us take a look to see what goes into an offense. There is shooting, passing, screening, deception, pivoting, breaking, and many other fundamentals that we will attempt to cover. All of them are important.

Every team must have a system. A team may not have a certain pattern or its play may not resemble any organization. If there are five men they have to do something. In the discussion of the scouting reports we may ask our scouts what offensive system was used. They may report that they did not recognize any type of set pattern. However, if a team just tried to pass to one man during an entire game, it is still a system. If they just free-lance, it is a system. In independent ball we are most likely to see this type of play.

The key to any system, and the secret of the success of

most coaches, is in having boys that are well drilled in the fundamentals of the game. The very word itself is derived from the Latin word "fundamentum," which means foundation. Webster goes on to say that it is "the groundwork, the basis, the essential, the principle, or the law." Boys must be drilled in fundamentals before they can ever develop into good basketball players. To try to be a basketball player without them is like trying to be a man without ever being a boy. It is an impossibility. Look at it this way. Fundamentals make up systems, systems make offense, offense scores points, and points win ball games. In putting first things first we will start with fundamentals.

PASSING

The foremost thing that we do in starting a season with a group of boys after we get them into the gymnasium is to get them used to the feeling of the ball. A lead-up game such as volleyball is sometimes used to get boys to "feel" the ball. The touch of those fingertips on that cowhide is the start of the season. Much is said and demonstrated about the "feel" of the ball. A good basketball player feels as much at home with his extensors lassoed around that roundball as a preacher feels with his Bible. It is second nature to him. There is no position in which he feels out of place. The ball is never gripped tightly in receiving or passing but always with relaxed arms, wrists and fingers.

The second step is passing. Passing involves two phases. One is throwing; the other is receiving. It has been stated that you can tell what percentage of games a team will win by the method in which they pass the ball. In other words, a good team will pass the ball with accuracy about twenty times a minute, whereas a poor team will pass the ball with accuracy only ten times a minute. We need to emphasize both rapid and accurate passing. Boys are always cautioned that the passer can make the receiver look good and the receiver can make the passer look good. Some boys have the knack of hanging on to the ball regardless of how wild it comes sailing their way.

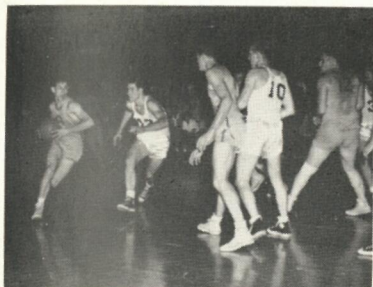


Illustration 1

The player with the ball can either dribble around his post man (screening out number 10) or he can use a jump shot as shown in Illustration 6.



Illustration 2

The photo above illustrates the jump shot against a defensive man. Player 33 has already jumped and is coming down.

Most passes should be thrown from around the chest. This is the easiest position to receive the ball, and the quickest position from which to pass. There is another phase to this passing—that is timing. As a player is usually receiving the ball while he is on the move, it is absolutely necessary that he receive the ball at the proper time. A moment of hesitation on the part of the passer or too much of a lead with the ball, can easily cost a bucket. Many teams have failed to hit the goal for the needed points but have made excellent showing because of their passing attack.

Before you can become an excellent passer you must master several different types of passes. Being able to hit that open man, regardless of the defense, is one of the finest arts in basketball. Beautifully executed passes offer the biggest thrill in basketball to some of the fans. This requires not only a fine assortment of passes but a tremendous amount of practice on deception. A simple pass with fine deception is better than a difficult pass with no deception. Deception will pull the defense away from the target and make points come more easily. Some drills which require a player to look one way while passing another will increase the sense of passing. In teaching deception in passing make sure that participants are not guessing in their

attempts but using skillful split vision. Before too much of this can be used, boys must be accustomed to playing with each other so as to know what to expect.

We had a second baseman who was very weak on double plays until he learned not to set himself in receiving the ball. If a ball was a little to his right or to his left, one could expect to see the ball traveling into the outfield—he was usually frozen in his tracks. This same practice sometimes occurs in basketball when a pass is being received. A player should be ready for anything—relaxed and ready to move in any direction to retrieve the moving leather pellet. He can practice jumping up and snagging balls with one hand. He can have someone throw them at his ankles and try bending at the knees to scoop them up. Long passes can be received from one end of the floor to the other and can be taken on a dead run. A game can be made out of this and it is excellent practice. A player can be placed in the pivot position with another player throwing an assortment of passes with bullet speed so that handling of passes can be learned. To receive such passes requires the body to be in a relaxed position and slightly bent at the knees. When the ball reaches the fingers, the arms and body must give like a cushion to absorb the speed. The eye should never be removed from a swift moving pass. Passing the ball, receiving the pass and passing off to another player are the essence of good offensive play. Much time can be spent on this part of the game.

Listed below are some suggestions on passing:

1. Keep the floor well-balanced for a good passing attack.
2. Don't pass the ball to the opponents. If it is intercepted, make it be earned.
3. Study the weakness of the opponent so that the ball can be passed through the most vulnerable spot.
4. The action of the short pass should be from the fingers and wrists and the return made with the hands in the same position as when caught.

5. Don't pass below the belt. Keep the passes no higher than the chest.
6. Don't pass a ball hard at a team mate who is close or who is coming in fast for a shot. Make allowance for his speed.
7. Cut toward the open and toward the home basket immediately after a pass. Action has just been started when a pass is made. The defense's eye will immediately be on the ball and this is the best opportunity to elude the opposition.
8. Don't just heave the ball to be passing. Meet a target.
9. Make a pass and cut the key to the offense. Passing and cutting should be simultaneous movements.
10. Have passes timed properly.
11. After a pass is made get ahead of the ball. A team mate cannot advance the ball if no one is ahead of him.
12. Always keep the ball moving. Handle it like a hot potato.
13. Keep working in and toward the basket. Drive the defense back.
14. One bad pass may cost the game.
15. Fast, snappy passes will put polish on the offense.
16. If a team has a good passing and screening attack, the defense will soon make a mistake. Capitalize on that mistake.
17. Do not make cross-court passes. They are too easily intercepted.
18. Practice receiving and passing in one motion.
19. Never telegraph passes. Don't point passes.
20. Remember that the passers can make the receivers look good and the receivers can make the passers look good.

Types of Passes

1. Two-hand chest pass.
2. Two-hand bounce pass.
3. Two-hand scoop pass.

4. Baseball pass.
5. Hook pass.
6. Two-hand overhead pass.
7. One-hand underhand pass.
8. Around-back pass.
9. Over-shoulder pass.
10. Give-and-go pass or hand-offs.
11. Spin pass.
12. Deceptive pass.

There are many types of passes and each individual usually has a different way of using them. Let us categorize some basketball passes.

Two-Hand Passes

Chest pass—This pass is given its name because it is thrown from the chest with two hands. This pass is used more than any other pass in basketball. The ball is usually received near this area with two hands and can be quickly passed from this part of the body. The chest pass is usually executed with the same type of motion that goes into a two-hand shot.

Bounce pass—This pass is very effective against a zone defense or a taller team. A ball bounced to an opponent is hard to intercept but very easy to handle provided the thrower does not put forward or reverse english on the ball.

Underhand pass—When a ball is received low and needs to be returned at the same altitude, this pass meets the requirements. It is more accurate at short distances and can be used to an advantage where screen plays are involved.

Overhead pass—Taller players like to keep the ball up high and this is the best pass to use. It is a hard pass to intercept and can be used to keep the ball from smaller players. Head and eye faking from this position can make the pass very deceptive to guard and it can be thrown to almost any position.

One-Hand Passes

Baseball pass—The name is descriptive of the method used and is one of the most common methods of getting a ball to a team mate. It has a lot of uses for either short or long

distance targets and can be executed with great speed. The baseball pass is invaluable for use on the fast break. Tall rebound men have found it a must in getting balls out to fast-breaking forwards.

Hook pass—There is a great deal of difference in the way a baseball pass is thrown and the way a hook pass is thrown. A hook pass is more difficult to learn but once mastered it has several advantages over a baseball pass. First of all, it can be thrown over the heads of taller men easier than a baseball pass and can be passed more quickly. The player is not required to set as in the baseball pass but it requires one smooth motion. On long passes the ball will curve as much as if thrown with an overhand motion. Good hook passes underneath the goal are not only deceptive but one of the most difficult to guard.

Bounce pass—A one-hand bounce pass will enable a player to reach a target when other passes appear almost impossible to use. Especially is this true when there are several men between a player and his team mate. Also one can reach out to throw this pass around a defensive man when other passes will not suffice.

Specially Passes

Behind-the-back pass—This pass should only be used by experienced ball players but it has been used with success in college and professional circles. High school players usually lack the finesse in the proper development of this pass.

Spin pass—This pass is used rarely because of the vast difficulty in handling. Often it is used to get the ball in to a pivot man when the defensive position will not permit other passes.

Over-the-shoulder pass—This pass usually resembles the hook pass thrown with a lot of deception. The player looks one direction and whips the ball over the opposite shoulder and thus the defense is usually caught "flat-footed." By developing good vision this pass can be used to a tremendous advantage for the basketball player.

THE DRIBBLE

The dribble has a purpose. When we go beyond that purpose, we are not only wasting energy, but we are also slowing down our offense. The dribble should be used for the following purposes:

1. To get into position to shoot.
2. To get into position to pass.
3. To advance the ball down the floor.
4. To aid in a stall.
5. To help in getting away from a danger area (defensive basket, corners, jump ball situations).
6. To elude a pressing defense.

In the early history of basketball we find that a rule was soon passed to eliminate dribbling with two hands. In 1899 a rule was passed that would enable the player to dribble with alternate hands. For a period of seven years (1901-1907) the dribbler could not shoot. The dribbler has always been sort of a problem in basketball. Even as late as 1949 the dribble rule was rewritten.

An excellent dribbler must spend time in practice—a lot of time. Dribbling is one of the most important skills in basketball, and also interesting. To watch a player dribble down the floor at full speed and see two or three defensive men at his heels presents one of the game's greatest thrills.

In contrast to this the dribble has several disadvantages. Often when a boy receives the ball the first thing he wants to do is bounce the ball, rather than look for a pass receiver. This gives the defense that extra second to cover his man. It is a poor offensive habit. One of the arguments used against the dribble is that while one is playing around with the ball, four other team mates can do nothing more than watch. This type of play can cause selfishness in the individual leading to dissention among the players. Whenever you find an opposing player who always dribbles first, prompt the best defensive man to look for it immediately and then attempt a steal.

Often you may find certain characteristics of a dribbler. Perhaps he will always start a dribble to the right or to the left or high. A good defense will capitalize on that mistake. Let us take a look at a good dribbler.

The greatest sin in dribbling is keeping your eye fixed on the ball rather than having your head up to spot the open man. In putting first things first we start with this: "Keep your head up and your eyes open." If there is anything that is disgusting to a team mate, it is for him to elude his guard by a lot of hard work for an open shot, and then not to receive the pass because Selfish Sam is busy entertaining the crowd with his dribbling antics.

The dribbler should keep well balanced on the balls of his feet. He should be bent slightly at both the knees and the waist, depending on the height of his dribble. His forearm should be parallel with the floor and the fingers relaxed and slightly cupped to meet the impact of the ball. The ball is pushed to the floor with a wrist and arm action.

The dribble will vary some with the different players. There are excellent dribblers who can dribble the ball high and whip it from side to side with great effectiveness. Others who are equally effective will crouch low and the bounce will not be more than six inches from the floor. In the midst of several ball players or a hard drive from the basket this low type of dribble appears to be more advisable. For a dribble on the fast break the ball will need to be bounced a little higher and farther in front of the player. In driving around an opponent one should remember to keep his body between the opponent and the ball. A right hand dribble will necessitate dropping the left shoulder slightly while the reverse is true of a left hand dribble. To avoid charging the defense, one must learn to maneuver the body away from the opponent.

Developing Dribbling Techniques

Control is the first thing which needs to be emphasized in the dribble. Do not merely follow the ball when dribbling but guide it to the desired position. To get control the first thing to do is set up a group of chairs, or place eight or ten

players in a straight line and then have the participants weave in and out, going from one end of the line to the other. In this drill be very sure to encourage the boy to keep his head up.

Another drill to teach control is the blindfolding of the dribbler and making him dribble half the length of the floor in as straight a line as possible. Some coaches like to have their boys dribble around and under all types of hazards. For example, make them bounce up and down steps and under bleachers. One coach made his team dribble to the dressing room from practice each night. If the boy fumbled the ball he would have to start all over again in the gym.

What is known as the "stop-and-go" dribble, is the drill which is considered to be the best. In this drill each boy uses as much change of pace and direction as possible. He starts at one end of the floor and goes all the way to the other end and back again. It is not only an excellent drill for developing control, but it is also a very effective way for the player to elude his guard. Very seldom is speed dribbling emphasized because that should come naturally after a player learns to control the ball properly.

In breaking by an opponent there are three ways of using the dribble: (1) a quick change in direction, (2) a quick change of pace, and (3) a quick pivot while dribbling. In the first method we put a defensive man near the foul line and the dribbler comes in straight from the center or near the center. He starts his dribble either at the extreme right of his body or the extreme left. He comes up to the defensive man at approximately half speed. As soon as the defense starts to commit himself he shifts the ball in a quick bounce from his right to his left, or vice versa. Should the defense anticipate the move the player can continue to drive to his right or his left. Should the defense drop back the dribbler is in position for a nice one-hand shot near the foul line.

The second method is the change of pace. There is no type of basketball player more difficult to guard than one practically at a standstill one moment and going full blast the next. The offensive man has the advantage since the

defensive man does not know what he is going to do next. A fast dribbler who knows when to use his speed can easily get a slower man off balance, and shoot by him with a burst of speed. At the end of a fast break this maneuver is especially valuable. It is not necessary for a player to have a lot of speed, but he should know how to stop and start quickly and take every advantage of what he does have.

The third method is probably the most difficult to master. It takes a very skillful dribbler to execute this drill properly. Proper footwork is the key. It can be performed from both a moving position and from a standstill. From a moving position the dribbler approaches his opponent slowly, or with speed. A pivot is completed to the right or left, and with shoulder lowered so that it is between the defense and the ball, a drive is made quickly toward the basket.

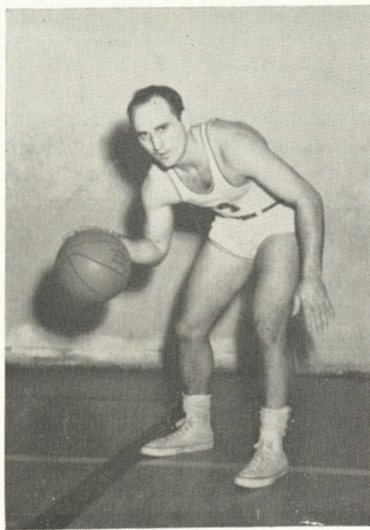


Illustration 3

Keeping the head up on the dribble is one of the most difficult fundamentals to master. It is important that the player keep his eyes focused for an open team mate at all times.

It can be used when receiving a pass from a team mate if the defense is too close. A quick pivot to the right or left will take the defense out of a good position.

SHOOTING

Shooting in basketball is like hitting in baseball. You must hit to win the ball game. Shooting is the first fundamental of basketball. When a boy goes to the alley or behind the barn with a basketball, his object is to shoot. Shooting is the spectacular part of basketball, just as hitting is in baseball. To hear those nets "swish" is music to any basketball player's ears. That is the thing that wins ball games—putting the ball in the basket more than your opponent. Recently a golfer hit a ball over three hundred yards on his drive and then took four putts to get the ball in the cup. This remark was heard, "Drive for show, putt for dough." So it is in basketball. You can do correctly everything that is in the books, but if you cannot hit the basket you will come out on the short end. One boy, just out of high school, was the speediest prospect to scorch the hardwood. He could fake and drive around almost any man on the squad with ease. Time and again he would drive near the bucket only to miss "pay dirt." It was said that he couldn't hit water if he fell out of a boat! Of course everyone has his own opinion on training a boy to score.

Let us look for the next few minutes at the necessary qualities of a good shooter. First, a player must have confidence. He must know that every time he lets go of the ball it is headed for the bottom of the net—via the rim. He must not throw the ball and merely hope that it will make two points.

Now is a good time to mention that good shooters are aware that it is just as important to know when not to shoot as when to shoot. Some of the conditions that determine this are the following: (1). When there are no rebounders. (2). When an attempt is made to freeze the ball. (3). When one is too closely guarded. (4). When a team mate is in a better position to shoot. (5). When one is not in his normal scor-

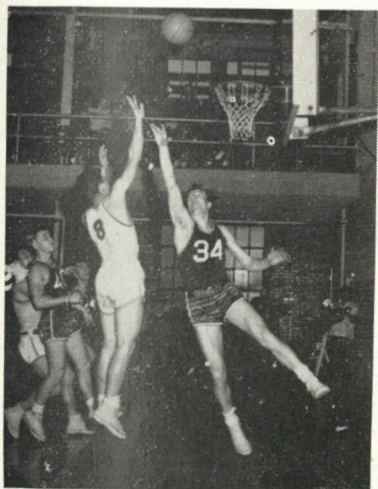


Illustration 4

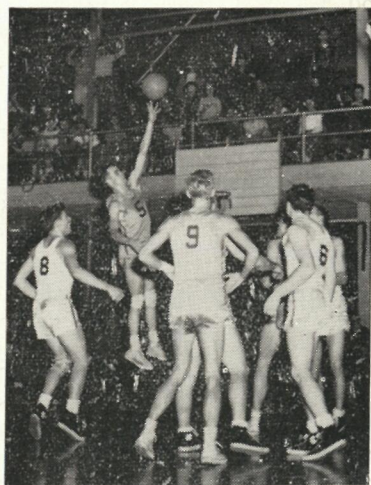


Illustration 5

Shooting is the most spectacular part of basketball and the most important.

ing range. (6). When one is off balance (a player can be falling away from the goal and still have his balance). By loss of balance is meant the loss of control of the body. (7). When the player is having a bad night on certain shots. Possibly there are others that could be listed, but these will serve as the basis for caution in shooting.

One of the requirements for excellent performance is that of being relaxed. This applies to any sport. A shooter cannot afford to tighten up. It throws off his coordination and affects the deadly accuracy required to score. Good shooters will keep their eye on the rim. There are players who could use the backboard with accuracy, but because the board is constructed of wood, glass, metal, plastic, etc., it appears to be advisable to leave the boards alone. Different materials will take different spins. Even different types of wood will give the ball a different rebound.

Good scorers usually develop a pet shot that has a le-

gitimate use, and practice constantly under game conditions. A good long shooter will shoot at least one hundred shots a day. To perfect certain shots a player must be religious in his practice.

THE ONE-HAND SHOT

The one-hand shot is not a new shot in basketball. In fact, it is as old as the game itself. However, the method of shooting a shot with one hand and the distance that a basketball player now shoots this shot, differ vastly from our horse-and-buggy shooters. The shot has moved farther out on the court as the game has progressed. These early courtsers called on the one-hand lay up only when they were close enough to distinguish what aroma had been left in the peach basket. Next came the under bucket player who defied all laws of gravity and peach basket etiquette by turning quickly toward the starboard side and throwing the ball in the general direction of the target. This later became known as the pivot shot.

As interest grew and the game became faster it was necessary to develop different styles of shooting. The players began to put spin on the ball and use various types of hook shots in order to confuse the defense and make scoring easier and more spectacular.

About the time our national economy had slowed down to practically a stall, the Democrats ushered in a new style of play in the New Deal. Under their coach, Franklin D. Roosevelt, the national economy began speeding up and playing a new type of game. To follow the national pattern, basketball began to change its style of play and at this time the fast break was introduced. This called not only for more shooting but shots had to be taken on the run. This could only be executed with proper coordination in using one hand. Thus a new era in one-hand shooting was born. It was not only spectacular but appeared to have a reasonable amount of accuracy. In modern basketball we find this shot the most popular style of shooting.

There are several advantages to one-hand shooting. It is accurate from almost any position in which the body or

feet may be. Coaches agree that it is the most difficult to guard. Precision screening and excellent blocking are not needed to make a scoring opportunity available. Good screening helps of course, but it is not required as much as in the two-hand shot. The one-hand shot can be taken quicker and thus is a great help when a quick shot is needed at the end of the game. When using the fast break, a team does not need to slow down its offense to shoot. The shot can be taken on a dead run or used with ease at the end of a long dribble.

Another advantage of the one-hand shot is that it appears to be more easily mastered by the boy who isn't blessed with an abundance of coordination. With a growing, awkward boy the one-hand shot will find its way into

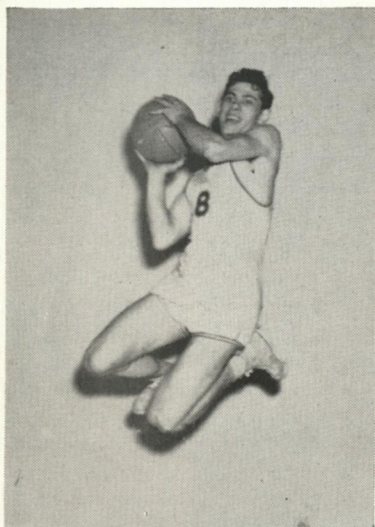


Illustration 6

Here is a one-hand unorthodox delayed shot. The player has left his feet and will let go of the ball at the last moment.

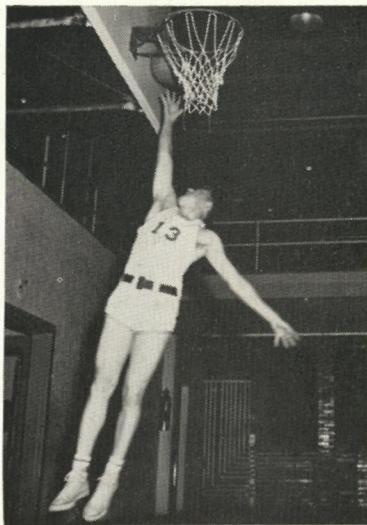


Illustration 7

This photo illustrates the maximum amount of height being used on the one-hand lay-up shot.

his repertoire of shots as quickly as his interest allows.

In teaching one-hand shooting we find several different versions but they all seem to follow a basic pattern. There are five or six important points to emphasize in using this shot. As has been mentioned before, good shooters must relax. Although the player's feet may be moving in one direction and then another, the arms, wrists and fingers may be completely at ease and confident of the shot. Concentration on the basket is important in executing this shot. High scorers are often referred to as having a "good eye." This means that they can see exactly how far they need to shoot the ball to score and have enough control of their arms, wrists, and fingers to carry out their intentions. Balance is an important step in shooting, but this does not necessarily

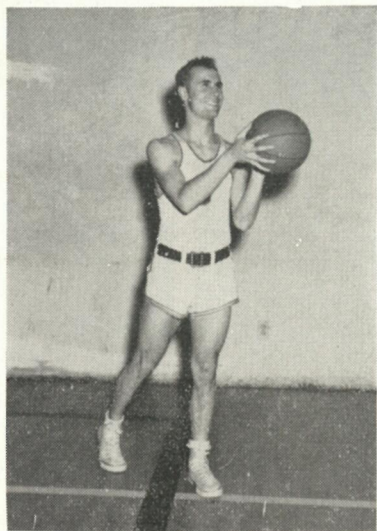


Illustration 8

Good form for the starting position of the one-hand set shot is illustrated here.

mean that both feet must be glued to the floor or that a player cannot be moving either toward or away from the basket. Balance means body control. Players can be twisting in the air and still have control of their bodies.

One thing that has always been prevalent among good shooters is finger-tip control. The sense of touch between the epidermis around the digits and the animal epidermis converted into a basketball cover is the essence of control quality. If good shooters have to do hard work with their hands, they should be encouraged to wear gloves rather than get their finger tips calloused. Calloused hands will rob a player of this all important touch.

The last important point in the one-hand shot is that of the use of the arms and wrists. The flexibility of these parts of the body is the key to distance and accuracy. Due to different body builds and variation of strength, players should practice this shot from all distances to determine their best range.

TWO-HAND SHOOTING

The two-hand shot varies almost as much as the one-hand shot. There are actually two things that make the difference in the variety of the shot. One is the position of the feet. They can be held together or held apart. Either the left or right foot can be forward. In case of a two-hand scoop shot a player takes off either on his right or left foot.

Next we see four classifications of the two-hand shot: the overhead two-hander, the chest or shove shot, the scoop shot, and the underhand pitch or foul shot. The exaggeration of the wrists or arms will cause the shot to vary. Those whose technique resembles a pump shot will emphasize the arms while those who appear to flip the ball emphasize the wrists.

The mechanics of good two-hand shooters follow a basic pattern as in other parts of the game. In starting at the bottom and working up, the weight of the body should be equally distributed on both feet. The placing of the feet should be in the position that feels most natural—that may

mean close together or far apart or even one in front of the other. The shooter must be relaxed and comfortable before he can become a successful two-hand shooter. When the shot is taken the weight is usually shifted to the toes. Bending the knees will aid in getting proper body balance. If the knees are flexed properly it will assure the player of more agility in case he decides at the last minute not to shoot. The hips should be held steady and straight preventing any sway that might affect the accuracy of the attempt. The control of shoulder action will aid in giving the necessary distance to the shot. The player should be sure to keep loose in the shoulder muscles by deep breathing. He should not take his eyes from the rim and should make sure his head is firm. His elbows should be as close to his body as comfort will permit. This is a good method of checking arm position.

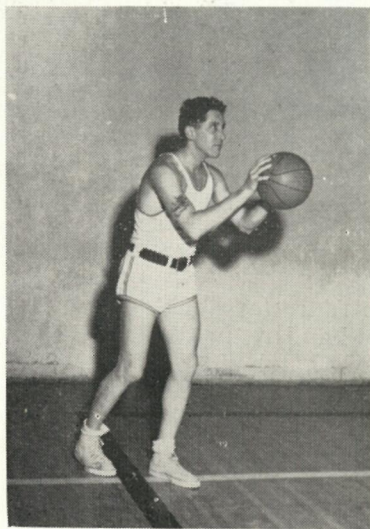


Illustration 9

One phase of the two-hand shot. Ball is held away from chest and will require more arm and wrist in shooting.

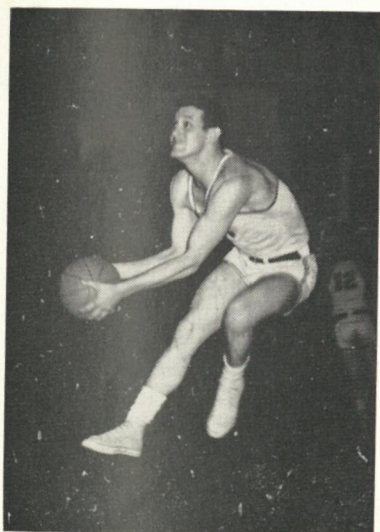


Illustration 10

These are specialty shots. No. 10 illustrates a player using a two-hand delayed drag shot. No. 11 demonstrates the hook shot, very popular among pivot men.

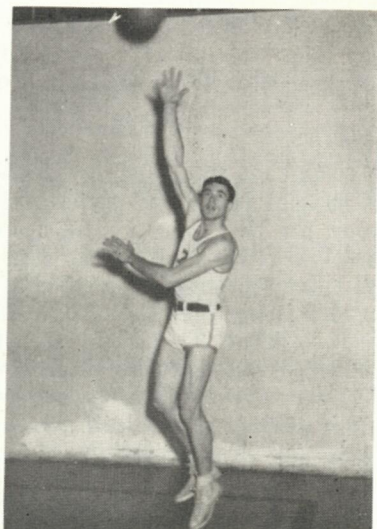


Illustration 11

Wrist action will help supply both the power and the accuracy. The wrists should resemble a spring that is just ready to release itself. The ball will leave the basketball shooter's finger tips about the time it reaches the point between the eyes and the target. Follow through gives both distance and direction. One preliminary step to the shot is to relax the ball in the finger tips. This pause will assure a firmness for control of the ball and will help develop consistency.

There are other factors that should be considered before attempting to shoot. If the player has a favorable answer to these questions, then the shot can be taken: (1) Where is the player's position on the floor relative to the goal? (2) Will the defense permit this shot? (3) What is the score of the game? (4) How much time remains in the game? (5) Is the player cool and confident? (6) Is

the player in a better position for a shot than a team mate?
(7) Has the player's shooting been consistent enough to merit a shot from this position?

JUMP BALL SITUATIONS

One of the most overlooked parts of the modern game is that of jump ball situations. There are probably two reasons for this. The younger coaches have never experienced or observed too much the importance of jump ball situations and the old timers are so disgusted with the removal of the center jump that they have disregarded the possibilities that are available. To look at the average game one would be surprised at the number of jump balls called in one encounter. Let us review when these situations arise. At the start of each quarter and a half a jump ball is called. If a team could score on these situations alone it would increase its winning

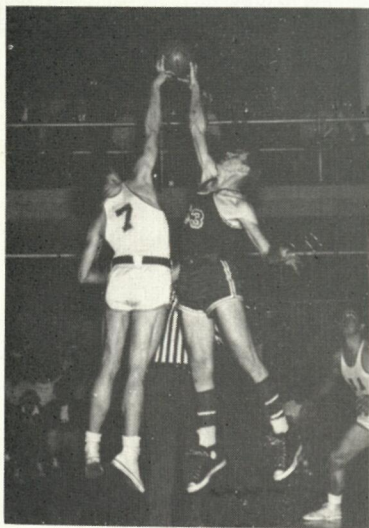


Illustration 12

Two players fighting for the center jump.

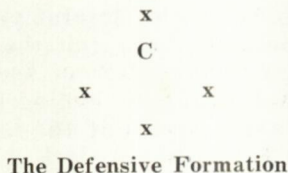
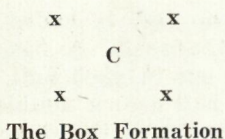
percentage by several points. A jump ball is called every time two men grab the ball simultaneously. A basketball team will average at least eight or ten in each ball game. Other situations calling for a jump ball are: a double foul, two men knocking the ball out of bounds at the same time, the ball being controlled by neither team at the end of the first and third quarter, the start of all overtime periods, and uncertainty about who knocked the ball out of bounds.

With all of these opportunities a coach knows that the ball is going to be thrown up in one of three certain spots, regardless of the condition of the jump ball. The ball will be thrown up either in the center of the floor or in offensive or defensive territory. With only these three positions on which to concentrate, the problem is easier to solve than in previous years.

One prerequisite of a jump ball situation is knowing how to jump. There are several techniques that can be used in teaching this fundamental. A few simple rules to follow will help. A player should learn to tap the ball at the maximum point of his jump. This takes timing and practice. In some cases where officials throw the ball in the air differently it takes concentration and observation to gather his method of throwing the ball into the air. Then, of course, he must know how to jump as well as when to jump.

One good drill is to have the boys run around the gym attempting to touch the rims of all the baskets. Make all of the players see how close they can come to the rim. Build a jump-tester to measure their improvement. Divide them in groups of three and let one boy throw the ball up center while the other two jump. Pair your boys off as to size and then have them keep switching so that all may get an opportunity for practice. To teach better timing, stand underneath the goal and throw the ball about a foot above the rim and let the players attempt to tip it into the basket.

We usually will line up in four different formations during a game. Each man has the possibility of receiving the ball. Sometimes the ball is batted immediately back to the jumper for certain set-ups. These four methods are generally

**The Fast Break Formation****The Diamond Formation**

observed: The box formation, the diamond formation, the defensive formation, and the fast break formation.

The box formation is probably the one most used in basketball. Players will line up according to regular positions either in front or back of center. (See diagram.) If one of the forwards or guards has a jump ball the center always takes his place in forming the box.

The diamond formation calls for one man in front of the center jumper, one man behind, and two on the sides. (See diagram.) In this formation the center will always go to the front position on offense and to the rear position on defense. The reason for this is that the big man should be under the bucket as much as possible for either defense or rebounds.

Three men are back on the defensive jump ball situation. This is sometimes used when the opponent is expected to bat the ball down the floor for a fast break. Another situation is putting three men back in the offensive area. (See diagram.)

In using the offensive jump, note that it is almost the exact opposite of the defensive jump. (See diagram.) With only one man back for safety, three men are in front of the jumping and try for some method of score. A popular play from this formation puts one man directly in front of the center, and a double tip is used in getting the ball in front of two fast-breaking forwards.

The opinion of some authors is that coaches should surround every jump ball situation in exactly the same way, then maneuver in or out as the play may demand. This system is more deceptive but it takes a well-trained team to execute it properly. Expectant ball retrievers should be thoroughly trained in faking their defense out of position just as the ball is tapped. Sometimes it is possible to set up screens for the retrievers. This can be accomplished by criss-crossing and reverses. Quick pivots away from the point of the jump will often catch the defense off guard and out of position.

It is advisable to have tip-off signals. They are normally given with either the hands or the feet. Sometimes they are relayed by a quick finger signal. An example of this finger system would be as follows: The fist doubled on the left hand means the ball goes back to the guard. Fingers extended on the left hand means the ball goes to the left forward. The reverse is used if the ball is tipped to the opposite side. Some coaches will advise that signals be in reverse during the second half. If they are stolen, this is a good method of crossing up the opponents.

MODERN OFFENSIVE

Modern offense does not seem to consist of set plays but rather of set formations. That does not mean that a team will not work plays in modern basketball. Modern attacks consist of properly locating each player on the floor and then maneuvering the ball until a defensive error is committed. This type of play is more free-lance than yesterday's court coaches' pet plays, and it also has more continuity. Examples of this type of play are witnessed in the figure eight, weaves, or merry-go-rounds.

Pivot and posts are not a new style of attack but occupy a large portion of the atomic age offense. This is especially true in regions where coaches are fortunate enough to have players whose height measured near the 7 foot mark.

Quick breaks around the outside by speedy guards and

deceptive screens by the forwards also occupy a part of the modern game. The hard driving floor-guard has lost his original terminology but not his finesse. The modern guard-around plays involve moving screens, quick breaks, and deceptive passes. It has been streamlined to the extent that two or three players will occupy this slot in place of the single old time favorite floorguard.

Of course the leading lady of our mid-century offense is the fastbreak. The idea of being there "furthest with the mostest" is the prodigy of several circumstances. The idea of the quick break is as old as the game itself but to continually pursue the attempt is strictly post-graduate to the 1936 class. The elimination of the center jump and the ten second rule paved the way for our fire-horse style of offensive play. Several types of fast break are used. Examples of the variations are evident in the sleeper play, one-go-all-go, two or three speedsters who criss-cross down the floor, a fast passing attack with trailers, etc.

OFFENSE AGAINST MAN-TO-MAN DEFENSE

The principle behind most offensive formations lies in causing the defense to err and then capitalizing on that mistake. By such tactics as screens, deception, speed, good ball handling, etc., most offensives are planned to get into such close range that a player's chance for scoring becomes less difficult. Normally a team will have several methods of attack.

The fundamental theory behind the attack is to keep the defensive players away from the basket by keeping the offense as balanced as possible. As soon as the defense is spread the offense can operate with more effectiveness. Several times during a scrimmage session the coach should emphasize the idea of keeping the floor balanced.

To begin with, the fast break is always your best weapon if the situation is available. Any team would be foolish not to take an advantage if it were possible to get the ball ahead of the defense.

If the quick break is not used there should always be a method of bringing the ball down the floor. Each player

OFFENSIVE BASKETBALL CONTINUITY OFFENSE

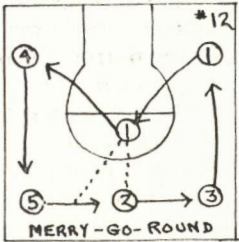
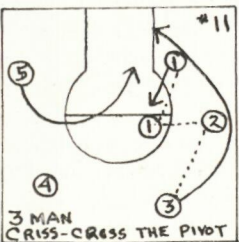
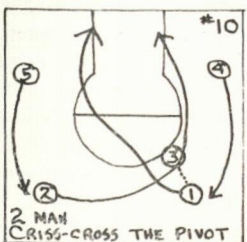
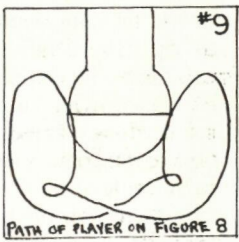
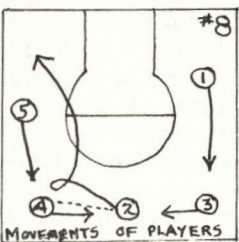
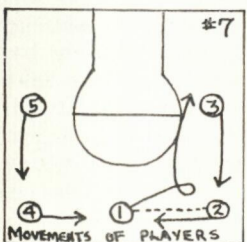
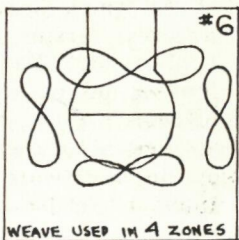
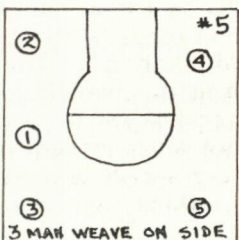
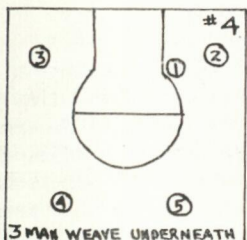
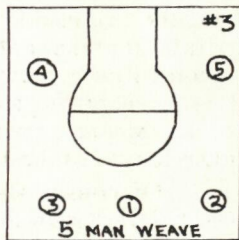
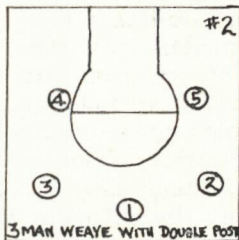
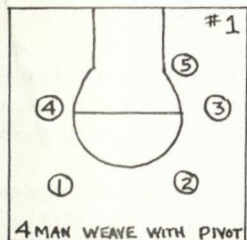


Illustration 13

advancing the ball should know every move of all the other players. A fumble or a mistake here is almost a sure two points for the opponents. Once the ball is across the ten second line a series of organized methods of attack should begin. Regardless of the sequence of plays or formations to be used every player must assume the responsibility of exercising his best possible initiative and judgment.

One of the most popular of the half floor offenses is the figure eight or the three, four, and five man weaves of basketball players. These are used in some of the following procedures.

MODERN OFFENSIVE DIAGRAMS

Four man weave with pivot...Number one, two, three and four men weave in front of number five and try to use him both as a post and pivot. This is a very popular offense especially among the professional group. The nationally known Globe-trotters employ this type of offense for their antics.

Three man weave with double post...This offense was one of the most popular among some of the Indiana colleges during the 1948-49 season. Their variations included two quick breaks around the same post by the number five man.

Figure Eight...The five man weave of the figure eight has been a standby for years among both high school and college coaches. Diagrams three, seven, eight and nine explain in detail the movement of the players. Number one man passes to the two man and uses a roll block off his defense and quickly breaks for the basket. He is either ready for a return pass or he can fall immediately back into the pattern by taking the number three man's position. If number two man does not pass back to one, he passes to four and uses his roll block for the basket. The players continue in a figure eight weave until the defense errs.

Three man weave underneath...Number four and five men are passing the ball back and forth waiting for an opportunity to pass to one of the three men underneath. One screens for two and two screens for three and three comes back and screens for one. While these men are trying to

shake the defense loose underneath, number four and five are maneuvering from one side to the other in hopes of spotting the open man. A quick pass around the outside will often catch the defense off balance.

Three man weave all over the floor... This starts with one passing to two and screening his man. Two passes to three and the three man weave is started. Number three can pass over to five and five to four and the weave is started again. Diagram number six illustrates the zones where the weave is sometimes used with effectiveness.

Criss-Cross the Pivot... One of our recent state championship teams employed this style of offense to baffle opponents. Number one and two men work the ball back and forth and then quickly whip the ball into the pivot. They break immediately and cut close to the pivot to screen off their defense. Number four and five men break out of the corners into the positions formerly held by the one and two men. Four and five pass in and criss-cross the pivot, and one and two men come back out of their old positions. This can continue until the open man is found.

Triple Criss-Cross the Pivot... In diagram number 11 we see number three feeding number two deep on the side. The ball is passed into the pivot man and three, two, and five all break for the bucket. The pivot can either pass off or shoot. A good pivot man can make this system very difficult to compete against and can usually do a lot of scoring himself.

Merry-Go-Round... This is both a drill and a formation. A coach can check balance, footwork, passing, deception, and speed with this one set up. It is excellent to use in the beginning of the year to teach offensive coordination. Timing needs to be perfect and it can be perfected with this set up. Everyone uses the pivot and everyone is a feeder. Number one man breaks from the corner and is fed by number two. Two moves over to a guard position and one breaks down to the corner after passing to five. Three is then down in the pivot and four has moved up to replace five as the next feeder. The variations that are possible to employ are feeding the left forward and the right guard (three and four men)

as they break for the bucket. Any time you have three men out and two underneath you can resort to this formation with ease.

Explanation of Fast-break Diagrams

Dribble-Pass...The ball is passed out from the defensive bankboards to the forwards. If the number two man gets the ball as shown in diagram number one, he dribbles immediately to the middle and the number three man takes his position in their break down the floor. The theory behind this style of break indicates the following advantages. The pass from the bankboards has less chance to be intercepted if it is passed to the side of the floor rather than the middle. By going to the middle, the dribbler can do one of three things. He can pass to either side or shoot the ball himself. A pass and screen are available if he cannot outrun the defense. With this type of break the two bankboard men have an opportunity to get down and into play. The whole group can move as a unit and make a five man break in place of a two or three man break. The coach should stress the fact that if the front men are covered they can always pass back to the guards who should be trailing.

Criss-Cross...The criss-cross break is used to confuse the defense and it offers just a little better opportunity for more passing than the dribble method. This has been used with success in the Big Ten Schools.

The Long Pass...The left forward rushes the ball in his area but never gets beyond the defensive foul circle. On any interceptions he is ready to beat the defense down the floor and is always down for the long pass in the left hand corner. In diagram number six he is used as a pivot man who comes back out after the fast break so that the other men might feed and screen off.

FAST BREAK

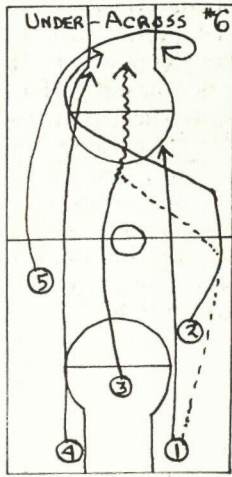
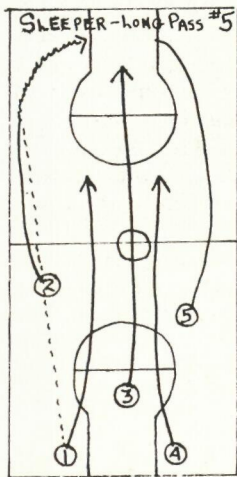
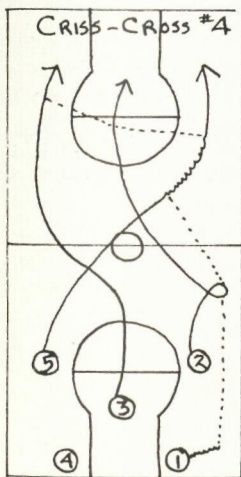
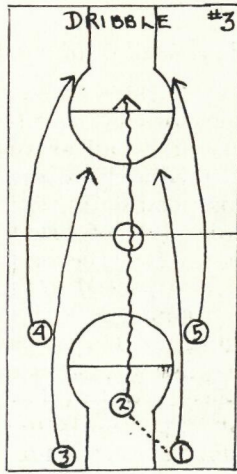
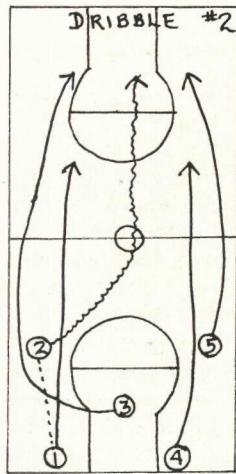
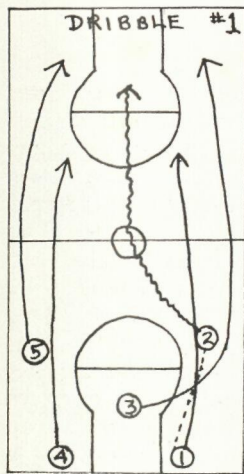
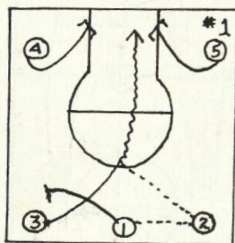
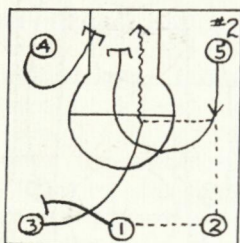


Illustration 14

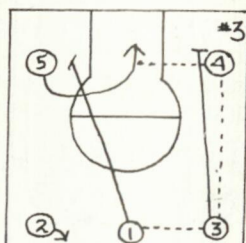
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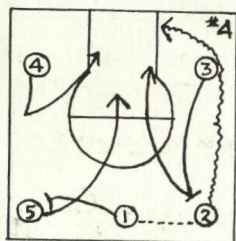
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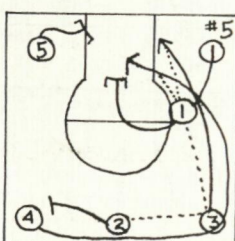
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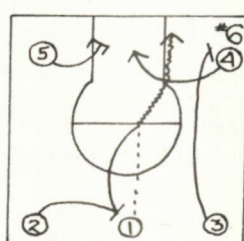
FORWARD to FORWARD



ROLL BLOCK



Two GUARDS AROUND



BLOCK from MIDDLE

Illustration 15

OUT-OF-BOUNDS PLAYS

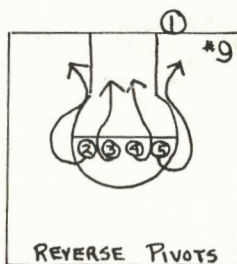
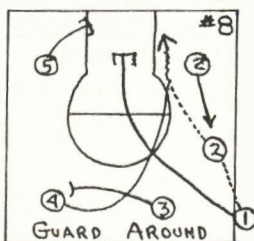
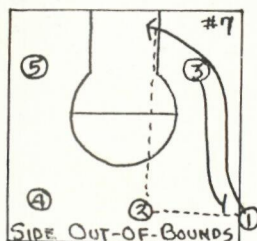
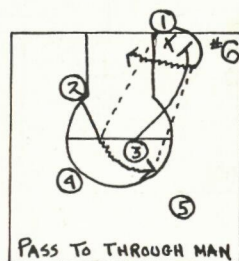
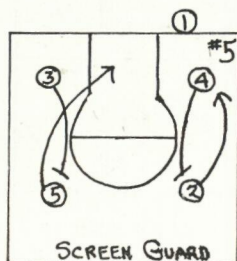
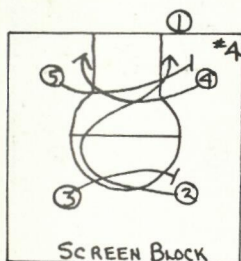
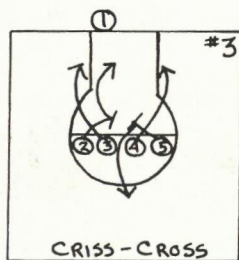
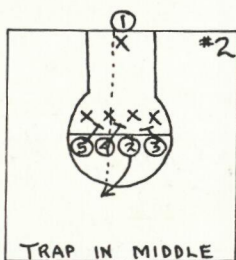
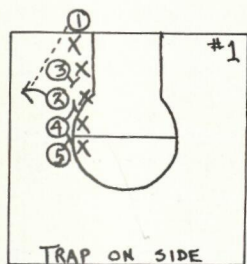


Illustration 16

OFFENSE AGAINST A ZONE DEFENSE

There are several styles of play that have proven their effectiveness against a zone defense. One is a pressing defense all over the floor. This method keeps the game wide open and never lets the defense or the offense get set. To dog players all over the floor takes a tremendous amount of endurance and creates a fast and furious game.

The second method is overloading zones to create a three-on-two or a two-on-one situation. This is explained in the following diagram.

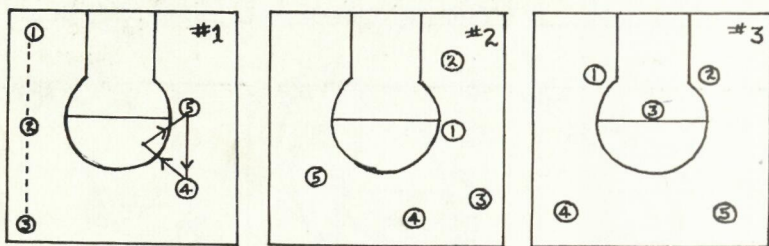


Illustration 13

In diagram number one we see three men on one side of the floor (1, 2, and 3) passing the ball back and forth until they can do one of three things. They can pass to either four or five who cut through the pivot by following a triangle. Another alternative is to move the ball until they have an opportunity for a long shot or can dribble through the keyhole for a one-hand shot.

A widely known method is the use of a pivot man with a floater underneath who can keep the zone uncertain. This set up is shown in diagram number two. The most difficult thing for a zone is to keep both the pivot and the floater covered. An offensive player floating directly beneath the basket can be a key man and will unlatch a barrel of successful plays. The floater should be very deceptive and a good under basket shot.

A few years ago we witnessed a very simple but effective weapon on a small narrow court. The secret was three tall men who could control the tippings underneath the bucket. The coach sent in two clever guards and his three best under basket men. They set up the pattern as shown in diagram number three.

The two guards, four and five, with timely help by the number three man slowly brought the ball down the floor and fired long shots. They never shot until the three under basket men were in good position to tip in the ball. They had superior height and elected to take advantage over a very clever group of smaller boys. Several shots by the guards were merely passes to set up a tip-in for the big boys. It would have been impossible to work the ball for better shots. However, it was possible to shoot over the defense. The personnel of the squad will often determine your method of attack.

CHAPTER IV

DEFENSIVE BASKETBALL

INTERPRETING DEFENSE

DEFENSE in basketball, in some of our modern coaches' terminology, is merely a philosophical term. In other words it is something that does not exist in modern basketball. To prove this, one of our successful coaches has said that the best defense is a good offense—that while you have the ball the other team cannot score. With the scores of our games now running almost two points a minute for each team can you say that every time a score is made the defense has erred? Technically speaking, yes! When a boy receives a rebound, bats it out to a team mate, team mate takes one dribble to the center of the floor, jumps in the air, throws the ball with one hand and the bottom of the net rips—can a coach take a player out of the game and say, "Your man scored; you made a mistake"? Let's get to the bottom of this situation.

Modern basketball has gone through three stages of play as this writer sees it. One, the old backguard stage; two, the fast break; three, the racehorse stage. Most of you can recall when the coach had one big backguard who possibly took two shots all year—when they had a big lead, or the opponent was hopelessly defeated. In this stage of the game the coach gave his signals from the bench on every play and was the quarterback of the team. He sat on the bench with his legs crossed and as soon as the backguard passed the center circle play No. XY was relayed to the team members.

Defense was the essential of this stage and every player knew his first and great commandment, "Thou shalt not score." Such scores as 9-7, 11-12, were the common thing.

In the second stage we saw a plea for unity and cooperation. Maybe it was inspired by our great humanitarian Franklin D. who wanted everyone to work together for the common cause. The boys were told that 5×1 equals 5, but 5×5 equals 25, and that only the possibility of five men breaking at the right time or slowing down at the right time, could be consistent winners. But we saw the elimination of the backguard and the increase in the speed of the game. By 1944, the game had really caught on. And so, the publicity men kept all kinds of scoring records, and the boy that could score and average 20 points a game was the boy to watch.

Now we have the third stage that sometimes is called the firewagon, racehorse, basket marathon, tit-for-tat, etc. It was not uncommon to pick up the paper in 1949 and read of scores jumping over the century mark. Where this game will stop no one knows. But we do know that it has practically eliminated the term defense, as we used to speak of it. However, with all modern equipment in basketball, and all of our hot shooters, our famous ball-handlers, we still need defense. It is still an important part of the game.

Let us look at some of the features that are outstanding in teaching defense. We have yet to see the good defensive man who could not stay between his man and the basket. That is the essence of all good defensive play. Almost as important is the mental attitude — the kind that says, "Regardless of anything else in the game, whether I score or not, you're not going to score." Defense requires a bulldog attitude. Just as a leech sticks so close to the body of a person that it draws blood, so must the sticky individual cling to his opponent. It has been said that defense is 90% determination.

The ability of a defensive man will depend on several things:

1. Quick reaction — he must move quickly when he senses a situation.
2. He must have a good pair of legs that can move quickly in any direction.

3. One of the best defensive men seen was one who resembled an eggbeater when going after an opponent who had started to fake him out of position. These physical qualifications are important.

There are several rules that may be followed. Listed below are suggestions for playing good defensive ball.

1. When possible, box out a man so that he can go only one way.
2. When you have lost the ball, hustle as fast on defense as you do on offense.
3. Pick up your man by pointing to him. Shout if necessary.
4. Try to develop peripheral vision. Learn to see what is going on at your sides without taking your eyes from your opponent.
5. Be ready to anticipate screens, or necessary switches.
6. Size up the individual early in the game and then take advantage of his errors.
7. Never lose your man on defense.
8. Only leave your feet when necessary.
9. Keep from crossing your feet or losing your balance.
10. Never let an opponent get a step ahead of you in breaking for the basket.
11. Watch your team mate. Don't block him out.
12. Switch only when necessary.
13. Lagging in the first quarter on defense has cost many a ball game. Don't do it!
14. Never give a man more than one way to cut for a pass.
15. Important: Never try to stop a dribbler by standing still and taking a swipe at the ball.
16. Watch for double blocks or screens.
17. Avoid traps.
18. Don't shift the responsibility of guarding your man on a team mate.
19. Hands and arms will give you a decided advantage on defense.
20. Working hard on defense shows a sincere attitude of trying to improve.

21. Be careful that you are never caught flatfooted.

If you are not scoring then make sure your opponent does not! Apply "Thou shall not score." BE LEECHY!

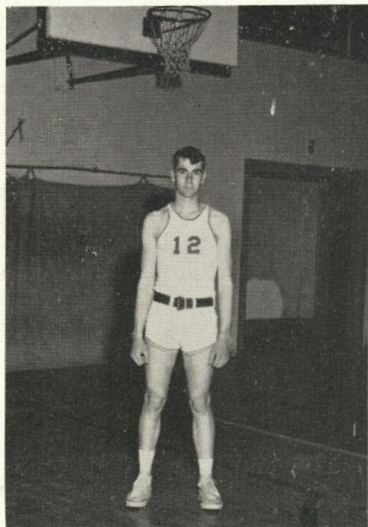


Illustration 17

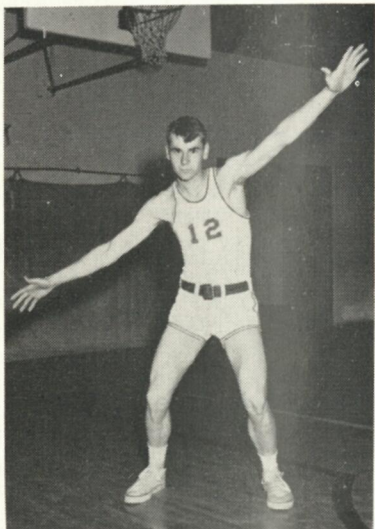


Illustration 18

The photos above show the value of hands in defensive basketball. No. 17 shows how the player looks without hands out on defense. No. 18 shows not only the physical appearance but the psychological value as well.

MAN-TO-MAN DEFENSE

Without question this is the basic defense for most basketball teams. It is the oldest, but with the modern variations it is just as applicable as in the peach basket era. In describing this particular defense each player picks out, or is assigned, the player he is to guard. Modern man-to-man involves a multitude of switching which some coaches feel is nothing more than a zone defense. However, in the tight man-to-man defense, switching of men comes only as

the last defensive measure. A man is assigned an opponent and keeps his eye on him but is prepared to snatch a loose fumble at the slightest opportunity.

In the man-to-man a player must keep between his man and the basket and be ready to double up to help a team mate at the least possible opportunity. His position on the floor in relationship to the basket always depends on where the ball is. It is the angle that the defensive man keeps himself in playing his man that counts so much. For example, if the opponent is directly underneath he would play in front of the offense. On the side he would be at more of an angle. Knowing the strategic positions for guarding is an important fundamental of the game. It is just as important that the coach get the boys properly assigned. Matching the players indicates one of the advantages of this type of defense.

PRESSING DEFENSE

This type of defense is used anywhere on the floor. It is applied in several ways. A rushing man-to-man, a transitional zone, and an all-court zone. The latter has been used with success in Kansas and surrounding states. The principle behind this is to zone the ball with a two-two-one formation of players.

The transitional zone is played with a big, rugged back-guard who very seldom gets in the offensive fracas — save for a rare longshot. The other four rush the area in which the ball is being played and try to capitalize on bad passes and erratic shooting. Large scores by both teams normally accompany this type of game. A player picks the man nearest his position and stays with him until they meet a screen. A switch is made every time two offensive men cross. This defense calls for stellar defensive play and excellent rebounding by the safety man.

When a man-to-man pressing defense is used all over the court the spectators can be assured of a lot of action. It takes a tremendous amount of endurance to play this type of defense. The only switching that is done usually

comes underneath the goal. Each participant is assigned a man to guard and attempts to dog him at both ends of the court. When a team is behind in the closing minutes of play this type of defense is the advisable one to employ. A pressing defense of this type is very effective against a team that resorts to a very slow and deliberate offense. The psychology behind this is never to let the offense use their methodic and precision blocking.

The pressing defense has many variations. It takes fast players, who are blessed with a terrific amount of speed and excellent condition, to release it effectively. Coaches must be aware of its power and usefulness. They should know how to play against it and they must know how to apply it when necessary.

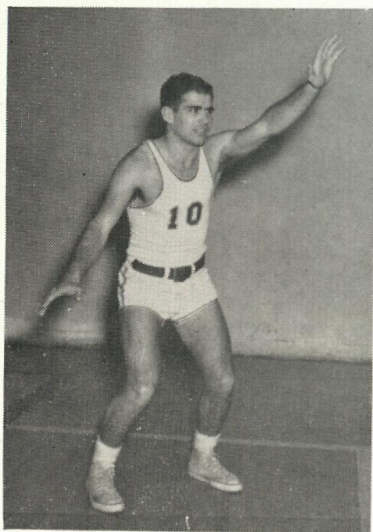


Illustration 19

Notice the relaxed position. Slight bend at knees. Arms up. The feet are ready to move in any direction.

Its weakness lies in the fact that it causes boys to foul excessively. It cannot be worked unless every team member cooperates. One clever dribbler can penetrate it almost singlehandedly. Before it can be employed as a basic defense a coach should make sure that he has ample substitutions. It is one defense that requires more substitutes.

**SUGGESTED LINE-UPS AND BREAKS AGAINST
PRESSING DEFENSE.... AFTER BASKET OR OUT-OF-BOUNDS**

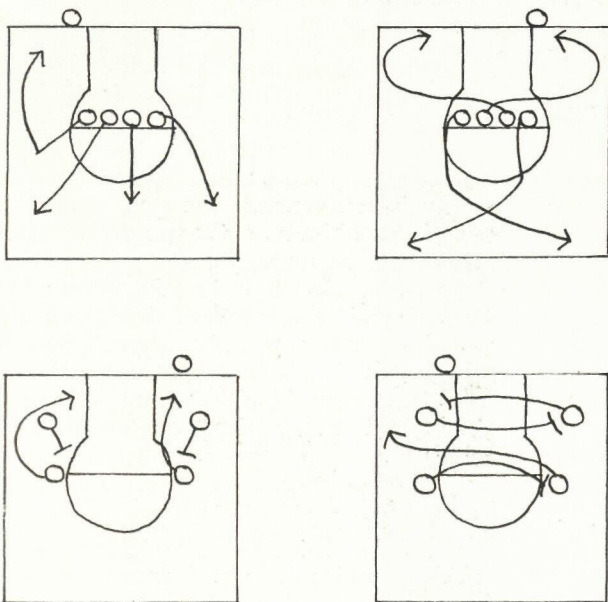


Illustration 20

ZONE DEFENSE

The zone defense is one of the most controversial subjects in basketball. The origin of the zone appears to have cropped up during the First World War. Whether the idea was borrowed from military strategy or not is uncertain.

But we do know that in the last three decades it has caused an outburst of verbal warfare equal to that occasioned by the Taft-Hartley Law. Some coaches will argue that the rules intend for a courtster to play the ball, not the man, and that is exactly the principle of the zone. Others rise to protest by saying that this unorthodox defense robs the game of its glamour and if it is not thwarted it will choke the very life out of our most popular game. Despite the pros and cons of the zone defense it is a part of the game that no coach can afford to overlook.

The effectiveness of the zone lies in the fact that the whole team shifts into whatever area the ball is passed. It has two distinct advantages. First, it is death on spot shooters and second, it is designed to prevent underbucket shooting. Some coaches have pointed out that it is a man-to-man defense with a constant switch. Every team has to "zone" when the play is underneath the goal regardless of their basic defense. The object of the modern fast-break type of offense is to create as many two-on-one or three-on-two situations as possible. With only two defensive men back and three hard-charging opponents driving down the floor toward them, the defense's only logical method of stopping this quick-break is to zone underneath. With basketball's give-and-go, super blocking, and weaves, it is necessary to zone almost every time an offensive team breaks under the basket.

There are many combinations to the zone. They are commonly referred to as the 2-1-2, 2-3, 3-2, 2-2-1, 1-2-2, 1-3-1, 1-1-3, and other variations which include triangle and box zones, transitional zones, and a four man zone with a chaser on the ball. Zones are usually planned to stop the offense's main attack. Throughout the past several years zones have been used more effectively on small floors, or in narrow gymnasiums.

The opinion held by some coaches is that players can break faster on offense from the zone than from the man-to-man defense. It enables them always to have their tall men under the basket and their fast men on the front line. More

LINE-UP FOR ZONE DEFENSE

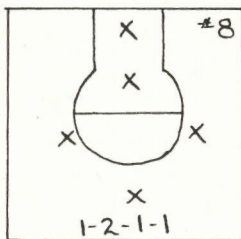
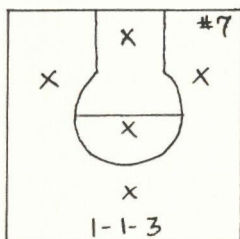
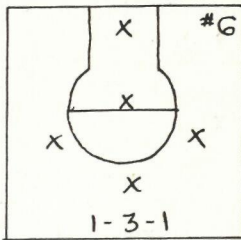
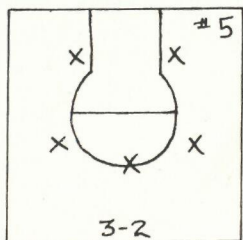
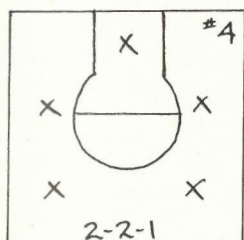
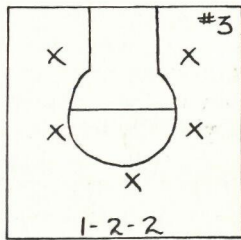
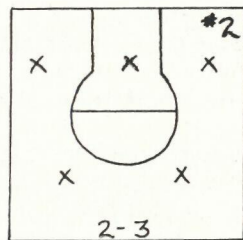
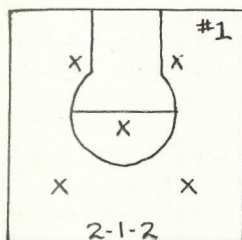


Illustration 21

interceptions are possible thus providing easier scoring opportunities.

It has been argued that the zone defense is easier on the players thus allowing them to conserve energy that can be used when offensive play is resumed. A zone does not require the maneuverability that the man-to-man defense does, but it does inspire better team play. Man-to-man is more individualistic.

Major weaknesses of the zone begin with the fact that it is powerless against accurate long shooting. It has a tendency to slow down the action of the game, and it is very weak against a possessive type offense. In the last few minutes it is almost impossible to break up a stall with a zone defense. As this would necessitate a change of defensive tactics some coaches would question the advisability of changing defenses in the last few minutes of a game.

CHAPTER V.

PRACTICE SESSIONS

PLANNING OUR PRACTICES

TIME and length: Two problems that often face a coach are those of the time of day that practice should be held, and how long the practice period should be. As to the time of day, it is usually a choice between afternoon and night. If practice periods are held at night, they more closely approximate game conditions, since that is the usual time of day for games. Also the boys have opportunity to go home and eat the regular family meal, whereas afternoon practice very often does not afford this opportunity. After a day in school boys are usually a little tired. They lack the enthusiasm that is available in evening practice. Then again, some boys are required to work to help defray expenses. It is much easier to work after school than at night. There are some communities which feel that night practices will provide activity and entertainment for the boys and keep them from getting into some unwholesome activity. In small communities where Halloween pranks are the rule, and a nuisance, it seems advisable to practice boys at night during this period to burn up excess energies and keep them out of mischief.

The afternoon practice has advantages both for the boys and the coach. The boys have an opportunity to be with the family more and study more. They also have an opportunity to relax before bedtime. In general, by practicing in the afternoon the boys lead a more normal life. The coaches also would be free from evening duties which would give them more time for scouting.

The length of practice sessions cannot be strictly defined. You cannot say, "Monday we will practice for two hours, and Wednesday we will practice for four

hours." Practice length should be determined by the need and spirit of the boys. If you are having a top-notch practice session and are getting things accomplished that you have been on weeks or months, it appears inadvisable to say in the midst of your season highlight, "We practice by the clock, and the clock says it is time to go home. . . let's shower." That has never made sense. By the same token you may notice that your boys are tired, listless, and the longer you practice the worse they look. Why make them stay just because you have scheduled an hour and a half practice? To be bound by such a system is not democratic in spirit, and certainly not conducive to more initiative and better play.

There are, however, a few guiding principles that we should observe in setting up our practice program. If the squad is young and inexperienced do not expect them to work as long or as hard as more mature players. Such drudgery will cause mid-season staleness. Demand that players be dressed and on hand at the appointed time. Attendance and tardiness should be checked as closely as in the classroom. Although some of our modern philosophies might lead us to believe that a student does not miss too much by not attending certain instructional periods, we are old fashioned enough to believe that when an instructor meets his students under normal conditions, something must take place that will be beneficial. If a player misses a session or is tardy we like to think that our practice sessions are worth while enough that he misses something.

The coach should be as prompt and as enthusiastic as his boys. Never make them wait. He should have something planned that will be a contribution to that week's cause.

High school or college athletics have been made a part of the educational program. Therefore, they should be operated on that same level. Practices should not interfere with the academic school work, but rather should endeavor to be an aid. Boys should not be driven so hard and so frequently that they are tired and exhausted and made susceptible to colds and other diseases. In the majority of cases when a boy folds up under the practice sessions, a lack of proper food, rest, and other malpractices will be found. Athletes

who are in good physical condition rarely get too much training. Boys who are just a little lazy, or do not have the metabolism rate that is necessary to recover quickly after practice, will be found. However, a close check on these boys and a little special consideration (interpret that as you like) will adjust these cases. If a boy goes through a season missing a meal, or spending sleepless nights, we feel he has missed something in rigid training.

A boy should have a minimum of ten practice sessions before participating in a game. From the standpoint of health, check-ups should be given to the boys *before* the first practice session. Periodical check-ups are necessary.

PRESENTING FUNDAMENTALS

Working fundamentals can be just as dull as scrubbing floors with a toothbrush, or shoveling a train load of dirt with a teaspoon. Fundamentals should be given in such a way that there will be a maximum amount of enthusiasm with each performance. The following are suggestions that can be used in eliminating the so-called drudgery from this necessary part of practicing.

First of all, we should have a purpose for each fundamental, and let the boys know why! Fundamentals should be associated with some performance that is necessary in competition. This motivation should be first. For example, in playing a team in which good possessive type of ball is to your advantage, fundamentals of ball handling should be stressed in practice previous to the game. If you are playing a team where a good defense would be your best weapon, you should work fundamentals pertaining to defensive play. In other words, your fundamentals should be planned in such a way as to fit in with the week's game. Fundamentals for the sake of fundamentals is not inspiring, and lacks the necessary motivation for proper execution.

Secondly, in working fundamentals, make the exercise as competitive as possible. Fundamentals should resemble game conditions whenever or wherever like situations present themselves. It is also an incentive to the boy. We should

remember that we are not working with numbers or machinery, but boys, and they are bound to be individualistic.

Thirdly, give them as much variety as possible. A coach should have a broad selection of these drills. It is of vital importance in holding their interest in practice sessions.

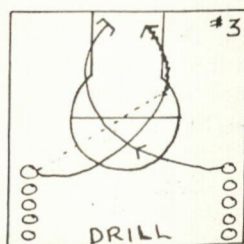
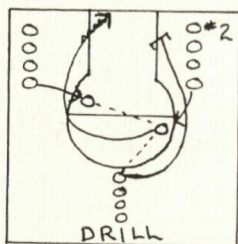
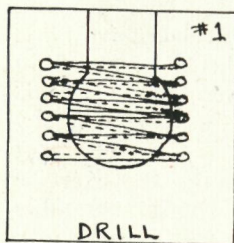
The next important point is that the coach should have a broad knowledge of the fundamentals he intends to use. He must explain these to his squad so that they thoroughly understand what they are expected to do. It is possible to waste valuable time in explaining some fundamental, when actually the explanation takes more time than the execution.

There is another point that seems to fall in line where you have variation in the ability of the squad members. Group your better players with better players, and poorer players with your poor players. You will find that some boys excel much easier if working with a group of their own calibre.

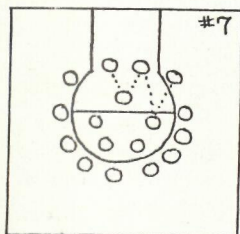
The last point to be mentioned is enthusiasm. A drill is worthless if it is run through in a half-hearted manner.

KEY TO DIAGRAMS

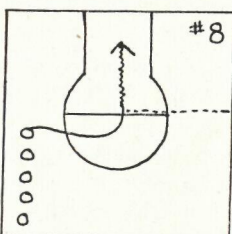
| | |
|------------------------|--------------------|
| ○.... OFFENSIVE PLAYER | ~~~~~ DRIBBLE |
| X.... DEFENSIVE PLAYER | ----- PASS |
| ●.... SHOOTER | ⊥ BLOCK |
| ~.... MAN RUNNING | ↵ REBOUNDER |



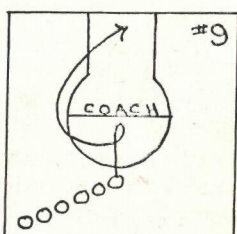
FUNDAMENTAL DRILLS



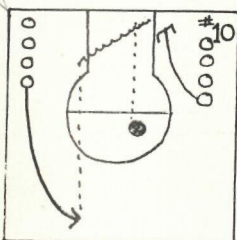
#7
DOUBLE CLOCKWISE CIRCLE PASS



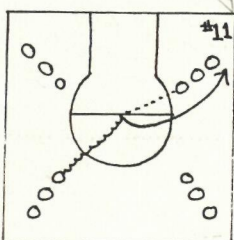
#8
PICK UP AND DRIBBLE



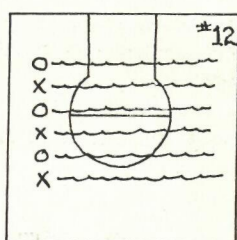
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DRIVE IN PIVOT OUT



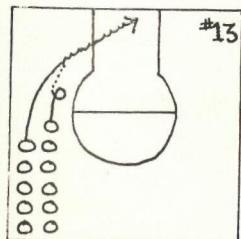
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REBOUND-DRIBBLE-PASS



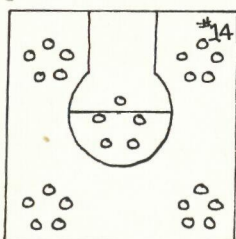
#11
PASS DRILL



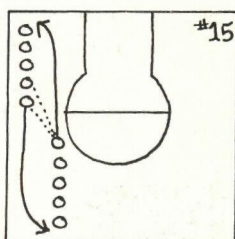
#12
SHUFFLE DEFENSE



#13
TRAILER DRILL



#14
COMPETITIVE PASS DRILL



#15
BALL HANDLING DRILL

To merely grab the spherical form of leather and tenderly push it toward the maple foundation with the five digits does not necessarily describe a dribble. There must be an inspiration to make that performance alive. A player must be inspired in practice to give his best. "As you practice so you play" is the old motto. The coach can make a tremendous difference in the way a group of boys practice. The kind of coach that can inspire hard work in his boys is the kind of coach that will be successful.

If you aspire to win basketball games there is no better recommendation than to conduct good fundamental practices. Four guides that might be suggested for you to drill by are motivation, variation, perspiration and inspiration.

CHAPTER VI

THE DAY OF THE GAME

LAST week you scouted the opponent and all week you have been drilling to stop their offense and to make your system work. The appointed day is at hand and the way the squad members spend that day is just as important as the week's work. Many coaches have seen a week's work wasted because they gave the boys an afternoon off and they decided to go rabbit hunting in the snow. The results during the big test were early fatigue and sore muscles.

The way they spend the day will sometimes determine the way they play that night. There is one good rule to follow on the day of the game. Make sure the team does nothing different from the daily routine. It is inadvisable to let boys off from school so they may go home and sleep all afternoon. It is wrong to cram their digestive tract with unfamiliar foods even if the coach does feel that the foods are wholesome. Psychologically the player must be ready. If he is to be at his best it is mandatory that he do the right things 24 hours before game time.

A high school coach recently asked a question concerning the endurance of a certain player. This hoop artist always had an abundance of endurance, but in the last few ball games had lost the drive that apparently was present all during the week. He was the most conscientious trainer on the team and on the day of the game he followed a very strict routine—except one thing. After weeks of analyzing the case, they found this information. In place of taking physical education on Friday he took a shower. This normally consisted of forty minutes in hot water. Here was the answer. On the following Fridays he helped clean shoes in the coach's office rather than spend the time under a shower.

A player should account for almost every minute of his time on the day of the game. Some coaches feel that he should not be in the gymnasium and should, of course, refrain from touching a ball until that night. Other coaches seem to have success with a little foul pitching either during noon hour or after school.

In planning the diet for basketball players, one must consider that they are as different in their eating habits as they are in basketball skills. One should not expect each member of the squad to drink a little tea and munch a wafer three hours before game time. On the other hand any extravagance, such as eating huge steaks immediately before a game, is strictly taboo. An athlete should follow a near-average diet and then stick to the most wholesome foods on the day of the game. Cultivate the habit of eating the type of foods that will produce energy and satisfy hunger.

If game time is eight o'clock a good pattern to follow would be this. Meet at four to receive a few instructions and get an outline of the important things to be stressed. Announcements for the following week may be in order. At four-thirty take a brief walk and return for meal at five o'clock. A sample menu would be a slice of roast beef, baked potato, toast, peas or green beans and sliced peaches. It is best to stay away from liquids with the exception of water. Some boys cannot drink milk while others have a dislike for coffee and tea. One glass of water should suffice before game time.

Try to make the meal as pleasant as possible and encourage the players to chew their foods well to aid in digestion. Following the meal, encourage a quiet period with reading, rest, or sleep and then insist on the players being in the gymnasium at least one hour before game time.

CONDUCT OF PLAYERS ON "G" DAY

There are some good reasons why basketball players should be in the gymnasium at least an hour before game time. First of all, this always allows the team some extra time in case of emergency while traveling either to the home

court or on the road. The players will have an opportunity to adjust their eyes to the lighting in the gym and to the type of atmosphere. In a strange gymnasium they can observe any peculiarities or any features that will help them establish themselves in this new environment. By rushing into a strange building just in time to dress and meet the opening whistle, a player will be starting at a great disadvantage. One sees many strange things happen in the first few minutes of the ball game because the players are not yet adjusted to the occasion. This abnormal action varies from excessive fouling to shooting at the wrong basket. Many games have been lost in the first minute of play.

During mid-winter or cold seasons the participant should be in the gymnasium ahead of schedule for another reason. If a player comes out of cold weather into a gymnasium and attempts to play before he warms up — woe is he. First of all his circulation has slowed down because of colder climatic conditions. He is very susceptible to immediate injuries, especially sprained ankles or pulled muscles sometimes referred to as charley-horses.

Before taking the floor there should be some type of organization to your warm-up drills and entrance on the floor. The entrance on the playing area should be of such nature as to meet the fans' approval. All the players should make their entrance as a unit. Having the team dressed alike and as neat as possible will add to the fans' approval.

It does not make a lot of difference whether the team drives underneath for short shots or starts by passing drills, but the organization of the drill is important. In your shooting drills it is best to assign boys to the ball that they should shoot with. Never allow more than three boys on a ball. If there are more boys than that shooting on one ball, there isn't enough opportunity to get the necessary amount of pre-game shooting practice.

Here is a suggested routine for your warm-ups. Have the players enter the floor in a double line. The captain and co-captain or another team member toss the ball back and forth as they trot onto the court. One group will line up on the left side of the floor and the other players on the right

side. One side shoots and the other side rebounds. An alternate to that method is to form one big circle and have one man shoot and his trailer rebound and toss the ball back to shooter and trailer. This will enable your team to form one big circle on the floor and it sometimes looks a little more spectacular.

After four or five minutes they can begin shooting out on the floor just a little farther to get their range of the basket. Time should be allowed for at least the starting five to shoot free throws. It is best if the other players divide into three's and pass the ball in a triangle.

Prior to the opening tip-off the coach should take the team into his office or dressing room where they can be alone for the last minute discussions and defensive assignments. Coaches should exchange numbers and names of their starting line-up ^{or word} ~~previous~~ ^{page} to the opening horn. This is a courteous gesture and will usually make for better feeling between coaches.

THE PRAYER

Coaches have used almost every possible method in getting their teams psychologically ready during the few moments prior to the opening tip-off. The day is past when one can appeal to the modern bucket-snatchers on the basis of dying for dear old Siwash. Something humorous and something inspiring is often effective, but mainly the appeal must be sincere and genuine. Some of the best pre-game talks are those that have reasonable enough purpose to be challenging. The hocus-pocus and the "poor ole sick grandmother" act have been washed down the well known drain. The modern court-cager does not carry responsibility out of the gymnasium, and his attitude is to let the dead bury the dead.

One of the best pre-game stabilizers is prayer. The use of prayer in basketball is as old as the game itself. Dr. James Naismith was very fond of this method of preparing players for each encounter. According to those who knew this fine character builder, if he were alive today, he would start with prayer.

Prayer will relieve tension; it will help to unite each and every member of the team. There is no better method to obtain team spirit than to touch the spiritual soul of the individual. Prayer will melt down barriers, will create a stronger desire to know and to do those things that are righteous. Some of the finest experiences to come out of basketball have come from these few silent moments. Just before a player takes the floor he is at his emotional peak. Then is the time when he feels his weakest and is most susceptible to acknowledging a higher power than himself. The words of the great missionary, Paul, were, "when I am weak, then am I strong." This certainly applies to those who bow their heads to ask God's help in the endeavors that lie ahead.

To pray for victory would be selfish. Most prayers are worded to ask God for his guidance in helping each to be at his best, and to help the opponents and themselves to hold their tempers and play the game hard but clean. The possibility that someone might be injured in the game is also on the players' hearts and minds and a prayer on this behalf is usually uttered. These are some of the desirable attitudes that must accompany prayer if this period is to have meaning. This part of the game should never be omitted for it is essential to the spiritual balance of the team.

USING THE BENCH

As the game starts, the coach and the substitutes should show the starting five that they are behind them and try to inspire them to give their best. The coach should sit between his first two substitutes. This will enable him to explain what should be done and prepare the ingoing player. Each player on the bench should refrain from any type of talk that is detrimental to team spirit and give his undivided attention to the game at hand. Anything less than this will show a lack of unity and a lack of discipline on the part of the coach.

When a player is taken out of the game, he should come over immediately and sit down by the coach. This will give the crowd and the fans a better impression than if he sits at the opposite end of the bench indicating a breach between

him and the coach. Also it affords the coach an opportunity to correct any mistakes or point out some new method of attack that can be used to advantage.

Never be harsh or insulting while dealing with your players during the heat of the game. Refrain from destructive criticism and train your boys to take proper coaching during a game. It is a good policy to say too little rather than too much when the contest is tense. Some coaches, as well as fans and players, find it very difficult to respond normally to incidents of a controversial nature during the evening's tussle. Self control is very important. Try to be as patient as possible and remember that patience develops understanding.

We have yet to see a coach who could jump up and down on the bench, heckle the officials, yell at his players, stamp on his coat, foam at the mouth and yet at the same time do much thinking about game strategy. A coach may get the officials upset, and it is possible to get the fans stirred to hysteria, but he is not coaching good fundamental basketball with such antics. Any type of conduct that is unbecoming to a gentleman is definitely frowned upon by capable administrators.

Between Halves

When entering the dressing room between halves always insist upon silence. Between halves discipline is one of the keys to successful coaching. Insist that your players either sit down or lie down if possible and keep their mouths shut and their eyes closed. There are two reasons for this. First, it is the best way to rest. Second, it eliminates the usual jumblemumble and prevents half time blow-ups. When silence dominates the scene, then the coach has a better chance to explain first-half mistakes and plan second-half strategy. Good coaches will keep both offensive and defensive charts and know what part of the game will bear discussing. Insist upon constructive talk and take full advantage of these few valuable minutes.

Post Game

When the game is over, if you have lost be sure to compliment the winners. If your team is the winner, then

display your humbleness to the opponent. Be good winners but be sure to be good losers. You can be excellent losers by not being hypocritical.

If you have given your very best then you should not feel too badly even if you lose. Good losers have little to say and usually have a sincerity about them that crowds out anything that is not genuine. The coach's place is in the dressing room following the game regardless of the outcome. He should take his victories and defeats right along with the boys; cheering when they win, and showing his earnestness when they lose.

CHAPTER VII

TRAINING AND CONDITIONING

POLICY

NO TEAM can be at its best unless the members give their untiring efforts in every phase of living. A player must be ready physically, mentally, and spiritually for each encounter. Let us look at some of the requirements that are recommended by several of the leading coaches in the game today.

The coach should establish a few policies that are practical and sound and make them become almost tradition in the community. One coach made it a standing rule that every boy must spend at least five minutes in his office the day of the game. This had two distinct merits. First, it gave the coach an opportunity to brush up on anything that might have been undone during the week, and secondly it gave them a mutual understanding. Where there were problems at home or sickness, it gave the coach an opportunity to keep close to the situation.

At the very first practice, policies (that word is better than rules and regulations) should be brought before the boys to get their approval and to let them know what is expected throughout the year. It is best not to be too dogmatic or dictatorial. Make everything sound reasonable and be sure to ask for their suggestions in backing up the program. Most squads are willing to cooperate but getting their sanction at the very beginning is an important step.

It has never appeared to be wise to lay down certain penalties. Tell the squad what is expected and assume that it will be done. A very fortunate coach will go through the year without any problems, but he will be the exception. After all, we have the responsibility of molding character.

If a boy is perfect before he starts, then we can't say that we have aided much in development, but only in maintaining. To help that lost sheep is a pretty important task and one that should bring out the very best in us. To quickly dismiss a boy from the squad is sometimes only an easy way out and does not require a lot of patience on our part. Persistent violations sometimes should cause dismissal, but this should be for extreme cases.

There is a difference between training and conditioning. A player can be in training and yet not be in condition for the grueling game of basketball. Training is merely living up to the letter of the requirements. Condition makes a player ready for action in every way.

SLEEP

There is one fundamental of training that has been observed over a period of years that appears to be the number one requirement for athletes. That requirement is REST. Proper rest will prevent much sickness, keep players alert, help fatigue, increase endurance, and will contribute to many other necessary parts of the training program. There is no substitute, there is no excuse that will justify neglecting it. Each player must accept his individual responsibility for getting the proper amount of rest each night.

Eight hours of rest each night is recommended by not only coaches but by medical authorities as well. Do not say that a boy must be in bed at ten o'clock each night, although regularity is important. The important thing is that he gets his eight hours each night. If he has to get up at six o'clock in the morning, then he should be in bed by ten. When a boy can rest until eight or nine o'clock the next morning, a midnight curfew is not too bad. However, a few health educators will tell us that two hours before midnight is worth four after midnight. No sincere athlete will keep late hours.

DIET

During the last war there was a familiar saying that "an army travels on its stomach." The same can almost be

said about an athlete. Three steps are important in considering the eating habits of our hardwood artists. One is choosing our food. Two is knowing when to eat it, and the last point is knowing how to eat our food.

Health educators have outlined certain methods that should be habitual in our eating habits. Eating, like sleeping, is sometimes an individual problem. What may be satisfactory for one person is not necessarily true for everyone. Listed here are suggestions that should generally be acceptable.

1. Eat three times a day and no oftener. The stomach needs rest between meals.
2. Do not eat between meals.
3. Do not eat before going to bed.
4. Avoid greasy foods.
5. Select foods that are easy to digest.
6. Take your time in eating. Make your teeth do most of the work, not your stomach.
7. Do not cram yourself. Quit when hunger is satisfied.
8. Pastries and sweets should be eaten with the meal and with moderation.
9. When time is pressing, eat less and avoid haste. You can fire a boiler too fast.
10. Do not drink too much water on the day of the game. It is better to have too little than too much.
11. Cramps and stomach aches are usually not the fault of the coach.
12. Eat at least two hours before game or practice sessions.
13. While eating be as pleasant as possible and avoid unpleasant conversations while going through the chow line.
14. Choose simple, well cooked foods. Avoid highly seasoned foods.
15. Drink only when your mouth is empty.
16. Study your diet.

Recommended Foods

Meats...Beef, lamb, fowl and fish.

Vegetables...Cooked spinach, asparagus, carrots, green beans, peas, and baked, boiled or mashed potatoes.

Fresh lettuce, celery, and raw cabbage.

Eggs...Poached, soft boiled, hard boiled or soft scrambled.

Fruits...apples, pears, figs, oranges, grapefruit (check and see if acidity in fruit upset your stomach).

Bread...Vienna, whole wheat, dry toast.

Desserts...Rice pudding, tapioca, custards, fruit salad, ice cream, sponge cake, fruit, sauces.

Avoid

Bananas, heavy pastries, fresh breads, pancakes and waffles, fried potatoes and other fried vegetables, corn, turnips, onions, cucumbers, all cuts of pork and veal, salt fish, and greasy chops.

ALCOHOL

Never should there be any question about alcohol in the life of an athlete. Alcohol lowers the whole tone of the personality. A Department of Public Instruction has this to say: "When the effect of alcohol on reaction time, that is, the time which elapses between stimulation and response, has been measured, it has been found in every case that this time is lengthened." Such an action becomes very important in the case of a person who is attempting to demonstrate his athletic prowess. After drinking alcohol the individual is less competent physically, less critical of himself, less alert in his attention, less responsive to emergencies that may arise, and may be quite unaware of any decrease in his capacity.

Whenever alcohol comes into contact with the tissues it exerts its characteristic and single effect, which is that of a depressant. Alcohol depresses. Many experiments have shown that alcohol, even in small doses, interferes with the accurate co-ordination of the muscles of the body.

Every moderate drinker is a potential addict. No one is immune to becoming a drunkard once he starts "hitting the bottle." The only safe and sensible thing for anyone to do is abstain from any part of this habit.

TOBACCO

There is no argument about the fact that smoking hurts a growing boy. If you were to remove nicotine from a package of cigarettes and inject that nicotine into a dog, the dog would drop dead. The carbon monoxide that comes out of the tobacco is just as hard on an individual. Tobacco smoke irritates the mucous membranes. It causes a redness and a swelling of the membranes. Smoking also causes a decrease in the lung capacity, so necessary for endurance, not to mention the fact that it is poisonous and affects the whole blood stream.

One excellent dentist, in reporting a study that he had made, said that some of the filthiest mouths that he has ever worked on have been those with the nicotine habit. It is not only a cause of decay of the gums where the nicotine lodges between the teeth, but it also gives them a discoloration, and sets the basis for cancer. Several cases of cancer of the mouth have been known to develop because of this abominable habit. Another famous doctor has this to say about smoking. "Life expectancy is cut down... a smoker can expect an overstimulation of the nervous system, unnecessary rise in blood pressure, lessened desire for food, disturbed and decreased action of the lungs, injury to the kidney substance, and this culminates in the interference of normal growth and development." There are many other things that could go into a detailed discussion. However, if you really want to develop yourself, you will avoid smoking.

There are several methods by which advertisements have been printed to thwart this vile habit. Here is the best:

NEVER START!

STOP COMPLETELY IF YOU HAVE STARTED!

DANCING

Dancing is always a problem to the boys and to the coach as well. One coach has said, "Dancing is not good

for the athlete. It tires certain leg muscles and robs them of their snap that is used for hard jumping under the basket." However, the biggest objection raised by the author is the fact that there is normally an unusual amount of excitement and late hours that make it impossible for an athlete to attend and still keep himself in the best possible condition. Most dances are held either at late hours or in such places that are unfit for a boy of high character to associate himself. If you will look over the "jitterbug crowd" you will find, as a rule, that they are the group that spend a lot of late hours and are not too serious about their future. I am not speaking of the exceptions, but the group described is the group that will dominate the dances. Dancing is one thing that a sincere, conscientious athlete will avoid.

CHAPTER VIII

MEETING THE OPPOSITION

SCOUTING

SCOUTING has been defined as the method used to secure first-hand information of basketball tactics, style, players, and the like, of opponents. Originally scouting was considered to be a very unsportsmanlike practice on the part of opposing teams. In some cases scouts were treated like spies. The idea was taken from early wars where countries sent espionage agents into foreign countries to see how much damage they could do, and to bring back a full report of the strength of the enemy. However, modern scouting is looked upon as a legal part of our program. The modern belief is that scouting does not violate the highest ideals of sportsmanship, but scouting means good and thorough coaching.

Although there are many athletic problems more important than scouting, top-notch mentors will not overlook the importance of this phase of the game. There is a possibility that scouting may be overdone. For instance, one high school has been known to have ten fulltime scouts for their opponents. The cost of a program like that cannot be justified in amateur athletics. We believe scouting is an essential part of the program if properly handled. It is only fair to the school and the team to do at least a limited amount of scouting.

There are two methods that can be used in scouting, and both are important. First is an **OBJECTIVE METHOD** by which is obtained all the facts of the actual happenings of the ball game. The other is the **ANTICIPATED METHOD** by which is recorded all the systems and techniques in the light of the personnel of your own squad. We will go into this matter later.

In playing a team year after year one should keep scouting notes and compare them with past notes of performances. Although the personnel of the squad may change from year to year, systems do not change that fast. Sometimes systems change only when coaches change.

There is one other bit of philosophy that should be included here, and that is that some coaches do not want to know too much about their opponents. The only thing they want to know is the kind of defense they use because they want their team kept offensive-minded. Others share this point of view and justify it by saying that they want their team ready to meet any situation and able to know how to react against any kind of offense or defense used against them.

Listed below are some points to follow in scouting:

1. Have charts made up and questions to ask before you scout an opponent. Know what you are looking for.
2. Develop some type of scouting system that will meet your need.
3. Arrive at your destination early enough so that you can secure a program and get your boys picked out according to number, size, weight, height, etc., before the game starts.
4. Do not try to write while play is going on unless you have secretarial help with you. You can jot down notes at time-outs and quarters. Be sure to write your report immediately following the game.

Scouting will enable you to ascertain many of the following important points:

1. Style of offense.
2. Style of defense.
3. Individual characteristics of players both on offense and defense.
4. Pet plays, or out-of-bounds plays.
5. Size of team.
6. Rebounding strength.
7. Long shooting attack, or under the basket attack.

8. Qualities as to their competitive attitude.
9. Strength of substitutions.
10. Jump ball situations.

RELATIONSHIPS

A basketball coach cannot afford to have poor relations with any individual or given group. It is almost abnormal for a person to go through life without a conflict in personalities with someone or not to hold a totally different point of view than another person. However, the coach will find that he is the target of criticism both just and unjust. He must take his praise with humbleness and try to profit most from unfair criticism.

Usually relations with faculty members will be over problems of eligibility of certain boys or in the use of facilities or equipment. A coach should never publicly criticize one of his colleagues or build resentment toward one of his boys. The coach often finds the teacher just as interested in the basketball player as is he. His or her decision regarding disciplinary action or scholastic deficiencies will in all probability be for the good of the athlete. Do not attempt to soften or sympathize with the boy. It is important that you let the teachers know that you are behind the total program of the school and that you do not want your department to stick out like a sore thumb. If they do not feel that your program is for the best interests of the school, analyze the problem and be big enough to recognize it if you are wrong. If you still feel justified in your part, then express your convictions as politely as possible. Do your best to avoid any undesirable scenes or incidents. It is to the coach's and the boy's advantage to go that extra mile and try to create satisfaction and contentment.

To members of the board or school officials you should be as courteous and friendly as possible. At the same time, never ask special favors or take unfair advantage just because you are in a favorable position. Gain their confidence by hard work and sincerity in what you are doing.

Proper relations with parents is a must with the suc-

cessful coach. When it comes to playing on the basketball team, most parents will have a fervor and an enthusiasm that is sometimes unequalled in any other part of their parental responsibilities. Get acquainted with the parents so that you may better understand the background of the boy. This may enable you to solve many difficulties that may arise and prevent many more. Have the mothers promote a pot-luck supper for the boys in a get-acquainted program. Invite the fathers over for a chili supper and try to encourage a better relationship and understanding of your problems. Application of a few of these suggestions in November may save many a headache in February.

The relationship between the coach and his players must be genuine. Anything short of mutual respect and sincerity can lead to a total downfall of the squad. Maximum results will never be obtained where abnormal conditions are present. First of all, there is no better way to inspire respect and win confidence than through hard work. There must be an objective and, right or wrong, they must be willing to follow orders from the coach. A coach should be firm in all of his policies but not fierce. He should demand nothing but the best and expect nothing but the best in return from his players. When this is clearly understood and put into practice, your relationship is started in the proper direction.

Some of our better coaches feel that too much familiarity is not good for the squad members, while other coaches seem to thrive and inspire respect with their friendly attitude. This is usually a matter of personalities. It is advisable that a certain dignity be maintained in coaching the squad. They must know that you are the boss and you should be addressed with respect. Recently, a famous basketball coach made the statement that he was just as proud of his title "Coach" as an M.D. would be with "Doctor" or a minister with the title of "Reverend." This idea appears to have some merit. Some coaches want to be called "Mister" by their squad members and this is perfectly justifiable.

During season a coach must almost be a father to some of the boys and his counseling with them is almost that important. A girl friend was heard to make this remark, as the

coach walked by, to one of her friends, "There goes my father-in-law." During season this is sometimes almost a necessary relationship. One should not be afraid to offer help to his *proteges* and the wide-awake coach will cultivate the confidence of his team members in regard to special problems.

The last point under this topic is that in promoting good relationships, personal confidences should be used. When problems arise, invite the parents, or the boy, or the party involved into your office and solicit in a humble way their cooperation and friendship. Most problems can be solved and good relations strengthened through this method.

CHARTING

Charting not only gives you a scientific approach to basketball but aids in helping the coach to find the strong and weak points of his team. When answers are down in black and white, you have a basis for drawing certain conclusions and sometimes they will give you the answer to the almost unexplainable.

Here is presented a chart that shows a comprehensive picture of the performance by each player.

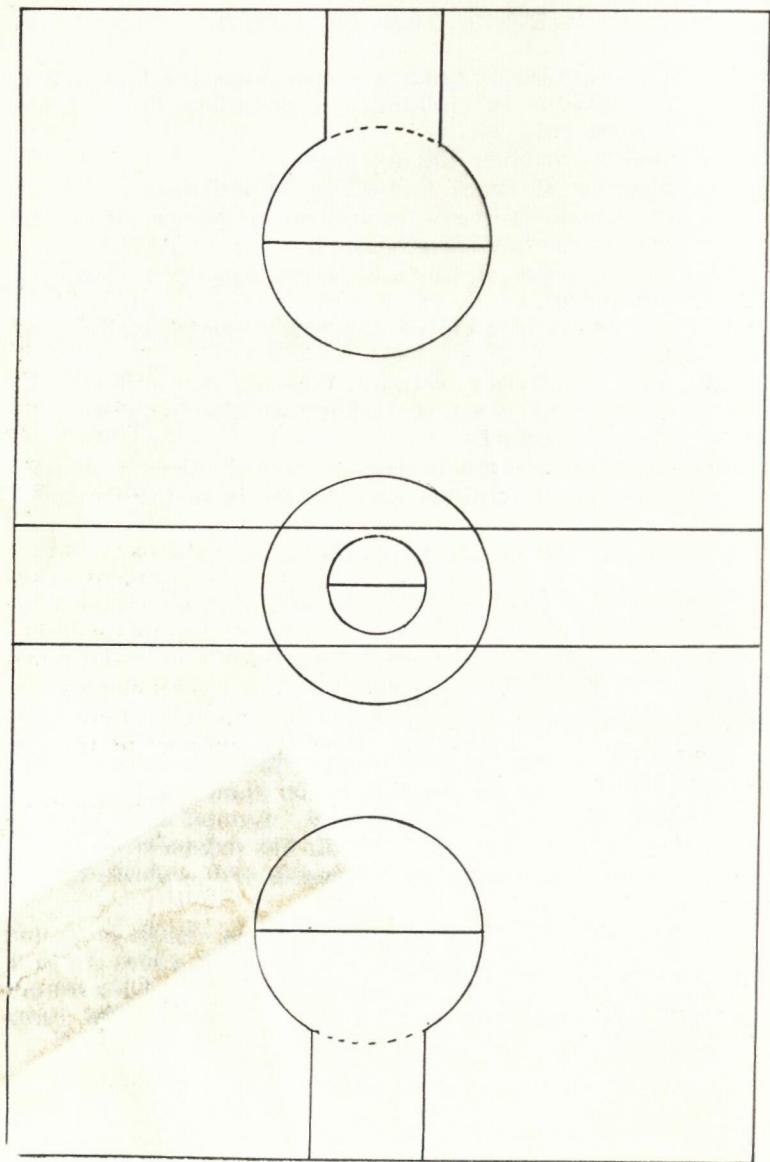
1. Column number one is for the player's name.
2. The number of attempted field goals.
3. Column three shows the successful field goal attempts.
4. Column four gives space to show the percentage made.
5. This column shows attempted free throws.
6. Free throws made.
7. Percentage of free throws made.
8. Column number eight is the total number of personal fouls committed.
9. Column number nine shows the number of times a player fumbled the ball during the game.
10. This column indicates the number of times a player loses the ball by having steps called on him.
11. The number of bad passes thrown by player during the game.

12. The number of times a player loses the ball out of bounds due to violations of boundary lines or ten second rule, etc.
13. Double dribbles during game.
14. Number of times tied-up by opponents.
15. A dig-out is credit each time a player steals the ball or makes interceptions.
16. The number of times a player ties up or causes a jump ball.
17. An assist is credited for every exceptionally good pass.
18. The eighteenth column is used to indicate the number of rebounds taken off the bankboard by the participant.
19. The last column is used to record the approximate number of minutes each player is in the game.

Basketball Shooting Chart

There are several reasons why shooting charts of your games should be kept. The records of shooting percentages are always of interest to both the players and the fans. If some boys are shooting too much it is very easy just to look at the charts and point out the poor results. Locations of the shot are just as important as knowing the percentage. A player that is hitting a .300 average from near the center of the floor is certainly shooting better than a fellow who is only hitting .300 underneath the goal. Against some teams a good shooting chart will show where the defensive weakness can be penetrated and a smart coach will concentrate on that area.

A suggested method of keeping shooting charts is to put the boy's number on the chart from the spot where he took the shot. If he scores the number is encircled. This simple method reveals three things: The number missed, the number made, and the location of the shot.



CHAPTER IX

ADMINISTRATION

PURCHASE AND CARE OF EQUIPMENT

THE first team that the author played on had each member of the squad furnish his own equipment. This was true with most small schools during that era. In basketball at that time (in the grades) most of the boys tried to buy shirts of the same color and either had their mothers sew a letter on or pinned a number on the back. That single piece of equipment probably meant more to each team member then, than we think of a whole set of new uniforms at the present.

Today one of the major duties of a basketball coach is the purchase, care and replacement of equipment. Good equipment gives several advantages to your team. First of all we should look at the protective value to the individual. This will help reduce injuries and give players more confidence. Secondly, a neat appearing team has a psychological advantage, and it will help the morale of the boys. Teams that appear sloppy usually will not win the support of the fans as quickly as neat appearing groups.

The first consideration in dressing a boy is footwear. Look at the pattern of the sole and the type of rubber used in construction. Find a type of rubber that will give the best traction to aid in stops, turns, reverses, and pivots. Some coaches will sacrifice the uppers to get the best possible traction on the soles. Wise coaches will cut down expenses somewhere else to get the shoe they want. If the shoe has the necessary soft rubber, you will not need to look for that so called "vacuum" cup that clings to the floor. To play safe, start at the foundation of the shoe.

The construction of the shoe is the next point to con-

sider. The modern shoe has either built-in arch supports or special inserts that are available. Do not expect all of your boys to wear arch support shoes. Sometimes their foot is not developed with a high arch and the shoe will cause cramps. Too much cushion and too many rough seams will be a detriment to the shoe so be sure to inspect the interior as well as the exterior. As to the tops, most coaches will either prefer leather or canvas. Leather shoes are supposed to give more strength around the ankle and foot but if a boy has developed well enough in his lower extremities, this should not make any difference.

These two are the main points in looking at basketball shoes. Of course they must fit and feel comfortable on the boy. It is best to consider these aspects first. Other details that should not be overlooked are those dealing with weight of the shoe, standardization and reputation of the shoe, the quality as to durability, and that of appearance. To insure these qualities make sure they are well taken care of before being put in storage. Give it your personal supervision. Good clean sweat socks and strong laces will aid your shoe problem.

In purchasing suits look at the quality first. It never pays, in the long run, just to buy something that looks good from a distance. Find out what that material will look like after it has been cleaned a few times. This is another reason why one should buy from a reliable and reputable dealer. Usually you get what you pay for so don't be taken in by cheap substitutes. Always buy pants and jerseys large enough. Make sure they have plenty of room around the shoulders and around the thighs. Some suits are constructed so as to use the minimum amount of material. Be careful to buy full cut suits.

Try to establish a pattern in your school and follow it. For example, the modern trend is for every school to have a set of white suits trimmed in their school colors and then a set of colored suits. The whites are usually worn at home and the colored ones on the road trips. You will find in the long run that if you follow a pattern you can save many dollars on replacements rather than buying a whole new set.

When possible, buy your team warm-up suits. There are four reasons why we use them. (1) It enables the players to warm up quicker. They do not need to burn up an excessive amount of energy in getting ready to start the game. (2) The appearance of these suits has always added to the color of the performance. This makes for better gate receipts. (3) Some gymnasiums are so cold that it is difficult to keep warm, especially where you have poor dressing rooms. Even in this modern decade we have played in gymnasiums where players were forced to dress in one building and walk about 100 yards to the playing floor. (4) This is probably the most important reason. You do not want your players to cool off at the half time or cool off too rapidly at the close of your encounter. This can lead to colds, sore muscles, and general tearing down of the spirit of the boys. Wherever justifiable we advocate the use of warm-up suits. The biggest argument is not whether they are wool, rayon or cotton but whether the player has something on his shoulders and legs for protection.

The purchase of maximum quality at minimum cost is the most economical way to use available money. To do this requires wise purchases and a broad knowledge of equipment. Do not purchase equipment that does not meet specifications or is not usable. It is not advisable to buy a larger quantity where there is no other purpose than to get a better price. Beware of salesmen who try to high-pressure you. They usually do not have the merchandise or they would not have to resort to unfair methods of sale. If reliable firms offer you special prices or legitimate discounts do not fail to take advantage. Most administrators will frown upon the practice of accepting large gifts for your patronage. Beware of personal gifts that have unreasonable monetary value.

After the equipment has been purchased, the job has not ended. The issuing, care, and recall of equipment is a big job. Establish an early policy that is inclusive enough for an efficient system and then stick to it. The coach will find that reliable student managers will be a great asset here.

BASKETBALL PROGRAMS

Anyone who attends an athletic contest likes to have a program and attempts to recognize the players or participants in the contest. There are several advantages in making programs available to the spectators at athletic games. It is not only the identification of the players that makes them so worthwhile, but the souvenir value as well. We have several letters a year coming in from friends, fans, or collectors wanting our programs for certain games. By presenting the vital statistics and a few personal remarks about the players of the game or previous scores, you establish a closer relationship with those in attendance. When a greater interest is developed, then the gate receipts will increase in proportion. Whether a simple mimeographed sheet or a unique color program with several pages is used, each serves a purpose. If pictures can be included they make a more attractive appearance and have more appeal to the reader.

Included in any program should be some of the pertinent information relative to the game at hand. For example, give the scores of the two teams in their previous game. Or if records have been kept, give the scores from the previous years. Brief write-ups of the coaches are sometimes used, giving their background, coaching record, playing record, and any qualities which would hold some reader's interest. Usually included on the roster page is the name of the player, his position, year in school, height, weight, home town, age, and experience with the squad. Most of this material can be included in any type of program. It is also important to print your complete schedule or at least announce your next home game for the sake of advertisement.

Basketball programs can be a fine source of income for your letterman's club or your booster club. By selling advertisements in these programs to merchants, professional men, or organizations, you can increase your revenue at basketball games by several dollars. There are certain techniques in drawing up a program of this type. Here are a few suggestions that can be followed in developing a paid program for a tournament or other special events.

The first thing that is necessary is to draw up a dummy program so that you know definitely what size you want and what you want included within its covers. Your front page is merely a cover page with lettering presenting the participating teams, time of game, date and location. On each of the following pages there should be paid advertisements plus some interesting item. These items can be pictures or a write-up of your team captain, your coach, your season schedule, etc. It is rather important to follow this rule so that there will be two reasons to look at the page — advertisement and information. This protects the advertiser and makes every page a seller.

Before you start selling your program space, take your dummy to the printer and get an estimate on the total cost. Decide how much your advertisements will bring and you can determine your profit. Most spaces will sell for from two to ten dollars, depending on size. Check with your printer to find out what his deadline will be on getting your material to him and then explain to him that it is worthless to you if it is overdue. A recommended criteria is to try to make at least three times the printer's cost. Sometimes you can make more money by selling the programs for ten or fifteen cents. If it is good enough, you can even demand more.

When soliciting advertisements, always give a receipt and then follow this up by giving your donor a free program and show him his ad. Don't forget that this can be a yearly event at your school and so be as courteous and kind as possible in dealing with these men. It is a good idea to let your principal, superintendent, president, or dean write a paragraph for the inside of the front cover. This shows administrative approval of the program and also will indicate their attitude toward the athletic program. On the last page the coach can write an article on sportsmanship or some other important phase of basketball. We suggest sportsmanship because the coach is the logical one to take the leadership in this necessary phase of the athletic contest. Remember, basketball interest can be improved, money can be made, and publicity can find another media through this important technique of your "Basketball Program".

ATHLETICS AND THE PRESS

The relationship of athletics and the press is a problem confronting every coach. Regardless of the size or strength of your team, you will find your weekly record somewhere in print. Most schools do not have a publicity man and so it is up to the coach to handle this extra bit of public service. If you are in a system that has a publicity man, you will still find a need of a policy in releasing stories or results to the papers.

There are two types of news that papers are looking for. The first type is known as *spot news*. This kind of news usually happens unexpectedly and must be made immediately available to the press. Some examples of this would be injury to a player, the cancellation of a game, or declaring a player ineligible. These should be sent in immediately so as not to arouse undue criticism.

The second type of news is that of routine material sometimes known as *set news*; schedule announcements, awarding of letters, announcing of new coaches, etc. This type of material should be released to all papers at the same time.

The power of the press can do a lot to aid your program or to break it down. You must play square with the papers and not try to give some reporters a break while withholding news from another. Treat them all the same and treat them honestly. Schools as well as other public institutions are always being observed cautiously by parents, friends, taxpayers, and others who want to know if the job is being done efficiently. Newspapers can aid a lot in educating people about your program.

Some authorities are much concerned with the publicity that an athlete may receive in newspapers. The effect on the poise and character of these boys may be harmful.

It is possible that smooth teamwork can be hampered when one boy receives a little too much publicity and the other boys grow a little jealous. Ask reporters to cooperate for the good of the team and the boy himself. It is all right to mention some outstanding play of a boy but try to mention other players as often as possible.

One coach has recommended that when such a situation arises try to iron it out with a good heart to heart talk with the squad. Point out that some boys will naturally be favorites with certain people. If it is a case of the boy swallowing too much publicity let him play with the "B" squad against the first team for a night or two or bench him entirely during a few practice games. These are extreme measures, but do not let this publicity eat out the spirit of your ball club.

Publicity for school athletics should stress educational purposes as much as possible. The true values of the activity should be brought to light. Do not release bear stories to make opponents overconfident, or to scare the invaders. In the long run they can turn against you. It isn't an honest policy. Any type of "high pressure" publicity is bad. Be just as informative as possible where the interest lies.

If your team is in a losing streak do not ask for undue publicity for the sake of saving face. A losing team does not carry too much interest because it does not have as great a news value. The slogan that "the world loves a winner" is true in publicity. Publicity is not given gratis. It is given because it is news and news sells the papers.

A young coach must learn that everything he reads about his team in the paper is not a personal issue. Some writers report just what the fans are saying, and as a rule will not try to pick issues to set the coach on fire. Try to remain undisturbed by these criticisms and in the long run you will benefit.

When talking to a reporter do not try to tell him everything your team did last week or how great a player so and so might be—let him feel you out. Make suggestions when you feel they should be made. Act naturally and do not try to be two persons. Be courteous and kind. When possible send complimentary tickets to the press. This is one way to help pay for free publicity.

Listed below are some things that might be made available to the press.

1. Mats, pictures, etc., of you and the team.
2. All vital statistics of the squad members.

3. A short history of your playing or coaching career.
4. Information for pre-game publicity (your team and opponents).
5. Starting, or probable starting, line-ups.
6. Records, or anything that is significant about your opponents.
7. Comparative scores.
8. Coaches of the opponents.
9. Scores between teams in previous years.
10. Effect of game on conference standings, etc.

SCHEDULE MAKING

“A suicide schedule” is not an uncommon expression. It has been evident over a period of years that some schools make their own pressure and create their own undesirable situations because of the way their schedule is set up. Again the problem of wins and losses appears to be our goal rather than educational outcomes.

The first thing to consider in drawing up a basketball schedule is that of the boys on hand. Are they older and mature or are they young and inexperienced? This can always be determined better in high school than in college. What has been the policy of the school and what are some of the school's traditions?

It is always good judgment to open the schedule with weaker teams and build up to your rivals or conference play. Play that first rival about your fourth or fifth game. Try to keep your schedule as near your own strength as possible and taper off with just a normal game at the end of the season. This will take the pressure off the squad and they will be better prepared for tournament play at the end of your regular schedule.

Pick opponents that are in your own class and those that have similar standards and qualifications for eligibility. Avoid extremely small floors or unorthodox gymnasiums whenever possible. A small gym can do more to harm your team than almost any one single item on your schedule, especially if you use a system that requires a standard floor to be effective. It is not only hard on the morale of the boys

but can cramp their style and it may take a couple of weeks to pull them out of it. Another good rule is to avoid bunching your games. Never play three games in one week and try to keep your schedule to one a week as near as possible in high school. Intersectional contests for high school students are undesirable. Most educators will recommend that you limit your schedule to one over-night trip and avoid long distances.

When examination periods are scheduled try to get a home game with a weak team on the week-end. To completely do away with basketball practice and a game that week is abnormal and it is believed by many coaches that you should have a normal routine with abbreviated practices.

Coaches should consider periods when probable slumps will occur and then set the tempo of their schedule to hit their peak at tournament time. Get your schedule in such a condition that certain teams will fall into a pattern and you will have the same dates year after year. Where you have conference play, this is usually the case and offers many advantages in schedule making.

In some high schools the coach is under pressure to play Alumni games or scrimmage against the former players. This can sometimes become a headache and some states have prohibited these games on the basis that the competition is usually unfair. The older boys with more experience are usually out of condition and can not only injure themselves but also one of your star players. The fact that some of these turn out to be grudge games is another reason why they should be avoided.

Give time to your schedule making. Consult your administration. Be sure to have contracts for all games. Look over your material and then schedule wisely.

CONTRACTS

Contracts are a very necessary part of a good athletic administration. It is not because of distrust for your opponents, or the officials that contracts are made, but for clarification of the time, place, and usual guarantee of the game. It is business-like and also may prevent an unnecessary

BASIC BASKETBALL

duplication of games if contracts are signed. There are two kinds of contracts that are listed here. The first is for the scheduling of the basketball game itself and the second is for the contract between the school and the officials. Having contracts on file in your office is a very easy way to check on errors in case any may occur.

ATHLETIC CONTRACT

This contract, made in duplicate this day of, 19.., by the authorized parties of Taylor University and the officials of.....

1. That the contracting parties agree that a game of shall be played between their respective teams under the following conditions:

- (A) Date of Game
- (B) Hour of Game
- (C) Place of Game
- (D) Remarks or condition of guarantee:
.....
.....

2. That in case of failure on the part of either one of the contracting parties to fulfill the terms of this contract, except by mutual agreement, a forfeiture of \$100.00 shall be paid by the offending party to the other party. It is understood that there is a moral obligation as well as a contractual obligation to be considered in the making and breaking of contracts.

TAYLOR UNIVERSITY OFFICIALS

OPPONENTS

Faculty Representative

Faculty Representative

Athletic Director

Athletic Director

OFFICIAL'S CONTRACT FOR GAMES

This contract, made in duplicate this day of, 19....., by the authorities of Taylor University and a certified official.

1. That the contracting person agrees to officiate an athletic contest to be played between Taylor University and under the following conditions:

- (A) Date of game
- (B) Hour of game
- (C) Place of game
- (D) Taylor University agrees to pay for services of an official as follows:
The Flat Sum of
- (E) Remarks:

2. That in the case of failure on the part of either one of the contracting parties to fulfill the terms of this contract, except by mutual agreement, a forfeiture of \$25.00 shall be paid by the offending party. It is understood that there is a moral obligation as well as a contractual obligation to be considered in the making and breaking of contracts.

TAYLOR UNIVERSITY OFFICIALS

Faculty Athletic Committee Chairman

Certified Official

Athletic Director

CHAPTER X

TESTING AND RESEARCH

PRACTICAL TESTS

1. *Shooting*

Give the player a ball and see how many baskets he can make in one minute, all underneath the goal.

2. *Passing*

Put a target on the wall about waist high. Let the passer stand across a line ten feet back. First see how accurate he can be with 25 passes. Then test his speed by seeing how many times he can pass it to the target in a minute. The third part is to check speed with accuracy.

3. *Dribbling*

With a watch, time a player in a straight dribble from one end of the floor to the other. This checks the speed of the player's dribble. To test his maneuverability and ball control with speed, place ten chairs about five feet apart and require the dribbler to dribble through them and back again.

Another test is to let the player attempt to dribble while he is blindfolded.

4. *Defense*

Check the time it takes a player to run the length of the floor backwards. Also, you may test the maneuverability of a player by having him use a defensive slide through ten chairs.

5. *Free Throws*

In order to test the improvement of a player in making free throws, an accurate account should be kept of the number made out of at least twenty-five attempts.

6. *Jumping*

Have a jumping tester in the gym. Have each player

jump daily and record the height which he reaches.

7. *Rules*

Rules tests can be given weekly to give each player a better knowledge of the game. The test should be given in the following manner:

10 true and false questions

10 matching

10 short answer questions

10 given situations in which the player is to give the rule that would apply.

8. *Rebounding*

Players must tip ten balls in a row with their right hand against the bankboard. The same test can be measured with their left hand. The third drill is to alternate their right and left hand by tipping the ball across the basket against the bankboard.

9. *Basketball Golf*

This drill will test spot shooting. Mark spots from one to eighteen all over the floor and see how many shots it takes them on each spot.

10. *Long pass drill test*

Place men at opposite foul line and see how many times out of ten they can throw a long pass and hit the bankboard at the other end.

INDIVIDUAL PROJECTS FOR BASKETBALL CLASS

To create more interest in the basketball student's attitude toward studying the game, an assignment of individual projects will serve as an excellent stimulation. A boy that will take a project and develop it will have some of the following advantages:

1. He will see the game from a different viewpoint.
2. He will make a class contribution.
3. In some cases there will be a school contribution or even a contribution to the game itself.
4. It will stimulate interest in both himself and other students.

5. It gives a good basis in helping to determine the grade of the student.

Listed below are some suggestions for individual projects in a basketball class.

1. Bring the history of basketball in your school up to date. Include the names of players, captains, all-conference, leading scorers, games won and lost, total points, etc.
2. Do research, read books, interview coaches in regard to character situations and the traits developed as a result of athletics.
3. A survey of several coaches as to qualities they look for in choosing their boys.
4. A survey on what coaches look for in scouting opponents.
5. A study of the length and routine of practice sessions for Varsity basketball players.
6. A study of the foul shooting in basketball:
 - a) number of fouls shot by winning team.
 - b) number of fouls shot by losing team.
 - c) number of foul shots made by losing team.
 - d) number of foul shots made by winning team.
 - e) time of the game when most fouls occurred.
 - f) number of offensive fouls.
 - g) number of defensive fouls.
7. A study of passing:
 - a) types of passes used.
 - b) number of passes per game.
 - c) number of good passes thrown by winning team.
 - d) number of bad passes thrown by winning team.
 - e) relationship between passing and winning.
8. An analysis of all systems used in basketball both in offensive and defensive play, and the types of systems used in specific areas; also the factors which may determine offense and defense.
9. A comparative study of individual players, as to shooting averages in practice as compared with game situations. Do some players play better ball in practice and then tighten up in the game? Or is it vice versa? What are the factors that might affect the player's efficiency?

10. A survey of the cost of basketball equipment including balls, shoes, socks, suits, jackets, etc. Compare the prices of at least ten companies.
11. A collection of the fundamentals that could be used in basketball practices including lead-up games.
12. A study of how many times a ball changes hands during a game; the affect that possession has on winning games; amount of time a team has ball could be checked with watch.
13. A project to design and make equipment that could be used by the basketball team. For instance: ball racks, water peddlers, portable drinking, etc.
14. A study of techniques and practices that can be used in training and first aid for a basketball team.
15. A survey can be made of all the articles and books available on basketball in your school.

RESEARCH

SCHOLASTIC ACHIEVEMENT

For many years athletes have been a target for criticism in almost any high school. The reason for this seems to be obvious. Perhaps the cause is that they are before the public eye in most of the interscholastic athletic contests. One of the typical controversial subjects deals with the athlete's intelligence or his scholastic achievement. This has been debated many times and a few surveys have been made. Wild conclusions have been drawn in some cases and the problem as a whole has never been settled. It is the writer's opinion that athletes are just as normal as non-athletes both in intelligence and scholastic achievement. However, there may be a little variation in some communities.

The purpose of this investigation is to study the effects of athletic participation on the scholastic achievement of the athletes at Frankton High School during the school year of 1945-46. Also, to determine the loser from the scholastic standpoint, the athlete or the non-athlete.

All of the male students in the sophomore, junior, and senior classes were used in this study. Freshmen were not

studied for two reasons. First, they seldom participate a full year in interscholastic athletics and, second, their I. Q. ratings were not available. The ratings made on the Otis-Gamma Intelligence Test, and the quality points based on the teachers' grades, were used in comparing the athletes with the non-athletes. An athlete may be defined as any boy who participated a full season in one or more sports.

Related Literature

There have been numerous studies on the scholastic ability of the athlete. However, the conclusions drawn by the investigators do not agree in all cases. The following are some results drawn by a few men who have investigated the effect of athletics upon scholarship.

Cormany (1) made a study of five high schools in Raleigh County, West Virginia. He gave standardized tests in English, Biology, and History to measure the athletes' achievement as compared to non-athletes. His investigation showed the trend in favor of the athlete.

Tuttle and Beebee (2) investigated the effects of athletics on scholarship at the University of Iowa for a period of five years. Their findings indicated that the varsity letter winners are approximately equal to the averages of the male group to which they belong.

Smith and Eaton (3) studied by objective methods the effect of participation in intercollegiate athletics upon the scholastic records of the 279 athletes enrolled in Indiana University from 1934 to 1940. Their conclusions showed the athlete was a little below the whole student body in aptitude, but the scholastic record of the athlete was commensurate with their ability as measured by credit points earned. On the whole their results showed that athletes were much like other students in their scholastic success.

Cook and Thompson (4) compared athletes to non-athletes at Hughes High School in Cincinnati over a four year period. Their findings in ability seemed to be the same for both the athlete and the non-athlete. In educational results, the letter winner fell a trifle short in measuring up to the standard.

Jacobson (5) set out to determine the effect of athletic participation on the scholarship of high school boys. His review of seventeen previous investigations revealed that athletes are of average mental ability and just as high, if not higher, in academic achievement.

Davis and Cooper (6) used a *resume* of studies in forty high schools and colleges in determining that there is no statistical difference in ability or achievement but the athlete does have a better chance to graduate with his class.

Shannon (7) investigated the college careers of high school athletes and non-athletes. His conclusions were that there was no significant difference between students who had played in high school competition and those who had not.

Reess and Reals (8) investigated the relationship between scholarship and athletic participation among seven graduating classes in St. Louis. Their findings showed the athlete was lower in intelligence based on the Terman Group Test but practically the same on scholastic achievement. The trend of the athlete seemed to be gaining in achievement.

Hackensmith and Miller (9) studied the relationship of intramural participation, especially of freshmen, to academic grades of the Kentucky University students. These results were found: The freshmen participation in intramural athletics does not have a marked effect upon the student's academic grade. Second, participants in intramural athletics as a whole have a higher mean intelligence than those who do not participate.

Rarick (10) approached the question of the effect of athletic participation upon scholarship from a different angle. He made a study of the athlete both in high school and college, and his relationship to achievement in literature. His conclusions showed that neither high school nor college athletics have a deleterious influence upon scholastic attainment.

Washke (11) also studied the effects of intramural athletics upon scholarship. His final statement was to this effect: "The intramural program, as it is functioning at

the University of Oregon, has no deleterious effect on the participant's scholastic attainments."

Jones (12) was interested in the intelligence of high school athletes. His study, over a three year period, of Washington High School athletes indicated that athletes are more intelligent than non-athletes.

Snoddy (13) used standardized data to measure achievement of the athlete and the non-athlete. His study included all of the high school boys in Greene County, Indiana, and he found no difference in the ability or the achievement between the athlete and the non-athlete.

Shannon (14) also studied English scores of high school athletes and non-athletes. His conclusions showed that the non-athletes made higher scores in the psychological tests but the athlete had better achievement scores in English.

Dunkelberger (15) made a study of extra-curricular activities and their effects upon scholarship. He made a very astonishing conclusion when he stated that his findings indicated that the inferior students did not participate in extra-curricular activities. However, in comparing the athlete with the non-athlete it was shown that the athlete was lower in scholastic attainment.

Research Methods

All of the students used in this study were given the Otis-Gamma Intelligence Test at the beginning of their sophomore year. The results of these tests are on file in the principal's office at the high school.

The scholastic records were also obtained from this source. All of the grades these students made in their school work during the school year of 1945-46 were used in this study. Quality points were given on the following basis. An "A" was equal to four quality points. A "B" was equal to three. A "C" was equal to two and a "D" was equal to one quality point. Twenty-three athletes and twenty-six non-athletes made up the male enrollment, which means that about fifty percent of the boys were participating in inter-scholastic athletics.

In order to get a true picture of the effect of inter-

scholastic athletics upon scholarship, the ability of the athlete had to be determined. The individual with the high intelligence rating would be expected to do better quality work. Since there is quite a range in intelligence, similar results in academic achievement can hardly be expected of all students. It was, therefore, deemed advisable to use the scores on the Otis-Gamma Intelligence Test as a measure of the ability for academic achievement possessed by these students.

The following items were compared:

1. Distribution of scores made on intelligence test by the athlete and the non-athlete.
2. The range, mean, median, and mode scores made by the athlete and the non-athlete on the intelligence test.
3. The range, mean, median, and mode scores made by the athlete and the non-athlete on quality points.
4. Distribution of quality points of the athlete and the non-athlete.

Results

The scores made by the athlete on the Otis-Gamma Intelligence Test ranged from 86 to 132. The range of the non-athlete was from 88 to 116. This shows that the highest I. Q. in school was possessed by an athlete, and that there was no difference in the lowest score between the athlete and the non-athlete. (See Table 1)

The mean score on the Otis-Gamma Intelligence Test (see Table II) revealed a one point difference in favor of the non-athlete. The athlete scored 100 and the non-athlete 101. By these results you could assume that the non-athlete was slightly above the athlete in ability.

The mean score of school marks based on quality points (see Table III) proved the athlete on the whole was a slightly superior student. The athletes had a 2.4 average which was almost halfway between a "B" and a "C." The non-athlete fell one point below with an average of 2.3.

TABLE I. THE RANGE OF SCORES MADE ON THE OTIS-GAMMA INTELLIGENCE TEST AND QUALITY POINTS

| | Intelligence Test | Quality Points |
|-------------|-------------------|----------------|
| ATHLETE | 86 to 132 | 1.2 to 3.9 |
| NON-ATHLETE | 86 to 116 | 1.0 to 3.8 |

TABLE II. THE MEAN, MEDIAN, AND MODE SCORES OF THE OTIS-GAMMA INTELLIGENCE TEST OF ALL THE ATHLETES AND NON-ATHLETES AT FRANKTON HIGH SCHOOL

| | Mean | Median | Mode |
|--------------|------|--------|------|
| ATHLETES | 100 | 100 | 106 |
| NON-ATHLETES | 101 | 101 | 108 |

TABLE III. THE MEAN, MEDIAN, AND MODE SCORES OF QUALITY POINTS BASED ON TEACHERS' GRADES OF ALL THE ATHLETES AND NON-ATHLETES AT FRANKTON HIGH SCHOOL

| | Mean | Median | Mode |
|--------------|------|--------|------|
| ATHLETES | 2.4 | 2.2 | 2.0 |
| NON-ATHLETES | 2.3 | 2.0 | 2.2 |

The median score on the intelligence tests was the same as the mean. The athlete scoring 100 and the non-athlete scoring 101.

The mode scores, which only indicate the greatest number of frequency, were in favor of the non-athlete both in achievement and ability. On the intelligence test he scored 108 while the athlete fell to 106. On the achievement basis the athlete's greatest frequency fell at 2.0 while the non-athlete rated a 2.2.

Conclusions

The following conclusions were reached in this study:

1. The non-athlete is slightly higher in ability based on the intelligence scores.
2. The athlete is the better student based on the fact that his ability was less but his achievement was greater than the non-athlete.
3. The two superior students in both ability and achievement were athletes.
4. It is hard to say who is the better student but in considering all the experience and training an athlete goes through it would seem that the non-athlete is the loser.

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COMPARISON OF ONE-HAND SHOOTING VS. TWO-HAND SHOOTING

In classifying research we often think of two types—pure and practical. The investigator in pure research has no particular motive except research for research's sake, while in practical research the student selects his topic as to whether or not his findings will have some practical advantage. It is in this latter type of research that we are interested. This report is attempting to deal with the problem of one-handed shooting in basketball.

The very invention of the game itself was by a man who was interested in research and he carried on many studies that contributed to this game. Basketball has been

blessed by men who have possessed professorial and investigating minds to lead the sport through dark days when unfounded criticism was stinging its soul.

One of the major topics among coaches from coast to coast is the trend of the one-hand shot in basketball. There was a time when the two-hand set shot was the only shot behind a ten foot area from the goal. Today, however, it shares the spotlight with the one-hand shot. This trend can possibly be explained by some of the history of the rule changes. The one-hander arrived with the ten second rule and the elimination of the center jump. This speeded up the game, and the fast break came into prominence which almost forces the use of more one-handed shooting. It has ushered in a race-horse type of game which has come to be very popular with the fans.

The advantage of the one-hand shot is especially attractive to coaches with small boys. It is more difficult to stop, and offers a fine offensive weapon. The height advantage obtained is apparent with the realization that one can reach several inches higher with one hand than with two. Add this with the three foot jump obtained with the shot when on the run, and we see the decided advantage.

The purpose of this investigation is to study the efficiency of the one-hand shot as compared with the two-hand shot in basketball. The study is limited because of the numbers tested, and, it is only used in one section of the country. What might be true in this vicinity might not be true elsewhere in the United States. The charting of the data for the testing is an art in itself. Different charters were used and the results may vary. However, we feel that the data presented is representative of the problem studied.

In studying the problem there were two types of literature that made a contribution to the problem. The first type was that which had to do with actual testing. The second type was that of authorities presenting their views of the one-hand shot. Both types were used so the one-hand shot could be more thoroughly understood.

There were two methods used. The first method consisted of the following procedure. Charts were mimeo-

graphed of the basketball court and divided into three zones at each end of the floor. Every shot taken by the subjects was charted, except free throws. If it was a one-handed shot a (1) was placed to mark the position at which the shot was taken. If the shot was made it was circled. The same procedure was used for the two-handed shooting, except that a (2) was used in place of the (1). The shots were then tallied and shooting percentages worked out in each zone—then compared.

The subjects were divided into three groups:

1. There were eight teams in the intramural league at Taylor University. Their abilities were varied, as well as their backgrounds. Some had had no experience; others had had independent experience.
2. Eight high school teams were charted on Taylor University's floor.
3. The Taylor University Varsity Basketball Team played twenty-one intercollegiate games and all of these were charted.

The second method was of the survey type, where a questionnaire was given to thirty coaches. They represented various teams which included high school, junior high, and college.

The following questions were asked:

1. What type of offense do you use?...Set? Fast break? Combination?
2. What percent of your shooting is of the one-hand type?
3. Do you permit free throws to be shot with one hand?
4. Do you permit one-hand shooting in the third zone?
5. Was there more or less one-hand shooting in 1947-48 than in 1944-45?
6. Will one-hand shooting increase or decrease or remain the same during the next three years?

There are several factors that entered into the results. The style of offense and defense play affected the shooting results. The teams using the fast-break type of offense shot a greater percentage of one-hand shots than teams using a

set style of play. A zone defense forced more of the shooting out on the floor in the second and third zone.

Gymnasiums are not standardized. Small floors with low ceilings forced more of the shots into zones one and two. Along with this some officials will not allow you to drive into your opponent and jump in the air for a one-hand shot. The biggest difference noticed was in interstate play.

The results of the charting of the *intramural teams* were as follows:

In zone number one there were 6% more shots made with one hand than with two. In zone number two there were 4% more shots made with one hand than with two. In zone number three the two-handed shot was 2.2% better than the one-handed shot.

The results of the charting of the *high schools* was as follows:

There were six and nine-tenths more shots, or a better percentage made with one hand than with two hands. In zone number two the two-handed shot was three and three-tenths better than the one-hand shot. In zone number three the one-handed shot was just five-tenths better than the two-handed shot.

The results of the Taylor University charting was as follows:

In zone number one, the one-hand shot was sixteen and three-tenths percent better than the two-handed shot. In zone number two the one-handed shot was five and nine-tenths better than the two-handed shot, and in zone number three the two-handed shot was nine and eight-tenths better.

The results of the questionnaire revealed the following:

1. Out of thirty teams, nineteen used a combination of the fast and slow break. Six used the fast break and five used the slow or set style.
2. The average team shot sixty-six percent of their shots with the one hand. Teams ranged from twenty percent to ninety-five percent. Teams that

- use the fast break style of play shot a greater percentage than others.
3. In regard to free-throws, eighteen permitted the use of the one-hand free throws, and twelve said no one-hand free throws.
 4. Of the thirty teams only twelve would permit a boy to shoot with one hand in the free zone.
 5. Twenty-one of the coaches felt there was more one-hand shooting in 1947-48 than in 1944-45.
 6. Opinions were divided as to the future of the one-hand shot. Ten believed that it would remain the same. Eleven believed that it would increase and nine believed that it would decrease because it was just a passing fad.

The results of all charting in zone one revealed that there were seven and eight-tenths more shots made with the one-hand than with the two-hand shots.

The results of the charting of all teams in zone two revealed that there were two and two-tenths more one-hand shots made than two-hand shots.

The results of the charting in zone number three revealed that there were four and eight-tenths more one-hand shots than two-hand shots.

In looking at the total picture there were thirty-one and six-tenths of all one-hand shots attempted made as compared with twenty-three and six-tenths percent of two-hand shots made.

In recent years the desire of spectators and participants for more speed and thrills has caused the game of basketball to change in order to maintain more interest. Research basketball can do much, not only to produce better basketball, but to maintain the proper ratio for health, playing conditions, and spectator appeal. Among some of the problems recommended for investigation as a result of this study are:

1. To study one-hand shooting from a different viewpoint. One method would be to take a group of boys who are all inexperienced. Take one group and teach nothing but the one-hand shot; take the other group and teach nothing but the two-hand shot. Results

of this type of testing would probably prove more valuable in helping to solve this controversial issue.

2. Another type of experiment to test participation and spectator appeal would be an increased number of players on a larger area. An intermural league would probably be the most suitable for this. Increase your players to seven, nine or eleven. Increase your playing area accordingly and then survey player and spectator interest.
3. It would be of interest to know just what part passing plays in the game of basketball. A comparison could be made not only of the number of times the ball is passed but also the accuracy of both the winning and the losing teams. If this were done by several hundred teams it appears that a contribution to the game would be made.

From the results of this one particular group of charting it is evident that one-hand shooting is more accurate in zone number one and zone number two but not as accurate in zone number three. Another factor is that sixty-eight percent of the shooting was done with the one-hand shot.

As a result of the questionnaire, we see that in Northern Indiana coaches are just as divided on their opinions as elsewhere. We also note that most of them feel that the one-hand shot is not a fad but definitely here to stay.

CHAPTER XI

JOYS AND SORROWS

As an athlete goes through a season of play he is going to find it pretty typical of life. There will be times when he wonders if everything that happens is supposed to happen to a mortal being. His coach will be experiencing some of the same moods, especially after the team was a ten point favorite only to come out of the fracas on the short end. He will need evidence before he believes the sun will ever shine again. All of life will look like a cold, dark night full of cruel fingers saying, "It was your fault." Breakfast will be consumed the next morning but the coffee resembles vinegar and the toast will taste like the Russian Army marched over it all night.

But that is not the end. The next game your star, who couldn't hit water if he fell out of a boat last week, will be peppering the net from all angles and everyone is happy. Yes, life is like that. It takes the valleys to really make the mountains look beautiful. After your darkest storm the rainbow appears more wonderful. God has not promised any of us that we would have a bed of roses through life. "Straight is the path and narrow is the gate and few there be that find it." But He has promised us that those who will be faithful and enduring will have rest at the end of the way, and peace and contentment for our days of service.

HELPFUL HINTS TO THE ATHLETE'S GIRL FRIEND

by DAMA MARTIN

1. First, and all important, be sure that he is worth it. He probably is, but get the fact firmly established for there will be moments when you will doubt it.
2. Realize from the first day of practice that nothing

- is definite. You may be stood up at any moment.
3. See that he observes training rules. Leave him by 9:30. If he doesn't get to bed by 10:00 it isn't your fault.
 4. Be pleasant to his teammates. Their approval is all important.
 5. However, don't flirt with his buddies! They'll give you enough rope to hang yourself.
 6. Don't adopt a martyr's air. When he doesn't show up for your 5:30 date Friday night remember it takes plenty of practice to make a good athlete.
 7. Be cheerful when all your plans go haywire because of a game or practice. That's life, sister!
 8. Learn something about the game so that you can appreciate just how good he is.
 9. Learn to look interested even though he and his teammates are discussing the same game for the fifth time.
 10. Don't tell him he played a good game when you know it was rotten. He knows it was lousy and a remark to the contrary will only display your ignorance. Keep still, but be sympathetic.
 11. Don't feel hurt if he acts strange and aloof at times. Athletes are as temperamental as opera prima donnas.
 12. Don't pick a quarrel, act childish, or make him doubt your loyalty just before a game. He has enough to worry him without wondering what on earth is bothering you.
 13. Don't brag about him too openly, but let him know tactfully that you think he is pretty good. He knows it but likes to think that you realize it, too.
 14. Don't criticize the coach. He's practically your mother-in-law during the ball season, so treat him with due respect.
 15. Never quote him in regard to anything said concerning the team, another player, technique, etc.

That's a good way to break up a ball club.

16. If he says he will be back from a ball game at 7:00 don't bother to look for him until 8:30 or 9:00. It's easier that way!

THEY PLAYED IT THAT WAY

One of the most humorous things to happen during a season of play was during the final game of the 1948-49 season. The score was within one point of a tie and there was just a minute or so left to play in the game. It had been a thriller with several good exhibitions of unorthodox scoring. One of the forwards broke ahead of the defense as his team mate intercepted the ball. The defensive guard was right behind the forward waving his hands in the air and yelling frantically with his back to the ball. The long pass found its target right on top of the desperate opponent's head. The ball bounded high into the air and hung near the rim as the forward gently tapped it into the hoop. The losing coach arose from his bench and threw his arms into the air and humorously remarked, "You can't win!" The winning coach also jumped from his bench and assured his worthy opponent that his team had been practicing that shot all week and that is the way they played it.

A LASTING EXPERIENCE

We had just finished a good practice in our high school gym when I asked one of the freshman boys to stop in my office for a few moments. He had given an excellent account of himself in practice and I wanted to compliment him on his fine play. As he came into my office I called him over and put my arm around his shoulders and remarked, "....., you certainly looked good in practice tonight, and I hope you will keep up the good work." Expecting to see the usual boyish blush, I was amazed to see the lad crying. Immediately I wondered if the wrong thing had been said, or if there was something troubling the boy. The experience is one that will never be forgotten and one of the

reasons that coaching is worthwhile. It was soon learned that this keen little freshman was without a father and it was the first time that he had ever felt a masculine arm expressing love and commendation. The unnoticed little gesture had just melted his heart and caused a fresh flow of tears from his innocent eyes. Coaches are seldom aware of the influence they can lend to young men. It was a tender moment in the long hard hours spent in the gymnasium, but one that will never be forgotten.

THE UMP WAS RIGHT

One of the most humorous stories to come out of the last decade was told by an official. He had just called a foul on a player for pushing under the basket. The gangly offender started down to the opponents' goal with the ump and he came up with the odorizing criticism, "You stink as a ref," he remarked and the whistle tooter immediately retaliated with a technical foul on the name-caller. His team mate saw the whole situation and added his two cents worth by giving a hearty amen with, "I think you stink, too." "That will be two techs," our count-cop replied. The players on the bench then arose in unison and gave hearty approval to the other boys' opinions. The disgusted official turned heels toward the bench and ordered every sub to the showers. Just then the coach looked him straight in the eye and said, "You smell," and as the official's face lit up he continued, "just like a rose." That broke the spell and everyone was in good humor again.

GREAT COMPETITORS

One of the greatest thrills and one of the most enjoyable of all opportunities in athletics was traveling to the West Coast during the 1949-50 season with the "Trojan" basketball team. On a trip that covered almost 6000 miles in ten days the boys played five games and came out victorious in four of them. Our first stop was at Highlands University in Las Vegas, New Mexico. The town had an Indian population

of almost 80%. It was an interesting experience as we walked to the game 2 hours before game time and saw a crowd of Indians waiting to get in. They politely made a path for us to get to the door and then we proceeded to the dressing room. After we dressed and taped up in preparation for the encounter our captain took the ball and we headed for our warm-up period on the floor. Just as we entered the playing area the boys caught sight of one whole side of the gym being lined with Indians. . . what a change of environment for those Indiana farm boys. I made the remark that if any trouble started tonight, I would lead the fast break out of the gym!

The next significant thing noticed was that our breath was almost gone during warm-up. What was the trouble? Had 1600 miles of travel in two days by automobile left them in that bad a condition? Certainly the Indians hadn't scared their wind out of them. After inquiring around we discovered that we were 6000 feet above sea level and the boys would have to take shorter breaths in getting the usual amount of oxygen. These three conditions of higher altitude, 1600 miles of travel, and playing before a different race of people created a lot of handicaps to overcome against a team that had won six straight games and was undefeated.

The first half told on us as we fell behind. Coming back the second half we saw true competitive spirit, as the boys were playing against great odds. As we pulled within two points during the second half our great little guard who had scored 23 points was whistled out on five fouls. We fell behind again and then with a drive that is very seldom witnessed in basketball, the men left in the game gave every ounce of energy available to win by several points. We were never ahead until the last few minutes of play but despite all handicaps these great competitors came through.

What was typical of that game was true of two other encounters on the trip. Three out of the four games we had to come from behind to win. The thing I appreciated about the whole trip to the West Coast was the way the boys adjusted themselves to each situation. That is one reason why

we are proud of athletics. We believe there is enough carry-over value to justify participation under almost any circumstances.

INSPIRING

It was her senior year and the team was playing its last home game. She was always an ardent fan of basketball and was present at every game if possible. A drunk in an automobile had wrecked a car in which she was riding and put her in the hospital with several broken bones. Being in the hospital for over two months and expecting to remain there for another month, the prospect of seeing the squad play again appeared almost hopeless. Some of the team members had sent their sympathies to her and her morale was pretty good. Seeing that last home game would mean so much. Well, where there is a will there always seems to be a way, and there could be no exception in this case. The doctor was going to permit her to be taken from the hospital in an ambulance, travel fifteen miles to the gym, watch the game from a wheelchair, and then return immediately following the game. The thought itself was worth several tonics and prescriptions.

Our team had just finished playing the toughest opponent on the schedule and the game was such a thriller that anything now would almost be anti-climatic. The last opponent was good and capable of beating any team in the condition we were in. To get the team members keyed up again for this last game appeared to be almost a hopeless task.

Here was our answer. Just before the game started, two big husky boys brought out our crippled fan to the center of the floor and the entire large audience and all the boys gave her a rousing cheer. In gazing around the gymnasium almost everyone had a tear in his eye. Some of the boys showed more emotion than had been in evidence the whole year. As we retired to the dressing room for last minute instructions no pep talk was needed, just the usual little prayer to quiet their hearts and minds.

Needless to say we won that game. In several years as a player and coach, nothing like this had ever been experienced before. I doubt if one individual will ever do as much to inspire a team in so little time as did this one inspiring friend.

Basketball is full of joys and sorrows. If a player or a coach has never experienced some of these deepest of emotions, then their basketball career has not been complete. It takes incidents like these to temper and mold character into a squad. Never take the big things too lightly and never overlook the small. The way we respond to some of these stimuli will reflect and determine our philosophy toward life itself.

CHAPTER XII

MOTTOES AND SLOGANS

1. A heel never toes the mark.
2. It is not the size of the boy in the fight that counts but the size of the fight in the boy.
3. A winner never quits...a quitter never wins.
4. I had no shoes and complained till I met a boy who had no feet.
5. Three rules for becoming a champion...1. HARD WORK. 2. HARD WORK. 3. HARD WORK.
6. As you practice...so you play.
7. The lions didn't eat Daniel because there was too much backbone.
8. Did you give your best?
9. You are a star...because you give all you are.
10. Basketball players are made of "C's"...cool, calm, collected, cooperative, compatible, competitive, courageous, careful, cagey, conscientious, consistent, clever, and clean.
11. One for all and all for one.
12. A house divided against itself cannot stand...
13. If you must lose...lose with honor.
14. You must respect others before you can demand respect yourself.
15. Knocking a team mate...is scoring two points for the opponents.
16. You are a hero to the little kid around the corner ... don't let him down...
17. Do it better yet.
18. Win if you can...lose if you must.

These mottoes and slogans were picked up from walls and notebooks and are not original with the author.

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