1976

Basketball Basics

Don J. Odle

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BY

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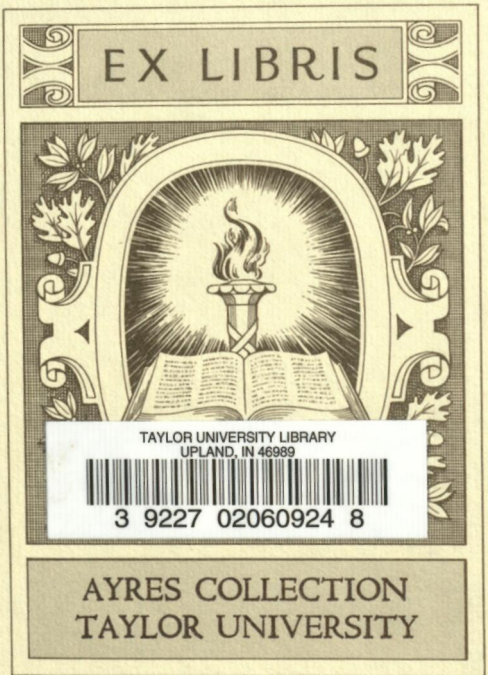
BASKETBALL COACH

TAYLOR UNIVERSITY



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by

DON J. ODLE
Basketball Coach at Taylor University
Upland, Indiana

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PREFACE

It has been an interesting experience to me to observe how people learn. Many times we have seen high school and college athletes who play just like their older brothers . . . they have learned through imitation. Some of our college ball players have certain habits in footwork and as we question them further they respond that their high school coach taught it that way. We have tried to record in this book many experiences with basketball players hoping that the readers of this book might learn something to help them improve some technique of the game or some technique of life.

This book has been written with the intention that it might be of some help to the youth who love sports and have a desire to improve. It is by no means written with the idea that it represents an exhaustive book of reference. It is just a compilation of a few ideas and experiences that have been formulated in the author's mind over a period of years and now put in print.

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 the few ideas presented in *Basketball Basics"* that may be original with the author are results of association with others. No man is an island. Each of us imitates certain techniques or skills or ideas as we associate with other people. 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. We are happy about the fact that we can pass to others what we have received.

It would be difficult to say how many games this writer has observed in a lifetime. In the year of 1960 this author coached 26 games on a college schedule, scouted 32 games, attended 18 high school games, a junior-high tournament, coached the Chinese Olympic Team on an eighteen-game schedule, observed at least 30 other games on the island of Formosa, saw almost every game in the Olympic Games held in Rome which numbers in the sixties, plus taking in all the high school and college tournaments when time was available. To observe that many basketball games and not learn from others would be ridiculous. We are thankful for the wonderful opportunities and rewarding experiences of being able to be a part of this great game of basketball as a player, a coach, a referee, and a spectator for 40 years.

Dedicated to the

hundreds of young

boys who have attended

our camp and my

Co-workers Marion Crawley, Sheldon Bassett,

and Ned Stucky

SPECIAL COMMENTS

By

Marion Crawley, Co-Director of Jr. B. B. Camp

The Junior Basketball Camp at Taylor University has been a wonderful experience. After ten years at the camp we have observed boys from 26 different states.

Watching these boys start at the beginning of each week, full of spirit, enthusiasm, energy, and tremendous desire to learn more about basketball, has indeed been a great inspiration to all of us.

From the time they arise until the end of the day we have a full schedule planned. We start with a citizenship hour, followed by a fundamental drill practice session, then a lecture by a prominent coach, and on through the day with additional tips and ideas, up to the closing session—a devotional period.

Each boy is exposed to the best learning situation, and atmosphere for learning is terrific. The leadership coming from counselors with excellent Christian training contributes much to the character of each boy.

We have found the best example of the lasting impression the camp experiences have on the boy comes from the many letters the parents take time to send us after seeing the effects the camp training has upon their sons.

One example of this is found in a letter which said, "We were very much impressed with your camp, not only with the retaining in basketball, but also with the definite impact that you had with our son in character building and Christian living. All in all, we were very pleased with the reaction he had toward the camp and all of those who are making it the success that it is."

Now, about this book which Coach Odle refers to each week in one of his basketball demonstrations at the camp. He gives innumerable tips and techniques, explaining them in detail, which will be of great value to the young players who have hopes of becoming a champion some day. The entire contents have been written so that it can be understood by everyone. All drills are designed to teach fundamentals thoroughly and correctly. This book can make a definite contribution, not only to players but to coaches who read it. He clearly points out many different ways to accomplish objectives, and if these ways are practiced carefully, they will help develop boys into first class players.

Marion Crawley
Basketball Coach
Lafayette Jeff High School
Lafayette, Indiana

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PART III.

PART I

A. The Span and History of Basketball

1. A New Discovery in the World of Sports

As we boarded our C-47 at the Taipei Airport with the Venture for Victory basketball team, the pilot informed us that we would be required to adhere to some unusual requests as the flight progressed. This was a masterpiece of understatement we learned later, because we were flying to an island just a mile from Communist guns on the mainland of China . . . DESTINATION QUEMOY. Instead of fastening the seatbelts we were given life jackets for two good reasons. First, there were no seats on the plane; and, second, we would be flying just a hundred feet over the water for about 30 miles in an effort to avoid being detected by Communist radar. This is not the beginning of a war novel but just our way of saying that we were on our way to play the most popular sport on the island, a game known as basketball.

Today, we find basketball being played all around the world. In the 1968 Olympic Games held in Mexico City, officials were surprised to find the number of entries in the sport of basketball. A quick survey indicates that there are more basketball teams in the world today than teams of any other sport. Soccer and track have long dominated the international sports scene and now, all of a sudden, basketball emerges to the limelight as possibly the WORLD'S MOST POPULAR SPORT. Even here in the United States where baseball is called the national pastime, the interest in the dribble-and-shoot sport far exceeds any other athletic endeavor both in spectators and participants. This includes

approximately 20 million players of all ages and sex and another 150 million fans according to reports from the high school athletic associations, college groups, and Bill Morkay of the Converse Year Book. In the state of Indiana alone, there were approximately 25 million paid admissions to high school and college athletic games in 1968.

2. HISTORY OF BASKETBALL

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 class-work at this time was a copy of the formal European calesthenic 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 about ten feet high at each end of the floor. The football was too oblong to bounce, so he used a soccer ball. The 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.

Dr. Naismith stated in his rule book that basketball, "should exercise a man all-round. Every part of his body should get a share of attention." He also commented that it should cultivate physical judgement, develop manly courage and be easy to learn.

Dr. Naismith emphasized that basketball "should have little or none of the reputed roughness of Rugby or Association football, for this reason, kicking at the ball and striking it with the fist were prohibited . . . thus opportunity for personal spite is taken away."

"Nine men make a nice team for an ordinary sized gymnasium," stated Dr. Naismith, "a goal keeper; two guards to assist him; a center; a right and left center; two wings and a home man."

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

attitude 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 overenthusiastic 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 even runways padded with soft matting.

3. WHAT HAS MADE BASKETBALL CATCH-ON

Everyone tries to explain the phenomenal growth of basketball but it is questionable if there are any one or two major contributing factors. It is a combination of many factors and circumstances so that the best way to explain it is to look at some of the appealing qualities that would cause people to demonstrate such quick enthusiasm. First, the very nature of the game itself has some decided advantages over other team sports. One boy can nail a hoop on his barn (oops, garage) and take almost any size ball and throw at a hoop of any circumference. Boys who nail a tin-can on a tree and try to throw a tennis ball into the can are playing a modified game of basketball. From the farm land of Indiana to the jungles of Brazil we have seen this happen. The game has such an individual challenge and recreational value that one person can practice by himself with no one around and derive much pleasure and enjoyment. This is not true in the team sports of

baseball and football. Two, three, four, or fourteen people can make up a game and the rules can quickly be adjusted to meet any circumstances.

The second factor of importance is that only a small area for participation is needed and it can be on any type of terrain. We have seen enthusiastic basketball games played on crushed stone, dirt, cement, dust, mud, wood, tile, and grass. Thirdly, it is a fast-moving game with a lot of action for both the player and the spectator. It is absolutely spell-binding to see a dribbler moving full speed with his opponents chasing him and lay the ball up for a basket or to view the skill and accuracy of a ball thrown through the hoop from 35 to 40 feet out on the floor.

The fourth factor is that the game is inexpensive. Compared to other team sports, it is possible to field a basketball team cheaper than most other squads. There are fewer players and a smaller amount of equipment is needed to play. This is why so many churches or schools can sponsor a basketball team when they are limited in other sports.

The last point is that the skills are easy to learn. Anyone that has never played before can try his luck at throwing the ball at the hoop. Naturally, it takes much practice to become an expert but young boys can pick up the game in almost no time at all to become a member of some backyard team. The game has enough contact to make it rugged; it has enough skill to make it interesting and challenging; it has enough glamour to make it enticing; and it has enough critics so that everyone can be an authority.

4. BASKETBALL IN INDIANA

There are many people who have tried to offer reasons why Indiana has enjoyed such a phenomenal interest in the game of basketball. Some have dared to say the reason was that our state had such an outstanding high-school organization in the early years. Others have said that the best explanation they could find was that our newspapermen gave

it the best coverage of anywhere in the country. The critics have leveled a jealous finger and said the reason was that we have neglected football or baseball programs. At any rate, in the number of All-Americans, Olympic players, and college coaches, as well as attendance to games, the old Hoosier state leads them all.

It is difficult to point to what started this round-ball heritage, but it is interesting to pick up some of the early experiences. In 1927 we visited our country cousin's house and the old hay-loft was empty on one end, so a basketball goal was nailed up. I have seen as many as 20 boys on a Sunday afternoon go to the hay-mow and maul each other until clothes were torn off, shins were skinned, splinters were picked from various areas of the anatomy and if there hadn't been at least one good fight it was a dull afternoon. Very few farm boys in Indiana went through a year without a few good sessions in the loft. In the city, my brothers nailed a backboard on the light post at 15th and Madison Streets in Muncie so we could have some night ball. The goal was a bent piece of steel with a "gunny sack" for a net but it was the outdoor stadium for the Congerville, Shedtown, and Heekin Park boys. I think the idea here was to keep the boys on the street not off, so one knew where they were. This was a lot of fun until someone got the bright idea of paving the streets and putting in curb stones. (Leave it to the politicians.) The new situation moved us back in the alley behind the barn and the game lost a little glamour. Besides, when the boys got tired they could sit down and sneak a few puffs on a five cent Charles Denby cigar and it usually made the boys so sick it was impossible to finish the game. At Garfield Grade School, we practiced outdoors on crushed stone and this taught us to make a good fake with one quick dribble and shoot. The ball usually wouldn't bounce up twice on that loose stone, so the real "stars" limited themselves to one dribble.

One of the boys had a ball with sewed-raised outdoor seams and it was such an innovation to the game that we changed our whole shooting habits. We learned to put such

"English" on that ball that if we hit the top corner just right the ball would ricochet through the middle of the loop and the beautiful executing would make the lucky boy top-dog for the day. On Friday nights, we fifth and sixth graders were permitted to play the preliminary game at Wilson Junior High School games and this was the most breathtaking experience of our career. We would arrive at the gym about an hour ahead of the janitor to make sure we were there on time. Our feet and hands would usually be so cold that it would take another hour to thaw them. No one will ever know the thrills, the torture, the excitement that went with those games. I never rode to a game until I was a sophomore in high school . . . we walked to and from these games in the snow and the ice of winter and, if we had any energy left, we threw snowballs all the way home.

The janitor used to rent the gym out for a dollar an hour. We saved our money and if we could organize 10 fellows into raking up a dime apiece, we had the time of our lives running for one full hour on the big gym. Sometimes the initiative it took to get that dime got us into more trouble than a pup in the hen house. Once, we stole some milk bottles off the back porch and cashed them in at the corner grocery. When the day of reckoning finally arrived, the seat of my pants felt like a hot stove lid and "standin" was much better than "sittin."

Muncie won the state high-school championship in 1928 and again in 1931, and these were my "growing-up" days. I used to go to school early just to watch some of those big Bearcats walk through Heekin Park on their way to Central High School. These fellows were real heroes and all the boys tried to imitate their shooting, passing, and dribbling antics. We still learn by imitation whether it is the way we play basketball, the way we drive a car, the way we eat, or the way we serve God and respect our country. The small boy still worships the hero. If every successful athlete in America could understand this lesson and accept the responsibility in daily living, we would have the best character building classes known to man.

INDIANA HIGH SCHOOL BASKETBALL HAS WORLD'S GREATEST FACILITIES

Indiana high-school basketball draws more spectators than all the colleges of the United States combined and many times more than the professional teams. Although Indiana has the largest gymnasiums, they still can not satisfy the crowds when tournament time rolls around. Tickets are scarcer than "hen's teeth" and the pressures of distribution are greater than gravity on a space flight. New Castle High School has just over 1800 students in enrollment but a gymnasium that will seat 9,325 people. Elkhart is not far behind seating 8,284 and Kokomo High School can match this seating for a basketball fracas. The high-school tournaments are held at Hinkle Fieldhouse in Indianapolis which seats 14,943, and if you are not lucky enough to weasle a ticket you might be able to pick one up from a scalper for twenty dollars. This is a prison offense in Indiana and school boys are better off robbing a bank than being caught selling a state tournament ticket.

There are few schools that have gymnasiums seating more than the entire town and one wonders where the people come from! Center Grove has a population under a 1000 but built a gymnasium that will seat 4,000 spectators and Switz City which lists 500 inhabitants can crowd almost 5,000 fans into their gymnasium when a real floor-scorcher is scheduled. It is a common expression in Indiana that first you build a basketball goalery then you build a school. Why not? Hoosiers will tell you that there is nothing more educational nor is there anything better organized or conducted. This is a real tribute to the Commissioners of the Indiana High School Athletic Association. There are 64 sectional tournament sites with an average seating capacity of less than 5,000. When all of the game attendance of Indiana High School basketball is added up, there are about 22 million people who sit in the stands and

probably twice that amount who listen to the games on radio or watch on TV. For a state of 4 million people this is certainly unusual. Figures for junior high, grade school, YMCA leagues, college and AAU ball are excluded from these statistics. Junior high tournaments sometimes number 2,000 and 3,000 people in attendance. Colleges, such as Butler, Notre Dame, Purdue, and Indiana University all draw capacity crowds plus over thirty other colleges are playing an intercollegiate schedule.

5. BASKETBALL IN THE OLYMPICS

Basketball was demonstrated at the Olympic games as early as 1904 by teams from the United States, but it was not until 1936 in Berlin that basketball became an official part of the program. The first three places were captured by North American teams with United States being first followed by Canada in second and Mexico in third place. Twenty-one teams were entered in this XI Olympiad and among them were Argentina, Austria, Belgium, Brazil, Bulgaria, China, Cuba, Czechoslovakia, Estonia, France, Greece, Hungary, Italy, Switzerland, Japan, Latvia, the Philippines, Poland, Portugal, and Romania. Spain was entered but did not participate because of the civil war at home.

Because of World War II, there were no Olympic games in 1940 and 1944 but they were resumed in 1948 in London, England, with 23 countries participating. United States again emerged as champion with France, Brazil, Mexico, Uruguay, and Chile next in line. Noticeable was the rise of the teams from South America who took three of the first six places.

In the year of 1952, Russia made her debut in basketball at the XV Olympiad held at Helsinki, Finland. The tall Russians were beginning to show progress in the game of basketball and managed to take second place ahead of Uruguay. Argentina took fourth; Chile was rated fifth ahead of Brazil who ended up in the sixth position. Twenty-four

countries participated to indicate that basketball was a world-wide game and had already passed up almost every other sport as the international team game.

The competition fell of during the 1956 Olympics in basketball as only 15 teams were entered. There were probably two reasons for this. The first was the distance involved (Australia) and the second problem, the time of year. November was during the college and school year in most countries and it was difficult for students to make proper arrangements to be away from classes. However, one thing did happen that was a surprise to many people. Instead of the other countries getting closer to upsetting the Americans, they were further from it. It showed the tremendous emphasis being put on offense and almost equally as sensational was the spectacular defense play of Bill Russell, K. C. Jones, and the other American players. Let us examine these scores:

U.S.A.	98	Japan	40	
U.S.A.	101	Thailand	29	
U.S.A.	121	Philippines	53	
U.S.A.	85	Russia	55	
U.S.A.	85	Bulgaria	44	
U.S.A.	113	Brazil	51	
U.S.A.	101	Uruguay	38	
U.S.A.	89	Russia	55	(Final)

The United States averaged almost 100 points a game and held the opposition to about 46. The score has doubled on every opponent but Russia and these were only our amateur players. United States is the only country that has professional basketball.

The year 1960 was one that everyone was waiting for because progress could be seen in the sport in other countries, but no one knew exactly how much. Europe was close to America and with the spread of television all over the world, it would actually be possible for one billion people to see the

games through films and television. So many teams were entered in the competition, the Olympic officials decided to hold two tournaments. One would be held at Bologna where four teams would qualify to meet the "seeded" twelve in the finals at Rome. Eighteen teams entered this competition which made a total of thirty teams—the greatest number ever to participate in international play. (Chile did not show up due to economic disaster at home as a result of a great earthquake. The following teams qualified in this order: Czechoslovakia, Spain, Hungary, Yugoslavia, Poland, Belgium, Canada, Israel, Germany, Greece, Formosa, Australia, Thailand, Great Britain, Switzerland, Suriname, Austria, and Sudan. Seeded were United States, Russia, Brazil, Italy, France, Mexico, Philippines, Puerto Rico, Bulgaria, Spain, Uruguay, and Chile.)

Probably as great a group of basketball players as U.S.A. ever assembled for Olympic competition included Jerry Lucas, Jerry West, Oscar Robertson, Terry Dischinger, Les Lane, Walt Bellamy, Bo Boozer, Birdie Halderson, Darrell Imhoff, Arlene Kelley, Adrian Smith, and Jay Arnette. The U.S.A. team averaged over 100 points a game and again the showdown game was with Russia. It was as tense a basketball game as this writer has ever sat through which represents over 3,000 games. Although it was only the fifth game for the U.S.A. team, Russia had been upset by Brazil and this was really the championship. Robertson and Lucas got in foul trouble early in the game but the Americans hung on to a 1. point lead at the half. Coach Pete Newell of California certainly had the boys ready during the second half as the Yankees ran up a 31 point lead. Coach Newell began to substitute. The final score was 86-61, but it would have been much more if Coach Newell would have chosen to let the regulars play the last quarter of the game. Russia's team was bigger than that of the U.S.A. but did not have the individual skills of our great athletes.

In the 1964 Olympics in Tokyo, and the 1968 Olympics in Mexico City, the United States teams continued to dominate the sport of basketball. At this time in Olympic history, the United States has never lost a basketball game. What the future holds in Olympic basketball competition will depend on just how young participants start playing the game in other countries. If the missiles and bombs are not flying too freely or if we are not invaded by some planet, some country is going to catch up with us in this game of roundball. Consideration is being given to a height limit of 6 feet 2 inches, but the U.S.A. could win just as easily should they have two classes and choose to enter teams in both. Remember, we don't even use our best players . . . they play in the pro circuit and are ineligible.

6. SURVEY OF BASKETBALL AROUND THE WORLD

Over a period of years we have gathered materials from many countries as to the progress being made in basketball. The Venture for Victory team has played about 1000 games in foreign countries and to make the report more complete, a survey sheet comprised of 26 questions was sent to 87 countries. Most of them responded enabling us to have a good idea of how basketball has developed around the world. Some of these surveys came back in native language rather then English so that we are indebted to many of our language professors at Taylor University for their time in translating the answers into English.

The Philippine Islands have adopted basketball as their national sport and their enthusiasm is unmatched anywhere in the world. The island of Formosa has hundreds of teams that play all year round and basketball is the number one sport. In 1959 and also in 1961, the AAU sent teams to

Russia and drew as many as 20,000 people each night in their series of games. After completing a survey in the countries of Europe, it is very evident that the fastest growing sport behind the Iron Curtain is basketball. Hungary, Bulgaria, Poland, Yugoslavia, Czechoslovakia, and East Germany have made so much progress in the game that each of these countries is a real threat in Olympic competition. France, Italy, and Spain are all capable of holding their own in any world games. The quality and the quantity of basketball have taken such forward strides in South America that several of our U.S.A. teams have come home on the short end of the score after touring through the coffee and bull-fighting countries. Brazil, Uruguay, and Chile can match caliber of play with basketball teams from anywhere in the world. Burma, India, and Pakistan have organized strong basketball federations. Singapore, Thailand, Malaya, Indonesia, and Viet Nam have held tournaments with international flavor. The Union of South Africa is in its infancy with the roundball game, but its new Federation president claims that their country is developing on substantial ground and is looking forward to being a force in world basketball competition sometime in the near future.

Those who have followed the Japanese progress in sports during the past few years have prognosticated that the land of the Rising Sun soon will be demonstrating a superior style of play that has been characteristic of her fine baseball and swimming programs. Tokyo was the host to the 1964 Olympics and this gave an impetus to their growing plans. The Arab countries are not to be counted out of this phenomenal growth. Israel showed a very polished team in the 1960 Olympics and as we visited the Persian Gulf in the summer of 1960 at Bahrein, we found that even though it was 120 degrees, people still played basketball, and goals were mounted up on sand courts. Anyone who has seen the teams representing Africa in Olympic competition could not help realizing that in the next ten years here will be some of the best

basketball players in the world. Mexico, Puerto Rico, and Panama have some wonderful athletes that have made good in American college basketball and the attendance and seriousness of purpose almost endanger the life of the spectator who is on the wrong side. Australia and New Zealand have caught on to the sport and the land "down under" has vowed that the game will improve in this country. A magazine dedicated to the game is being published for these native sports fans.

Two tournaments were held in Alaska during 1960, and our 50th state, Hawaii, has annually sent teams to the Mainland and invited many U.S.A. teams to visit them. The Fiji Islands entertained the Harlem Globe Trotters who have played almost anywhere they can get anyone to laugh at their clowning. The Venture for Victory team played before 150,000 fans in Equador, Columbia, Guatemala, Peru, Venezuela, and Brazil during the summer of 1957. Korea showed us the largest crowd in the Orient when 17,500 came out as we dedicated a new stadium but this has been surpassed by the new Arenta Stadium in Manila. Places like Hong Kong, Kowloon, and Kuala Lumpur had capacity crowds at each of our games.

It is impossible to pinpoint all of this growth but a survey that we have just concluded of forty countries indicates that basketball was started by various groups. Reports that were mailed back to us show that the YMCA has been responsible for the introduction of basketball in foreign countries more than any other group. The armed forces have helped to popularize the game but individual missionaries have made the most unique contributions. The Presbyterians, the Methodists, the Mormans, the Catholics, and several interdnominational groups have helped to start basketball in some of the the most remote villages.

Our Venture for Victory team has played inter-squad games for the Pygmies of the Philippines and for islanders in the Formosa Straits. In 1953, we toured to Sun-Moon Lake

high in the mountains of Formosa and ran into a group of aboriginal headhunters. The Chinese soldiers of Chiang Kai-Shek's army were guarding a power plant near this area and had erected a basketball court for their own enjoyment. When they heard we were in the area, they invited us over and we played a game in the rain and as special guests some of the aboriginals were present who had been brought (by some of the missionaries) to witness the encounter.

These college all-stars known as the VENTURE FOR VICTORY team have played over 1000 games in 30 foreign countries before more than 4 million spectators. Almost every conceivable type of audience and participant has taken part in these games including Olympic teams, high schools, colleges, refugee camps, leprosariums, armed forces, factories, prisons, banks; and even Communist prisoners of war. The Globe Trotters and the Amateur Athletic Union have helped to popularize the game in various countries, but the missionaries, YMCA secretaries, and military groups have taken most of the initiative in starting basketball outside the shores of the United States. The state department and a few colleges have toured in various countries to help improve on techniques and rules.

PART II

THE APPROACH TO MODERN BASKETBALL

A. Philosophy and Objectives

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 something immoral or disgraceful. The saddest part, however, is the fact that 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 charm, 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.

1. CONFLICT IN VALUES

RESULTS: BRIBERY AND POINT SHAVING

Within a ten-year period there were two national scandals in cases of bribery concerning college basketball players. What is surprising is that so many people act surprised. It is normally the shocking type of publicity that magnifies the action out of proportion. The Bible says that "all have sinned, that there is none righteous no not one." Just because a person is associated with education doesn't deliver him from temptation or evil. Some of the worst monsters that this world has produced have been highly educated men. Fidel Castro, the Cuban dictator just 90 miles from our shores, has shouted insults at America although he has several degrees

and is considered an intelligent and educated man. The trial of Adolph Eichman who was charged with murdering six million Jews under Nazism proved that modern man has the potential of being nothing more than a scientific cannibal.

The pressure of winning in athletics has become one of the real nemeses of our times. There was a time when a boy felt fortunate if he had a job promised that he could help work his way through college. When this writer started to college in the late 30's, athletes washed dishes, shoveled coal, cleaned toilets, swept walks and in general worked hard for 25 to 30 hours a week in order that they could stay in school. To talk to an outstanding athlete now about the same opportunity would be sheer folly and almost insulting. The common phrase now used is "What's the deal?" Whether this over-exaggerated condition has its origin in high school or college really makes no difference. One thing we can all agree upon is that just because we offer a campus environment does not insure any boy that he is purified, protected, and free from unethical practices or temptations. The conditions will be pretty much what we make them. To put a cow in the hen house doesn't mean that she will lay eggs. We have no more right to assume that educational environment will protect anyone from the pitfalls of life. There is as much cheating going on in the classroom either in high school or college as there is in most business concerns. Statistics have proven this. With the display of pornographic literature on every newstand and the clamoring for more sensual movies and TV programs, who could predict anything less than sexual promiscuity on our campuses with the violation of every other moral code.

The shaving of points in basketball fits into our everyday pattern of life and because we make heroes of our athletes, we assume that they have a natural immunity to the temptations of life. This is not so. These boys are human like everyone else. They are not poor little babes that are victimized out of innocence any more than any other student who cheats on examinations in school or commits an immoral act.

Because he is in athletics, the sportman's problems are magnified and probably even exaggerated, but he is on public exhibition each week before thousands of people and this makes a difference. In our local high school we see boys smoking every noon hour and after school while walking down the main street. If any athlete would do this, it would be shocking and degrading because athletes are not supposed to drink or smoke. Now the conflict seems to be that there is one set of standards for the athlete and another set of standards for the non-athlete. We recently talked to an athlete who had over 50 college scholarship offers and the boy can scarcely read and ranked in the lower 10 per cent of his class. The pressure is summed up in the remark of one college president to his coach, "Win or tie—we are behind you 100 per cent."

There is something that can be done about the problem and it doesn't start with basketball nor is the answer in education. It is not a matter of outer-space but *it* is a matter of inner-space. The world will never be transformed until we as individuals are transformed. There must be a change in our values. The price tags of life have been switched around until we know the price of everything but the value of nothing. It is a condition of the heart. Jesus said, "As a man thinketh in his heart, so is he." There is a lot of talk of keeping athletes out of the big cities and stadiums. We don't need a change of environment, we need a change of heart. Christ can do this for a person if we confess our needs to Him. He will cleanse us from all unrighteousness. It will be rather difficult to get too enthusiastic about the new proposed reforms until we start talking about the reformed heart. To change a program will not change the people. This venom that has rocked colleges will find its outlet in some other form in society. We must spend just as much time in trying to develop men as we do in developing skills. In America, we have a wonderful Christian heritage and there is no other way to explain the greatness and uniqueness of America outside of our faith in God. If we are going to keep what we have, we must share what we have and

this means our moral and spiritual values. Let each of us who feels a sense of responsibility to our youth, to our schools, to our country, rededicate himself to Him who knew no sin . . . that we might sense His power of forgiveness and strength.

2. BASKETBALL PROBLEMS AND THE FUTURE

There are a few pessimists around who feel that the game of basketball has found its peak and is due for a decline second only to the Roman Empire. Let us look at a few of the valid arguments and some of the emaciated opinions, held by those whose visions in the crystal ball reveal nothing but a funeral procession for "Ole Mr. Roundball." The first symptom according to "Digger Odell's" understudies, is that the game is being dominated by the human giraffes whose greatest qualification for the sport is to have an uncontrollable pituitary gland. They take turns watching each other play "stuff ball" and most of them would not have an IQ more than ten points higher than a turnip. They also feel that the rules committee really put poison in the pot when they eliminated the center jump and an innocent man was convicted when they forced the ball into the front court with the ten-second rule. With the same accusing finger, they point to the blocking-charging rule and say that the only thing consistent about the way this rule is interpreted is its inconsistency. The rules of the game are not even understood by the rule makers themselves let alone the players, coaches, fans, or referees.

Some feel that the game itself is out of control. College teams are now scoring 100 points and still getting beat. There is no defense and if a man did want to attempt to stop an opponent the whistle-tooter in the striped shirt would have to get in the act and demonstrate his dynamic dramatic diction and decisions. The officials have lost respect and control by their "hamming" it up until now it is common to hear "he can't ref but he is a good actor."

Another group levels an indictment at the coaches and says that the mentors are now on the floor more than they are on the bench. Coaches have become showoffs and have tried to steal the spotlight from the players. "Give the game back to the kids" is a common cry. The coaches' sportsmanship and conduct are a disgrace and their lack of self-control on the bench has demonstrated what athletics shouldn't become. After the second college basketball scandals were revealed within a ten-year period, one person summed up the coach in this way. "If the coach can slip a player money under the table to make points . . . someone else can slip him money under the table not to make points! ! !" The critics feel the game has jumped its tracks and a restoration to anything that resembles normalcy is about as certain as the Declaration of Independence being adopted by the heirs of Stalin.

The final prognostication of the decline of basketball charges that the game itself has been over-emphasized. These benediction pronouncers would have us believe that basketball has been dribbling on borrowed time and the fans have just now caught up with this phoney sport. These roundball grave diggers who say they wouldn't walk across the street to see a game are entitled to their opinions, but there certainly are some facts and fingers to point to the fact that the game is only in its infancy.

There is every evidence that basketball has not reached its peak but is one of the fastest growing sports both nationally and internationally. In almost every community there is a clamor for more and bigger gymnasiums and fieldhouses. High school gymnasiums are being built to hold eight to ten thousand people. College fieldhouses will hold fifteen to twenty thousand fans and even larger ones are under construction. Indoor stadiums for basketball are being built both in America and the Orient that will hold between 25,000 and 30,000 people. Someday we will see, in America, basketball championships being played before 50,000 people just as we are now seeing these huge crowds for baseball and football.

Television has brought thousands of new fans into the fold and given people a chance to acquaint themselves with the game, the rules, the players, and the coaches as never before. Despite all of the criticisms and the problems basketball has been a great game and will continue to be even greater.

3. WHAT WE BELIEVE ABOUT BASKETBALL

1. We believe that basketball is educational. The basketball court becomes our classroom and the coach has the responsibility to use basketball as a means to educate. Boys must be taught the principles, the fundamentals, the strategy, the discipline involved, and must become acquainted with every facet of the game.

2. The game is different from the classroom in two ways. First, it is a voluntary activity and is played by those who have a desire to compete and learn. Second, the coach and players must put themselves on exhibition every week so that the theories are put to test and they either succeed or they fail before hundreds or thousands of people.

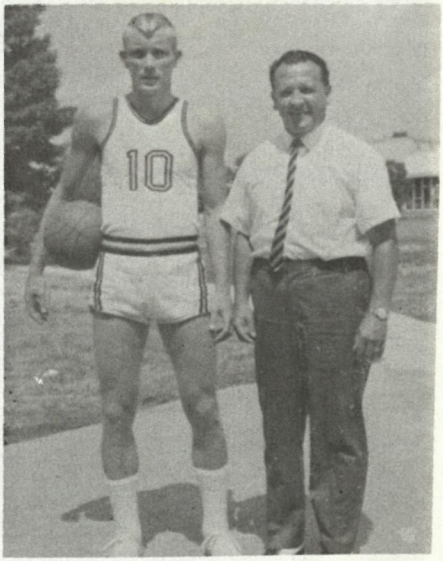
3. The fact is that the development of this competitive spirit is more typical of life situations than the classroom and, when held in the proper balance, can contribute more to the total goals of education than any other phase of the program.

4. We believe that every coach has the responsibility of knowing his players personally, their background, their ambitions, their plans for the future, and their special problems.

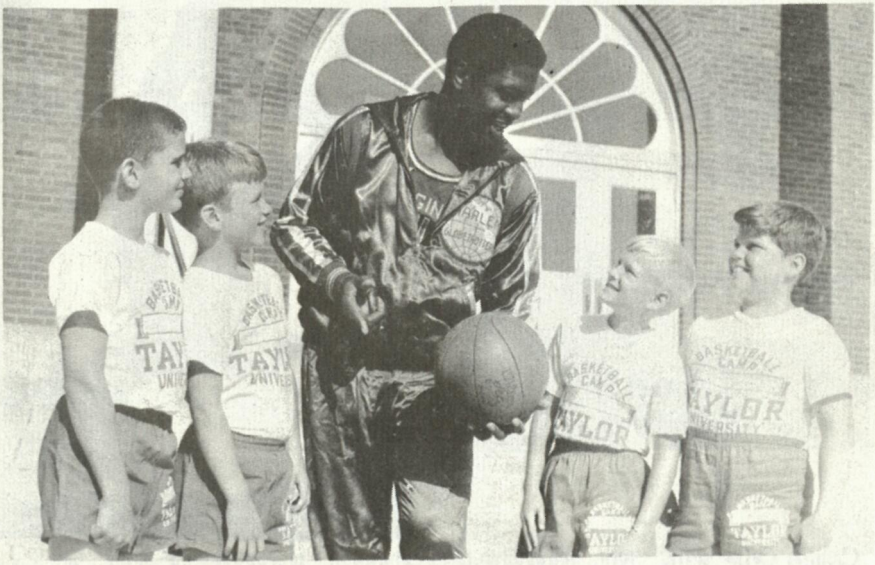
5. The game of basketball should help in keeping a sense of humor and be enjoyable, but the real pleasure derived from the game is a byproduct of knowing that a job has been done well and that the best has been given.

6. Basketball should teach self-control, discipline, and character and it is the coach's responsibility to enforce such measures so that these qualities will emerge. He himself should be an example both by word and life.

Howard the Coward rides again



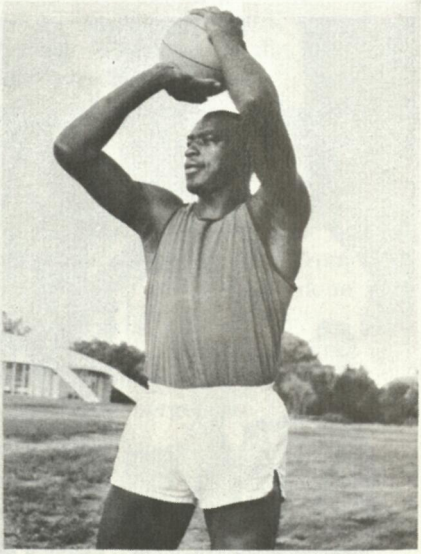
Rick Mount former All-American now with the PACERS



The popular Hallie Bryant with admirers

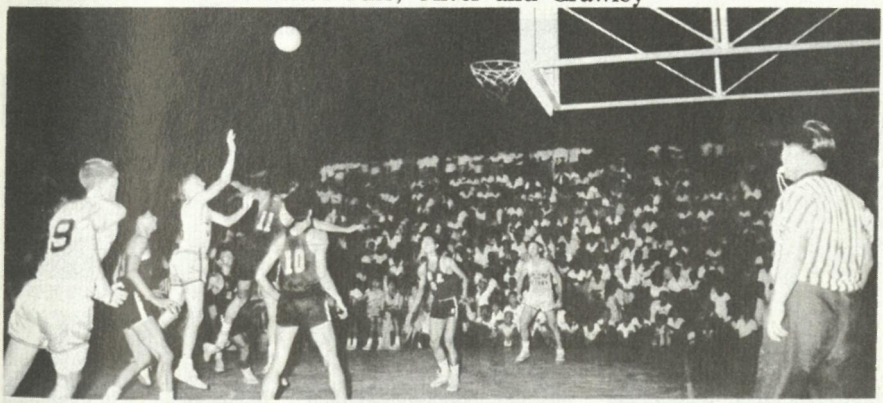
Team of 5 year old basketball players

Coach Odle with "Mr. Basketball" Billy Sheppard

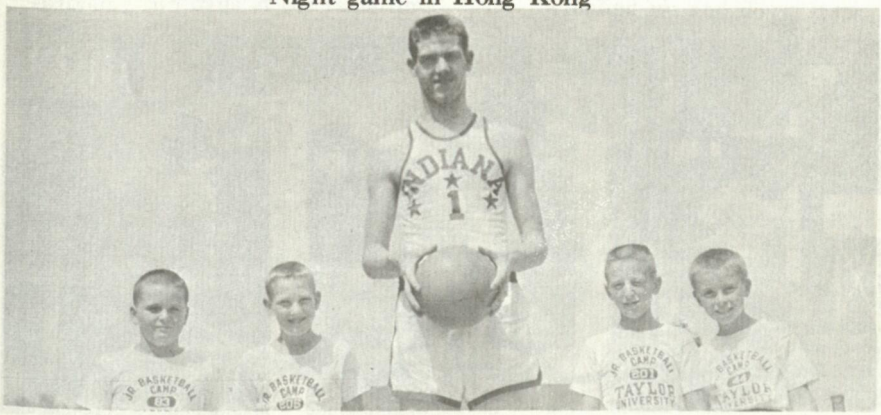


Cazzie Russell of the Knicks demonstrates for the campers

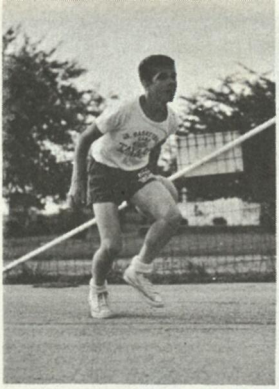
Coaches Odle, Oliver and Crawley



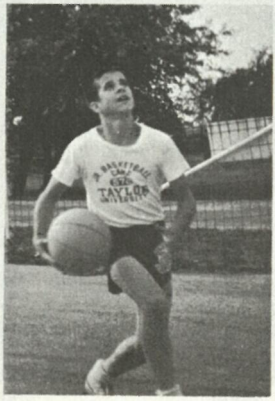
Night game in Hong Kong



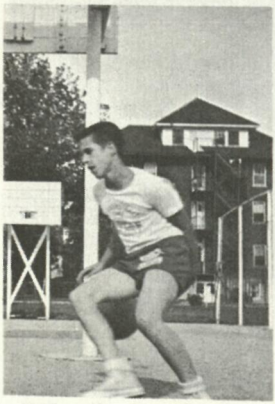
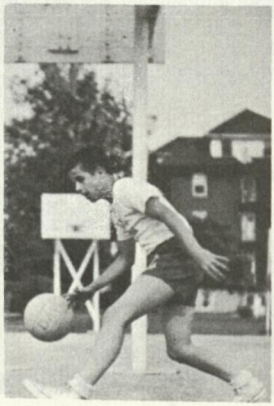
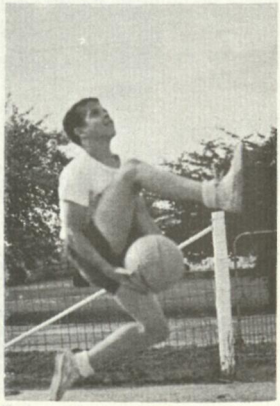
7 footer with donut dunkers



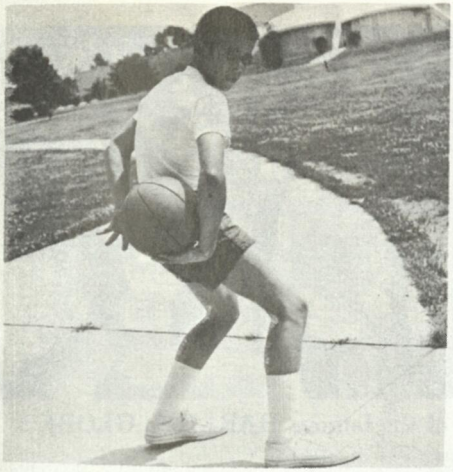
Ball is taken between legs on the dribble

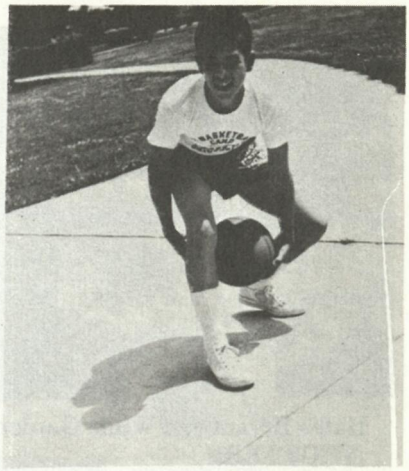

Ball is taken behind back before shooting a lay-up

Ball is dribbled behind back and shot between legs



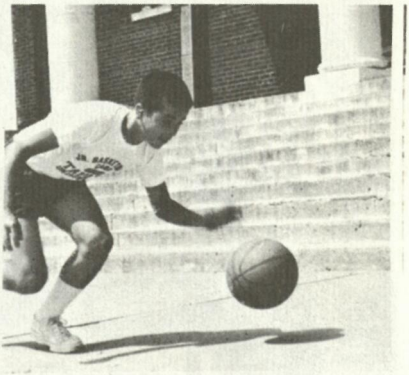
Ball is handled behind back



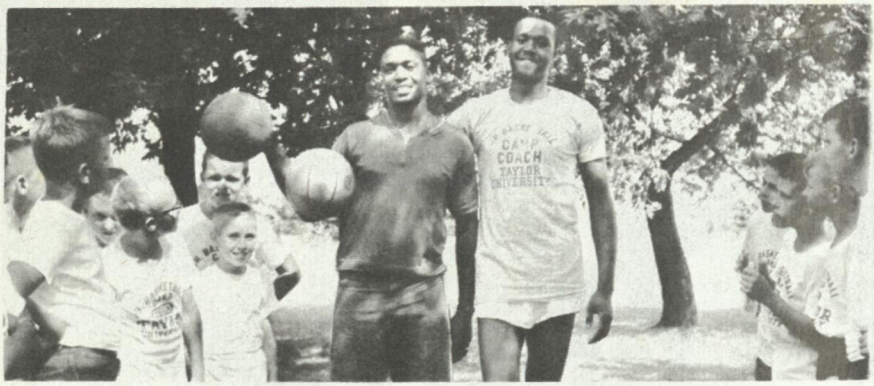
Ball is handled between legs

Dribbling two balls at the same time

Dribbling up and down steps

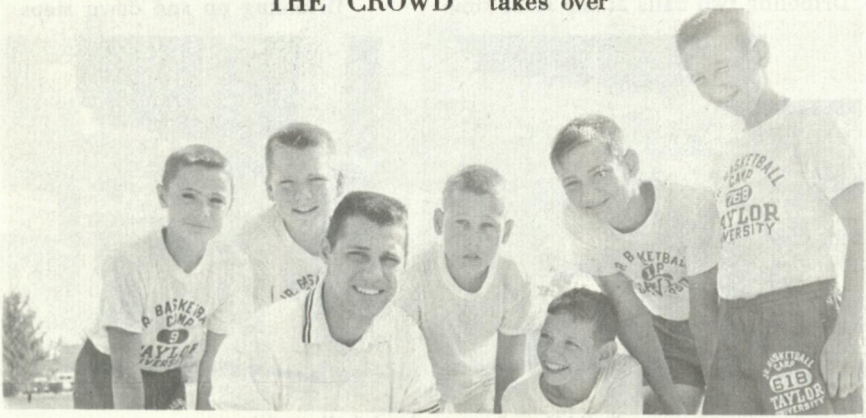


Dribbling from a dead ball position



Hallie Bryant and Willie Gardner of the famous HARLEM GLOBE TROTTERS

"THE CROWD" takes over



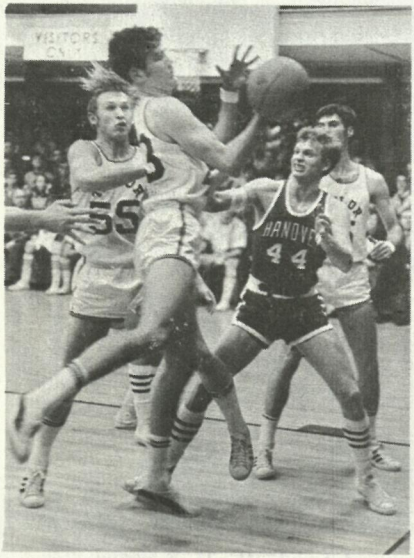
Terry Dishinger of the Pistons visited camp as an ALL American

Dribbling is a dramatic skill

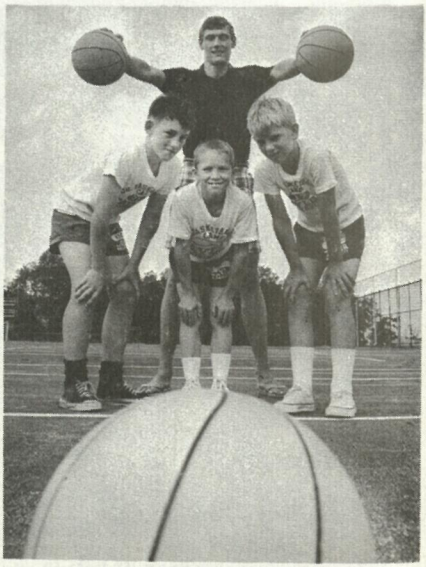
Friendship is a part of basketball

Wife of President of Free China presents flag to Coach Odle

Pardon my fingers



Struggling for ball is important



Clyde Lee of the Warriors . . . a real favorite

7. Team play, cooperation, and a selfless spirit should permeate the thoughts of the student managers, the players, and the coaching staff.

8. Both on and off the court, the athlete should represent his school in the highest degree of sportsmanship and conduct. To let the team "down" off the court is just as detrimental to the squad as missing field goals or fumbling in the crucial moments. Good citizenship off the floor indicates seriousness of purpose of the athlete.

9. Every athlete has the responsibility of preparing himself physically and mentally for each practice session as well as each game. If a boy accepts a suit, he is saying, "I accept the responsibility of representing my school in the best possible way."

10. We believe that when the athlete has used all his eligibility and his physical abilities to run, shoot, pass, defend, and rebound are gone . . . what he has left will be the real monument to his playing days.

11. We believe that when a coach accepts a position as basketball coach and is entrusted with the lives of several young men for at least two hours each day, he has the responsibility of using every available facility to return that student to society better equipped morally and spiritually as well as physically and mentally.

4. CHOOSING THE BASKETBALL TEAM MEMBERS

There are many things that must be considered about the squad even before the first practice session. First, how many teams will our school have representing them in basketball . . . Frosh, B Team, Varsity? How many boys will be needed for these teams? How many boys can be expected out for practice and what time of day will the practice sessions be held? Some schools now are practicing early in the morning, others afternoon or evening. The length of the schedule will make some difference. Some teams actually need twelve players and

others can get by with ten. Still others hold only eight boys out for the big game and then count on some of the junior varsity to help for a few minutes if needed. The style of ball coached and the style of the opponents may also have a lot to do with choosing the squad. Some coaches will look their material over and then decide on a system of play. Other coaches use the same pattern year in and year out, and the boys must be able to play a certain style to make the squad. Both methods have decided advantages, but we believe most coaches will blend the two together as needed.

At Taylor University, we have our first call for practice usually around the middle of October. It is the responsibility of every boy to report in condition. There is a big difference between being in training and reporting in condition. If a boy is not out for one of the three fall sports, we expect him to be doing a lot of running and have his legs and feet in shape. We encourage the fellows to do a great deal of shooting both outdoors and inside on their own and playing a lot of one on one and two on two. Once practice starts, there is no more scrimmage until we have had about three weeks together. We have about fifty drills that we use introducing approximately three of four per night to teach fundamentals and to emphasize the necessary skills needed to properly execute our pattern of play. It is during these drills that we try to observe the potentiality of each boy. Actually we check two things . . . what he is doing and what we feel is his maximum potential. There are four qualities we think a coach should look for: physical qualities, mental capacities, psychological factors, and social attitudes. If a candidate passes all of these tests, it is very seldom that he will fail when he enters good competition. However, every coach knows that once in a while a boy will make a poor showing on the drills and fundamentals; but when the whistle blows for the competition, his desire and competitive attitude overshadow all other weaknesses. Now the reverse is also true. Some boys look superb until elbows start flying and the body contact gets vicious; then the men are separated from the boys.

As for the physical qualifications, most coaches of basketball want height and natural ability pretty near the top of the list. (A player can do very little about either one of these. He either has them or he doesn't.) However, there are about ten other qualities that will either replace or improve on these first two. These are the qualities that make the difference between success and failure. Each year we see athletes who look as though they should be unbeatable, who are blessed with a superabundance of both height and ability only to fall by the wayside in favor of some little fellow who has less but gives more. Most coaches believe in higher education and usually the higher the better, but a few vertical hereditary factors will never assure a boy success. Let us look at some of the quality equalizers that "make the difference." In the physical sense, speed, timing, coordination, quick reflexes, agility, strength, and touch might all be included in natural ability.

It is in the other three areas that coaches must be alert in scrutinizing and examining every contributing factor. Mental capacity refers to a player's intelligence. How easy does he learn? Is he coachable? I have seen boys with low IQ's who could really put the ball in the hoop and were so rough on rebounding that only the paint was left when they went after a ball. Intelligence is needed for leadership and for strategy. Some boys are naturally slow learners, but it doesn't mean that they are dull.

The psychological factors are not as easily discernible but most necessary if a player is ever to develop into a championship contender. Desire, hustle, competitive spirit, good attitude—these are the qualities that will overcome almost any weakness or will improve on any ability. A boy is never ready for a game physically until he is thinking right mentally. We are not alluding to capacity; we are referring to his heart and his spirit. Some boys are uncoachable because of their self-centeredness and negative thinking. They take everything

personally and close their minds to suggestions and constructive criticisms. They think, but they think negatively.

"As a man thinketh in his heart, so is he." If a boy thinks clean thoughts he is going to act clean and be clean. The top athlete is concerned with his physical and mental health. Training and conditioning are never a problem to a boy who thinks right. Only a perverted mind and a lack of personal pride causes dissipation. A boy who would impair his own ability and hurt the team's chance for a successful season by his lack of self-discipline is a psychological liability and a risk to the whole squad.

A player does not accidently stumble into becoming a great athlete. It is not an accident when a boy shows real self-discipline and body control. A boy becomes a good person first, and then becomes a better athlete. The reverse is not true contrary to some popular opinions. Some boys have developed into good athletes and lined up because they wanted to stay in athletics, but it was only after they became better persons that they became better athletes. . . . A good athlete must have the desire to improve, the desire to learn, and the desire to win. A person with great desire will never be satisfied with a mediocre effort or a poor performance. Sometimes a player with this outstanding characteristic becomes a good leader because he is an inspiration to the other members of the team. Competitive spirit is a by-product of desire. An athlete who sees his team 20 points behind and then in place of quitting and getting discouraged puts out 150 per cent in effort is the most respected of all athletes. Just because things get rough, he doesn't quit but shows the perseverance that makes champions. This immeasurable quality can make an All-American out of a youthful candidate who is short on talent. A boy of this caliber never knows defeat because he never quits. When a boy loses his desire and wants to quit although his team is ahead, he is defeated even if his team does score more points. Real defeat comes only from within. A mountain climber once said, "No one ever measures my falls—only the heights I

obtain." There is a vast difference between wishful thinking and a genuine desire. Why is it that 50 per cent of all college students drop out after the first year and half of the marriages in some states are ending in divorce? In most of these cases people think they will succeed, but they lack a genuine desire. A boy with desire will work hard; he will be willing to sacrifice; he will be willing to listen and learn. His indomitable spirit will capture the coach's confidence, the fan's support, and his teammates' respect.

Self-control should be mentioned next because it is possible for a person to have so much ambition and desire that he lacks stability. Over-excitement, anger, and bad temperament are as detrimental as carelessness, laziness, and horse-play. It is possible for a boy to nullify all that he has accomplished by failure to control his emotions. Over-excitement can effect physical performance as lack of enthusiasm can affect interest. An athlete that can show calmness under great emotional strain is demonstrating an emotional maturity that is a cherished quality. For an athlete to be calm when it is easy to be angry, to be patient when his nature is to be aggressive, to listen when he wants to talk, to be agreeable when he wants to be disagreeable—these are qualities that make every coach thank God for the privilege of working with young athletes.

Responsibility goes beyond the gymnasium doors. Responsibility involves trust that goes beyond rules. A boy has a responsibility to get along with his teammates. A coach cannot force this, although he works just as hard at teamwork as developing skills. A oneness must develop in the squad and this is the responsibility of every boy. Boys must learn to expect and tolerate differences in teammates in personality, performance, and individual habits. An athlete who is critical of his school, coach, and other athletes, has failed in moral responsibility just as much as if he had lost a ball game because of a missed shot. This is one of the hardest lessons that an athlete has to learn and one of the most difficult to teach.

Unless a boy has respect for his teammates and opponents, regardless of their abilities, he has failed a very important team test. In the dorm, down town, and particularly among the younger players, his conduct should be above reproach at all times. If there is anything disgusting it is to see a young man whom God has blessed with a strong body and sound mind live a life that is immoral, lazy, and disrespectful. Just because a boy can make more baskets than someone else does not mean that the teachers owe him his grades. Just because a boy is a strong rebounder does not mean that he should expect all the boys in the dormitory to bow down when he walks by.

Success on the basketball court does not mean that the world owes the player a living or that the coach owes a special favor because of good performance. Instead, the player has the responsibility to show humility, sincerity, and respect for excellence in every field. A boy who demonstrates his abilities before the student body every week is a marked boy. It is difficult for him to be just an average student on campus—much more is expected of him. This is one of the prices an athlete must pay and a responsibility that he cannot avoid. There are many other qualities that could be enlarged upon such as hard work, co-operation, spiritual growth, and loyalty, but I am sure that these three that I have enumerated will give the basis for success.

5. OUR APPROACH TO THE SQUAD

One of the first things we tell the squad when they report for practice is the time that practice will be scheduled every day. No one is to be late or miss practice without an excuse of sickness or death. We expect boys to come to practice prepared mentally and physically to learn, to work, and to gain some valuable experience that will help prepare them for life. We caution them that there will be hard work, heartaches, discouragement, tensions, and times of real testing of their very souls. Athletics will reach the deepest emotions of life. To be successful a player must pay a price. The price for success is

not laziness, indifference, carelessness, or luck, but determination, cooperation, alertness, desire, preparedness and a tremendous amount of expended energy. We agree to a certain policy for training, conditioning, team discipline and temperament problems. A poor attitude, criticism of the coach or the other players, or a direct violation of any of the rules that we have agreed upon will not be tolerated. If the candidates for the team cannot subscribe to the conditions laid down for participation we ask them not to waste the time of the other team members the coach or their own time in trying to play. Everyone will be happier if we understand each other before the season starts so that we can avoid serious conflicts at a later date when everyone stands to lose so much more. Rules for care of equipment, relationship with managers, eating habits, study habits, dating practices, and eligibility are dealt with.

We feel that education comes when a person tries to learn, that hard work is the best morale builder, and that fun comes from winning. There is no greater enjoyment in life than the pride and satisfaction that comes when one accomplishes something because he paid the price to achieve. Cheap and easy victories do not have much reward. Naturally, we want boys to enjoy their practice sessions and we do not want them operating under tension, but we do expect seriousness of purpose, an enthusiasm that is contagious and a perserverance that will not recognize defeat. The world is filled with funsters, gag lovers, jokers, comedians, make-believers, pleasure seekers, and professional spectators. The basketball court does not pretend to be a part of this crowd during practice hours. The players have their diversion from the classroom by getting in their practice gear and coming onto the court. They obtain fellowship with other athletes in the dressing room before and after practice or during some of their warm-up periods; but when that whistle blows to start to work, the rewards come in achievement, improvement, and the satisfaction of knowing the best has been given.

Only an athlete can understand the inward glow that comes when the body is saturated with sweat as a result of a tremendous amount of drilling. Only one who has failed in numerous attempts can feel a satisfying sensation that comes when at last he achieves. Only he who has failed can understand success. Basketball has its rewards when a boy approaches the game with a clean mind, a pure heart and a sincere attitude to learn.

There are very few people who really like to study, but when they receive a good mark back on a paper or get an "A" in the course, they believe that all the effort has been worthwhile. Some of the most disappointed students are those who never prepare an advance lesson and then go to the classroom, get lost in the discussion, fail to understand the professor, and then find the whole experience boring. The basketball court is similar to the classroom—it pays to prepare. If a person has stayed up late the night before practice and reports with a chip on his shoulder, he probably will not gain much from the workout. There is a certain mental and physical preparedness that must accompany daily practice sessions if the time spent is to be worthwhile. Some boys will have the tendency to blame the coach, the system, or the other players for their own inadequacies and short-comings.

Pride is another pitfall for some athletes. We like to see boys take pride in their learning, pride in their basketball and pride in themselves but when a player fails to humble himself enough to recognize his own weaknesses, he is limiting his own potential. One learns much faster with an open mind and will profit more when he says, "I don't know" or "It was my fault," rather than trying to offer some feeble excuse to cover up his own weakness or failure. Other players will see through this type of personality in a hurry and this complex can become a thorn in the flesh both to the player and to the rest of the team.

B. Fundamentals and Techniques

1. PASSING AND BALL HANDLING

Passing and ball handling can be the oil in the machine. It is hard to separate the two. The offensive machinery will never be smooth or function properly without a lot of attention to these two factors. Passing the ball one to another is what makes a team out of five men and can be the secret of mediocre players becoming a strong unit. This phase of the game can put the fun in basketball and left out can cause no end of trouble for any coach. A good team will have five times as many passes as they will have shots for the basket. The faster the ball can be passed the more difficult the team will be to defense and the better percentage shots will become available. When considering a passing game, receiving must also be considered. It is impossible to separate the two. One coach always used this for a motto: "A PASSER CAN MAKE THE RECEIVER LOOK GOOD .. AND THE RECEIVER CAN MAKE THE PASSER LOOK GOOD." This involves eveyone in being alert, looking, being in position to pass or receive a pass, being able to judge speed and distance, and knowing when to pass and when not to pass.

There are many descriptions of passes—one-hand or two-hand passes, high passes or low passes, fast passes or slow passes, lead passes or direct passes, long passes or short passes, deceptive passes, etc. The pattern of play will determine the type of passes necessary in learning to throw well. If the pattern calls for the guards to feed the forwards or pivot man, there will undoubtedly a lot of bounce passes made necessary and the learning of a lot of deception and maneuvers to feed the ball. If the basic pattern is the five-man weave, there must also be a learning to make hand-off passes that require the ball

to travel only a few inches if it is a close type of weave. If a team is pressing and using a fast-break, the players must learn to pass and receive the ball at full speed that requires another type of basic ball-handling.

Let us analyze the feature of the game known as BALL HANDLING and its close involvement with the passing game. Ball handling not only involves passing and receiving the ball, but is also closely associated with dribbling. The touch of the finger-tips to the cover of the ball starts *the feel of that* roundball. A good ball-handler must have the feel. He feels just as much at home with that ball in his hand as a preacher does with his Bible or a soldier with his gun or a cowboy, his rope. The ball becomes second nature to him and there is not one position that feels uncomfortable to him. The ball is never gripped tightly except in rebounding and in trying to avoid a held-ball situation, but is always held with relaxed arms, wrists and fingers. This feel is taught by running several drills. First, each boy takes a ball and sees how fast he can move the ball between his legs and behind his back then switches the ball from one hand to another. He then holds the ball in front of him and sees how fast he can move the ball from one hand to the other without fumbling or dropping the ball. Some coaches like to use relays and see how fast they can have boys pass the ball over their heads, between their legs, behind their backs, etc. There are several gimmicks that can be used if there is a boy who is careless and awkard with the ball. Make the boy dress himself while holding the basketball. Require the fumbling athlete to carry the ball for two days without laying it down. To feed himself while holding the ball, to sleep with the ball, to keep it in his arm while studying will certainly improve his relationship to the basketball.

PASSING

There are many factors that determine the success or failure of the passing attack in the game of basketball. One, do the players understand the variety of passes available and the

effective use of these passes? Two, are the players team-minded or individual-minded? Do they look for one another and play as a unit or is their own individuality the dominate factor of the game? Three, how long have they played together? Do they know each other well enough to know what players can throw what passes and what passes they are capable of receiving? Experience together will have a great effect upon the passing game. Four, the type of offense used will have a big effect upon the passing game. If a fast-break, pressing-defense, aggressive, full-speed type of game is being used, the team is going to have more errors than the opponent who might be playing a conservative, slow style of offense where quick passing is not required. Five, the physical condition of players will have a great effect upon their passing game. Sometimes it is wise to review the statistics and see when a boy is throwing bad passes and when he is fumbling. Does this happen at the beginning of a game when he is tense and not warmed-up or does it happen late in the game when he is tired?

Types Of Passes

TWO-HAND CHEST PASS . . . BOUNCE PASS

Here is the bread-and-butter pass . . . the basis for most other passes and the most widely used of all passes. This pass will probably be used as much as all other passes combined. This is the first pass that most players learn and yet there are many players who never learn the proper mechanics of its execution. It gets its name from an anatomical source because the pass originates from the chest or nearby area. Actually, we find that several athletes use the movement at the chest if they are going to pass or shoot. However, if they are going to pass or dribble, they may carry the ball or start the ball as low as their stomach or thighs. It depends on the player's body build and his own individual maneuver. The hands should be well spread on the ball. The ball is kept close to the body and a lot

of horizontal movements are more effective when they tend to be more vertical. Analyzing the pass, it will be found that the hands, arms, shoulders, feet, and body are used when attempting to make a powerful two-hand chest pass. To test this, get back about five feet from a wall and hold arms and body firm. Now use only the hands and wrist and see if it is possible to bounce the ball off the wall. Next, get hand, wrist, and arms in the pass; then add body and legs.

The next important emphasis of the pass is to learn to snap it quickly. This pass is the key to the fast-break because when running down the floor at full speed it is sometimes required to receive this ball and pass it all in one motion. Unless the team has mastered this, the fast-break will never be very effective. Sometimes the break is stymied before it starts because a boy cannot quickly grab the ball and flip it out or down the floor with two-hands. Any pass off a dribble can be made quicker with two hands unless it is a short bounce pass off the end of a dribble. It is much faster than trying to jump into the air and throw a hook pass or a baseball pass. The pass does not require a lot of follow-through. Learning just to flip the pass quickly with the wrists is necessary.

The same mechanics are adaptable to the two-hand bounce pass. We like this pass to feed the forwards or pivot because it is always coming up and is easy to handle by the receiver. It is very effective against a zone because it is hard to intercept. It has one weakness in that sometimes the ball is thrown at the player's feet and makes a shoestring catch necessary to retrieve the ball. Some boys have a tendency to put too much forward spin on the ball but this can be avoided by making sure the thumbs go down as the ball is thrown.

THE HAND-OFF PASS

This is the most difficult pass to teach because it requires good ball-handling and a real sense of touch. It is easy to make a six-foot pass, but to impart the ball only six inches to a teammate who is usually moving by with speed or fighting

around a screen to get the ball requires a phenomenal amount of skill. The quick little flip or hand-off pass to a teammate can make a boy look as though he has 6 thumbs on each hand. It requires timing, touch, and tenacious digital manipulation. Some times a hand-off very close with one's own man brushing the body is necessary or it may mean that there must be a reach-and-flip to get a teammate the ball. This is usually accomplished by just flipping the ball in the air about 3 or 4 inches and quickly drawing the hands away so they do not clash or interlock with the intended receiver and cause him to fumble.

To teach this pass, form two lines facing each other and then interchange the ball as the players pass each other and go to the end of the opposite line. Two lines are then formed with two-balls and dissect each other which boils down to two lines and two balls making a moving exchange which requires maximum timing, alertness, and marvelous ball-handling. Taylor University does this before every game and the crowd loves it: (See diagram No. 27). Another drill is to start at center and use a fast five-man weave toward the basket with each man running at top speed in his figure-eight pattern. Another drill with five lines and three balls is excellent for practice of the quick hand-off. (See diagram No. 24).

ONE-HAND PASS-OFF DRIBBLE

This pass can be thrown in two ways and both can be very effective because of the quickness of execution. One is off the end of the dribble. Sometimes this is at the end of the fast-break and other times it can be used while dribbling around and all at once a man is open at which time the ball is merely flipped to make it look almost like a long dribble. To feed a man underneath or to throw this pass any great distance the ball must be whipped with a lot of firm wrist action. The effectiveness of this pass depends upon the element of surprise involved when in place of stopping and catching the ball before passing it, the ball must just be whipped off the end of

the dribble. A player who has mastered this pass will get several assists to his credit during the course of the year.

TWO-HAND OVER THE HEAD PASS

By holding the ball over the head and using a wrist-flip action the ball is easy to see and also handle if possessing the height advantage. Tall players must learn this pass and shorter players should master the pass so that they can have a complete repertoire. The trajectory of the pass is usually flat and can not be thrown hard in close quarters because it does not have the normal accuracy or distance of some of the other passes. This pass can take on some unorthodox forms by using it as a jump pass or a quick lob pass behind when not having time to turn around.

THE SCOOP OR SHOVEL PASS

This is another specialty pass that resembles scooping-up a shovel full of snow. Normally, this pass starts on one side of the body with the arms extended and low. The ball can either be scooped or flipped with two hands depending upon the distance needed to hit the target. If it is a short pass, the ball is merely flipped, but if a greater distance is required the motion will resemble a two-hand scoop.

THE HOOK PASS

One of the most effective passes in basketball and one which very few boys have mastered is the hook pass. Too many athletes either ignore the fundamentals of this pass or try to combine it with the baseball pass and therefore do not utilize its maximum efficiency. The pass can be thrown over the head; it can be hooked from the side of the body; or it can become a hook-bounce pass. As the initial pass on a fast-break offense, it has several advantages over the baseball pass.

1. It enables the ball to get away quicker.
2. It enables getting greater distance and accuracy.

3. It is easier to throw over the heads of taller players.
4. The long baseball pass has a tendency to curve; the hook pass doesn't.
5. The baseball pass does not become a shot. In close, the hook pass can become a shot or the hook shot can become a pass.

To execute the pass, lay the ball in the palm of the hand using the fingertips to guide the ball. The arm is extended and then with a sweeping motion using the fingertips, wrist, arm, shoulder and body all are syncronized both for power and accuracy to throw the ball at its target. This pass is very difficult to defense and extremely maneuverable and effective in mid-air after having left the feet. To practice this pass, use the wall as a tennis player would use the bank-board in effort to continuously retrieve the ball and hook pass it back against the wall again.

BASEBALL PASS

The name is descriptive of the method of throwing the basketball . . . it is thrown just like a baseball. The arm is cocked and the ball is thrown either short or long with a lot of wrist and arm action. It is of particular value when passing to the left side when being a right-hander and vice versa. It is easy to learn because most boys learn to throw with this method.

THE HOOK BOUNCE PASS

By locking the ball in the wrist and extending the arm, the players can step either right or left around the defensive player and make this a most effective feed pass. Properly used, this pass has deception, power, accuracy, and is easily handled, particularly in close quarters when the defense is two-

timing. When other passes will not suffice in helping to feed underneath, this pass has devastating effect.

Specialty Passes

ROLL PASSES

When all the big men started making their debut in basketball, a few coaches started teaching boys to roll the ball into the pivot man if he were small and had a big tall defensive man guarding him. The idea was that the big man could not reach down to the floor to deflect the ball. The ball is rolled on the floor as if it were a bowling ball. A pass this low is hard to intercept, but it has never been perfected by most players to become an effective weapon. It is only a specialty pass that might need to be used when a player is guarding too close on an out-of-bounds throw-in, or on the floor when wanting to roll the ball between his legs if there are no other ways to get the ball to a teammate.

BEHIND THE BACK

This pass has lacked growth because of its difficulty to execute and the tendency of having the fans classify its user as a "show-off." The pass demands a lot of skill and in modern basketball has many usages. In the 1961 National Tournament at Kansas City, four or five players were observed who used this delicate pass with real skill and effectiveness. When being two-timed from the front, this is sometimes the only way of getting rid of the ball. On the fast break situation it can be thrown with such cleverness the guard can look utterly foolish. It is probably the most deceptive pass in basketball and one of the most difficult to control. It demands very good hand and wrist action while whipping the ball behind the back. The biggest hazard is being able to judge the distance and the speed of such a freak in basketball. We tell our players if the situation demands it and if it can be thrown effectively, it is satisfactory with the coach, but it is never an experimental pass.

OVER-THE-SHOULDER PASS

The over-the-shoulder pass is used in a lot of give-and-go situations or when setting a screen and wanting to feed a teammate who is directly behind. Time can be wasted to turn around just flipping the ball over the right or left shoulder and holding a screen. This is used a lot in pro ball where a screener must anchor his position or get pushed into his own man. This can also be used when a man is cutting behind and it is necessary to get him the ball immediately. Timing here is very important and this might be the quickest way to get him the ball.

BACK-HAND FLIP PASS

The player can either bounce or throw directly to a man with this clever little negotiator of distance. On the hand-off the thumbs be turned out, but this pass demands the the thumbs be turned in toward the body. Again, it is a wrist and finger controlled hand flip that demands the best combination of touch, timing, and control in basketball players.

DECEPTIVE PASSES

There are probably forty or fifty types or passes that have been used in basketball. All of them are a combination of the one and two-hand passes with a variety of deception. By merely looking one way and passing another with a contortionist display of hand and leg action has led one athlete to try and duplicate the same trait or style from various players around the world. *Any* shot can become a pass while the opposite is more difficult to prove. It merely boils down to the way the ball is released from the finger tips. Knowing when to pass and how to pass is important but to select the right pass for the situation is one of the major problems of hardwood occupants. The pass depends not only upon the player and his teammates, but also the speed, height, and location of the defensive player. The final decision as to whether the pass will

be successful or unsuccessful will often depend upon how much deception is used in releasing the ball.

2. DECEPTION

Every move in basketball should have a counter-move. The reason for such an assortment of shots of variety of passes is that the defense can be kept off balance. Once a coach made the remark that he would rather have a boy who could do just two or three things well than one who tried eight or nine things and was mediocre in them. We believe it is possible for a boy to learn all of these things well. If he has not been able to master each skill himself, he should at least be exposed to all the possibilities so that he can know what to expect in competition while he is on defense. When a boy has full knowledge of what is coming off in a game, he has a lot more confidence in himself and in the coach. The element of surprise has frustrated more good players and teams than most of us would like to admit. That is why there are so many upsets in the game of basketball. How many times have we seen a press put on a team take them by surprise and throw the timing of the offense all out of balance? There are about six mechanics of the body that can be used to deceive the defense.

1. Hand and arm fakes . . . Sometimes quick motions and sometimes long motions are the most effective here.

2. Shoulders . . . Usually just a wiggle or a quick feint is all that is required to make that defensive man commit himself. The idea is to get him a little off balance or a hand or foot out of position.

3. Head . . . Only the slightest move is needed here. Just a little head-fake will sometimes cause the defense to rock back on his heels. It is important to learn to fake both vertically and horizontally with the head. Vertical fakes will sometimes cause the defensive player to raise his hands and come up on his toes a little more and he leaves himself vulnerable to a low pass. Horizontal fakes will get him to move sideways a little more and lower his arms in case a high pass is wanted.

4. Feet . . . Quick movement of feet is a natural gift and the key to a variety of moves.

5. Eyes . . . The most difficult players to cover on the floor are those men with moving and deceptive eyes. The right use of the eyes can sometimes cause a defensive player to move his position two or three feet. The greatest asset that a good player can have is to develop outstanding split vision.

6. Voice . . . Some defensive players have big ears and will listen and anticipate what the offensive player is going to do. Looking at one of the players and talking to him while passing to another player will often catch a defensive player unaware of the real intentions.

7. Combinations . . . Either two, three, or all of these could be used at one time.

There is individual deception and there is team deception. We refer to team deception as a part of strategy and to individual deception as fakes and feints. Here are a few examples:

1. Fake a shot
2. Fake a pass
3. Fake a dribble
4. Fake a cut
5. Fake a screen
6. Fake floor positions
7. Fake an interception
8. Fake as a receiver
9. Fake as a rebounder
10. Fake a jump
11. Fake speed

3. SHOOTING IN BASKETBALL

The most drastic changes in basketball fundamentals have come in *shooting and jumping.* Not only in the United States but all over the world, players have worked and worked and shot and shot until a pinnacle of perfection has almost been reached. It is really amazing how some of the young

hoopster flingers have learned to shoot with such ease and hit with such regularity. In the 1960 NCAA finals, Ohio State hit with such accuracy against California's great defense that it left no doubt in anyone's mind about the value of good shooters. This is still pay-dirt in basketball, and without developing fine shooters a coach can not possibly hope to win championships.

If your name is Wilt Chamberlin and your head is less than three feet from the rim, you should have no problems in scoring. But, if you are an average-size player, you probably belong in the 90 per cent who have to work hard to score and particularly to become a good shooter. Wilt can score over forty points in any game and yet he coundn't hit water if he fell out of a boat. His free-throw resembles that of a good bench warmer in junior high school, but he is so big that if his drop-shot is working he will be the high scorer in any ball game. There is a difference in whether the ball is dropped in the goal or shot up to the basket.

We are concerned with shooting the ball into the basket. Shooting in basketball is like hitting in baseball. The player must hit the basket if he wants to win ball games. A player might have every fundamental in the book memorized, catalogued, performed, and executed; but unless he can get that ball in the basket more times than his opponent, he will not win very many basketball games. A good player not only knows "how" to shoot, but he is just as concerned with "when" to shoot as well as when *not* to shoot. Some of the conditions that should determine this follow:

1. When there are no rebounders.
2. When one is too closely guarded.
3. When out of normal range.
4. When a teammate is in a better position for a shot.
5. When having a bad night . . . or experiencing some physical or mental handicap.
6. When an attempt is being made to freeze the ball.
7. When not having full control of the ball or body.

8. When the remaining time in the game and the score of the game prohibit it.

A consistant scorer must learn how to *dismiss everything from his mind* when he is shooting. Don't get into the habit of looking at every ball and studying it. Nothing can be done about the seams, the way it bounces, or the color. This is all agreed upon before the game starts and a coach should buy several different types of balls so that his players are familiar with wide seams, narrow seams, light tan, dark orange, etc. The shooter should always feel confident and relaxed with no anger or malice toward players, officals, or coach. The floor might be narrow and deceiving, the light bright or dim, the officals loose or close, and even if a girl friend is in the stands with another fellow, the shooter should learn to dismiss everything from his mind except one thing . . . putting the ball in the hoop.

Know the position of the feet whether moving to shoot or standing still, or shooting off the dribble. The variation might be off the left or right foot, with one foot ahead and the other behind, with both feet together, or both feet apart. Some boys do better with toes pointed straight ahead and others pointing slightly in. Some good shooters become better shooters because they move their feet in such a way as to allow them more maneuverability, or to drive and fake easier making them more difficult to guard.

Position of the hands and arms is next in importance. Perfect control is desired. By spreading the fingers comfortably and keeping the hands in such a position on the ball that a strain with the shooting hand is never felt, the right adjustment will be found. Basically, the elbows should be kept in close on most types of one-hand shooting. However, hook shooting and drive shots will depend on an entirely different approach.

The releasing of the ball depends upon the distance, defense, angle, and the type of shot used. Some boys rely upon the arm and become push shooters. Others who have become excellent shooters, develop more wrist action, and still others

use a combination of these factors. Body build, strength, and position on the floor will determine much of this. The important factor in releasing the ball is the "feel" and the "touch." There should be a natural amount of spin on the ball to help keep it true in flight. A dead ball will at times float when shot from longer distances. One should not try to put extra spin on the ball. This will only complicate shooting and cause spasmodic frustrations. After the shot has left the hand, the player should know the next move. This is an important part of shooting but the player should never be so concerned with the rebound that the shot is hurried or the eye taken off the target.

A player should have a variety of shots and learn how to execute them under game conditions. Some players in warm-ups have every shot in the book only to get into the game competition and use only one or two shots. Players should be able to use the right or left hand for shooting with equal ability near the basket. This is not necessary out on the floor but a real factor in consistency underneath. Any boy with average ability can learn to shoot with both hands in close. It is merely a matter of applying Thorndike's Laws of Learning to the knowledge and skill of strong side to a weak side. This means practice, repeat, practice, repeat until having the touch, balance, rhythm, footwork, hand and arm positions, and, finally, confidence to execute the new-learned skill under any conditions. Some of the shots recommended for any boy who wants to become a fine college player are below. Check to see how many can be executed with complete confidence under game conditions.

1. Right hand lay-up at full speed.
2. Left hand lay-up at full speed.
3. Driving hook with half-speed right hand.
4. Driving hook with half-speed left hand.
5. Fade away hood right-hand.
6. Fade away hook left-hand.
7. One-hand jump shot from at least 20 feet out.

8. A one-hand set shot from at least 25 feet out.
9. Quick shot off the dribble anywhere near the key.
10. Ability to use the back board while driving baseline from either left or right.
11. A variety of shots near the goal after maneuvering the feinting with defensive men covering.

USING THE BANKBOARD

There are many things that have been controversial concerning shooting and are now changing. Once there was a lot of emphasis on arm-motion and follow-through. Today, we see so many wonderful shooters who apparently use more wrist with very little follow-through. At one time we were taught to shoot over the edge of the front rim and forget the bankboard. Two prominent authors have stated that they teach the boys to forget the bankboards only on lay-ups. There was a time when bankboards were constructed from steel, wood, glass, aluminum, etc. Now, they have been normally standardized to glass and almost everyone is aware that there are not so many freakish rebounds that once harrased the shooter. There are several good reasons why some coaches are encouraging the use of the boards in shooting.

1. There is a better chance for the rebound.
2. It is easier to shoot at a target on the board while moving.
3. The player can shoot so much higher over the defense and at times can shoot from two to three feet to the side and bank the shot in the hoop.
4. There are 6 inches between the goal and the bankboard and once the ball hits the board it will lose some of its momentum and spin and have a good chance to bounce for rebound or tipping if the target is missed.
5. Most of the professionals use the board on all angle shots which is a pretty persuasive argument in view of their great percentages.

The type of offensive pattern used will have much to do

with the type of shooting and percentages hit. The defense has a lot to do with this point also. Zones will naturally force a team into more long shooting. The fast-break should enable a team to get more lay-ups and improve the percentage. If a pressing defense is being used, this usually speeds up the game and changes the complexion of the shooting. If the pattern calls for a lot of moving screens and rolling picks, the pattern will probably demand more quick shooting than if set screens are used to give the offensive man a little more time.

DEVELOPMENT OF THE ONE-HAND SHOT

Over a period of years, ideas of shooting have rapidly changed. The one-hand shot in basketball has revolutionized the game as much as the automobile influenced transportation. The two-hand shot has been all but eliminated, and today, this old standardbearer of basket shooting is almost a freak on the court. Only once in 23 games in the writer's experience in 1961 was there a two-hand shooter, and a survey of the country as a whole would reveal the two-hand shooter to be about as prominent as a wild buffalo.

Basketball shows a history of starting with a two-handed-underhand shot and then working up to the two-handed shove shot or chest shot. From here some of the boys in the Midwest started using the kiss shot which was held right near the lips and then flipped with fine arm and wrist control. The bigger boys started putting the ball over their heads and using a two-handed over-head shot. Following this progress some of the players found they could be more maneuverable and could follow their shots better with a one-hand push shot. At first the right-hander took this shot off his left foot and then eventually started shooting from his right foot. Now the most prominent and accurate shot basketball has ever known is the one-hand jump shot. This takes on many methods, and despite the fact that coaches have tried in vain to analyze the proper shooting form of this unorthodox shot, someone is always coming up with a new variety.

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 horse-and-buggy shooters. The shot has moved farther out on the court as the game has progressed. The early courters 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 underbucket 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 the 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 also 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 also appeared to have a reasonable amount of accuracy. In modern basketball this shot is 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 long dribble.

Another advantage of the one-hand shot is that is 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 his repertoire of shots as quickly as his interest allows.

TEACHING ONE-HAND SHOT

In teaching one-hand shooting one finds 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 that they 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 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 of the epidermis around the digits on 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 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.

THE ONE-HAND JUMP SHOT

This shot has several characteristics, the first having a variety of styles and techniques. Holding a ball is normally done by placing one hand underneath and the other on top. Some start as low as the stomach, so that they can start a quick dribble, whereas others hold it above their head and learn a quick flip. For beginners, the ball can be held about chin high so the player can sight over the ball rather than under the ball. If it is too low, it is easier to be guarded but smaller players have overcome this with their quick speed to force the defense a little further back. The elbows are in close to the body to give accuracy and consistency. The jump should be up rather than out and taken off both feet with right foot slightly in front for a right-hand shooter. A slight flexing of the knees with a quick spring off the toes will give the necessary forward momentum to assure more distance. This is done with a simultaneous thrust of the arms and a flip of the wrist and when legs, body, arms, and wrist are coordinated to execute the shot, a bullseye should result.

THE JUMP SHOT FROM OFF THE DRIBBLE

There are three ways to execute the jump shot from the dribble: off the right foot, off both feet, or off the left foot. If the player is right-handed, he stops to jump and quickly cocks his arm for the shot. Then the shot is taken from the right foot or both feet. This in only a recent innovation and probably started in the early forties. Most players like to dribble before they take the jump shot, and it follows almost every

characteristic as the shot described above. Shooting the jump shot off the left foot has a different aspect. Invariably, the shot is taken quickly with one motion from the end of the dribble and there is very little jumping involved as compared to the jump shot taken off the right foot or both feet. Actually some players learn to shoot this shot on the run and the distinguishing factor is that it appears to be shot from the hip. It is not brought up to a chest position and is probably the most maneuverable shot in basketball, because it starts so low and close to the dribble. In shooting the jump shot off both feet, its potential is lost, if the shot is not taken at the height of the jump. Some players develop a kick to help give them a little more power or to hang in air. The movement has some value in helping to relax, but if it is too violent it can throw the body out of line with the basket.

THE LAY-UP SHOT

The lay-up shot in basketball demands in most games that the player shoot at full speed or at least at half speed. The fast break takes such a prominent place in basketball today that shooting charts indicate that in some games half the points are scored on field goals or free throws when fouled at the end of a fast drive. At a recent national tournament held in Kansas City, the offensive players were finding that they could gamble on a lay-up shot every time they got their hand on the ball. The reason they could afford this gamble was that they were either scoring or getting fouled on every attempt and ended up making 43 free throws and only 25 baskets. The one-on-one situations plus the agility of some of the big fast men today have put such a premium on this lay-up that coaches are now teaching new ways to drive for the basket. One drill to teach the one or two-hand lay-up is to put a chair eight to ten feet from the basket and have players dribble in, jump over the chair and shoot while in mid-air. This teaches body control and a touch while hanging in the air, which are invaluable in modern day fast-break methods.

To start with, players should keep the ball in two hands as long as possible in order to pass off the last second if covered. Also, it gives better protection to the ball and if the player is ambidextrous enough, he can even shift hands for shooting while in mid-air. For shooting the right-hand lay-up, take-off should be on the left foot; and for the left-hand shot, take-off should be on the right foot. The ball should be kept as close to the body as possible and then released at the maximum height with a natural turning of the thumb inward. This gives the ball the natural spin on the bankboard toward the basket. On any angle shot, use of the board on lay-ups is desirable and if a player wishes, he can use the board on his straight in layups. Some coaches prefer the straight-on shot to be laid just over the rim because of easier control in shooting. Other coaches argue that the board should be used because the follow-up man has a better chance to tip or rebound It is also good practice to teach players to learn how to shoot off either foot with either hand on a lay-up. A player can not always depend upon what the defense will do, and there are occasions when a shooter will be two-timed so that quick flip from the opposite hand might be the only way to salvage the shot.

TWO-HAND SHOOTING

The reliable two-hand shot has had better days. There are still a few good two-hand shooters around, but they are hard to find. The one-hand shot is so much quicker and can be maneuvered much better than two-hand shooting, that admittedly for scoring purposes, the two-hander went out with the Model-A Ford, but it does have some practical value. It is very difficult to get boys to develop good strong wrists required in the long two-hand pass. No coach has ever devised anything to take care of the two-hand passing that he calls the meat-and-potatoes of his offensive game. By practicing this two-hand shot, a boy learns accuracy and control, and develops judgment and distance. There are still times in a basketball game when a player will shoot a two-hand overhead

shot or a two-head shot or a two-hand chest shot, but it is not the basic weapon in a bombarding repertoire.

The shot is made by holding the ball near the chest or the chin with both hands, and the knees flexed. Both feet should be together although some prefer one foot slightly ahead of the other about nine inches apart. By extending the arms and snapping the wrist, all synchronized with a slight jump of about six inches, the ball should be released just before the hands reach the maximum height. If it is started from the chest, the player should keep the elbows close to the body. If it is a *two-hand overhead* shot, the ball is started over the head with the elbows a little further apart. This shot takes wrist action and practice to develop accuracy.

THE HOOK SHOT

A boy when asked what was the hardest shot to stop in basketball, answered the free-throw shot. It is illegal to try to guard or distract the free throw, but the most difficult shot to block in the game of basketball is the hook shot. Two things make it a formidable offensive weapon. First, the ball can be held at the maximum distance from the body away from the defense. Second, it is released in such a way that the amount of arch used is unlimited. Any player that wants to spend the time, can become a pretty good hook shooter when he is in close. He can usually shoot with his back to the basket and when normally moving away from the defense when he releases the shot. The body is natural shield. The ball is held straight out on the finger tips and the elbow has a slight bend. The most difficult part of the shot is that the player must learn to turn his head and take a quick glance at the basket, to judge the distance, just before releasing the ball. If the player is shooting with the right hand, he steps with the left foot and with a sweeping motion he turns and releases the ball. A player learns to shoot this shot mostly by feel.

MISCELLANEOUS SHOOTING

Every player must learn to shoot according to his ability in development. Strength, speed, height, body build, and many other factors determine the type of shot that will work. Twist shots, turn shots, drag shots, flip shots, semi-hooks, all have a place in the game. A player learns to release the ball a variety of ways. The important thing is getting the shot off in competition and being able to score consistently. If a player wants to try a new shot, he should do it in off season or in practice sessions. He must never experiment during a game. A few years ago, no coach would permit the jump-shot. Today, it is number one. In the next decade someone surely will come up with a new shot or a new approach to make some of the materials of this year look obsolete. Shooting can be a problem to the whole team if there are players who overshoot or players who undershoot. When a team wins, it makes no difference who shoots or who scores. When a team loses, it becomes everyone's problem. A player should accept his responsibility and know if he is carrying his load or whether he had become a "gunner" and therefore a problem to the team and to the coach. A boy who holds the ball and does not shoot when he should is just as guilty as the boy who is shooting too much. A good balance makes a good team man.

THE TIP-IN

This shot is designed for the tall players or the excellent jumpers with good timing. To see a player leap in the air and tip the ball back into the basket is always a thrill and indicates a well developed skill. To be a good tipper, a player must learn to stay underneath and tip. The boy who gets the most tip-ins is the player who fights hard underneath and has persistancy in his jumps. In place of jumping once and quitting, he continues to jump until the ball either goes into the basket or is rebounded by another man.

FREE THROW SHOOTING

During the 1969-70 basketball season there were several college players who scored over ninety per cent of their free-throws. This was unheard of twenty years ago, with some of the great two-hand free-throw shooters. The world record was supposed to be 499 out of 500 with the two-hand underhand type of shooting. However, the average percentage shooting in college basketball has risen from 60 per cent to 70 per cent in the last ten years. One player in the South scored 375 points on free-throws alone last season. Today, one third to one half of a team's points is scored on free throws in many of their games.

The style of the free throw is entirely up to the boy. A rule that a boy must shoot fifty a day also states that once in the conference schedule he is not allowed to change his style without the coach's permission. This eliminates the habit of a boy changing his style every time he has a bad game. The idea is to get a method in which a player has confidence and to stick to it, practice it, and perfect it until it becomes routine. If a player has a good one-hand shot he should use it at the free-throw line. Some coaches use the argument why change at the free-throw line? Others say at the end of the game a player is tired and has better control with the two-hand shot rather than the one-hand shot and the difference is that there is no one guarding. A player need not always practice the free throw the same way everyday. He can be allowed to mix it up because a player never feels the same way at the free-throw line during a ball game. Sometimes shooting before practice and sometimes shooting during practice and then again after practice is allowable. One day players can shoot five at a time and the next day ten at a time. The next day they can shoot until they miss and then alternate with the next fellow. The system should not rule to the point that a boy feels no sense of freedom or opportunity for diversion. Suggested rules:

1. Look at the hoop.
2. Realize you are going to make the shot and never have doubt . . . have complete confidence.

3. Don't let any part of the body tense and, if need be, bounce the ball or move it in the hand a certain way. Always do this before shooting.
4. Do not delay or play with the ball too much because having only 10 seconds and with pressure too much time may be taken and nerves may tighten.
5. Keep as many finger-tips on the ball as possible and never hold the ball in any position where there might be a feeling of strain.
6. Just because some one else shoots them differently don't feel that other ways are wrong. The strength and body build of the player may be entirely different. Find a shot that is comfortable and then practice, practice, practice.

4. SCREENS

Screening is the legal method to impede the progress of an opponent. Very few players have really learned the art of this highly skilled part of the game. Players who learn to play offense without the ball are valuable to the team. They are not heralded too much by the crowd but the tougher the defense the more valuable are the screens. Good screening will give the percentage shots and that is what wins basketball games. To block a player is an illegal move and the line is closely drawn between a set-screen and block. It is always determined by who had position first or who moved and caused the contact. Many coaches have classified screens and many of the same type of screens may have a multitude of names depending on how the coach wants them used in a certain offensive pattern. Defensive screens are also used to force certain players out of a pattern or a floor position. Listed below are the various screens we use in our offensive patterns:

Set Screen . . . Pass the ball to your teammate and stop between him and the defense. You are still and

you are set. If the defense moves he must go around you. This screen can also be used without the ball. If you want to free your teammate from his defensive man, you merely form a post for the offensive man to move around you ahead of the defensive player.

Running Screen . . . This screen is executed by merely moving between your teammate and his defensive man and instead of stopping just keep moving. There is no contact; it must be a momentary type of screen that can be a decoy or a maneuver to free a teammate.

Rolling Screen . . . This type demands that you set a screen for your teammate and then quickly roll toward the basket for a return pass or decoy to draw another defensive man out of position.

Rear Pick . . . Move up from behind a man. Do not set this pick too close. When your teammate cuts for the basket, he will either run into you or be forced to run around you thus freeing your teammate for an open shot. This is usually executed on the side and is very effective if you roll or cut quickly for the basket after this rear screen. We refer to this play as a pick because you are trying to pick off the defensive player from the rear position.

Double Set Screen . . . Two men combine to screen one defensive man so that some offensive player has plenty of time to shoot or maneuver. This type of screening will overload one side of the floor and is sometimes used in stacked offensive patterns.

Double Roll . . . Player number 1 dribbles into number 2 defensive man, stops, and pivots toward the basket andhands off to number2 who is cutting around the screen. Number 2 stops and screens and hands back to number 1 who is cutting for the basket. This double roll maneuver will sometimes force defensive players into each other.

Buddy Screen . . . Number 1 player passes to teammate number 2 and uses set screen. Number 1 then quickly runs behind number 2 and number 2 quickly hands him the ball and becomes the screener. This is a two-man buddy system that will free good long shooters for a quick two-points.

Splits or Criss Crosses . . . This is normally used by the guards throwing the ball to the high post man and diagonally cutting for the basket. With the guards criss-crossing the post man, it is very easy for the defensive player or players to get screened out either by their own man or one of the offensive men.

Multiple Screen . . . This type of screening finds its greatest use on out-of-bounds play. Four offensive men line up at the free-throw restraining line shoulder to shoulder and one player takes the ball out under his own goal. As the ball is thrown in-bounds one of the players takes a step back and receives the pass. He then has a three-man wall to shoot over and the defensive player has a difficult time getting to him in order to prevent the shot.

These attempted descriptions of various types of screening do not represent an exhaustive survey of the possibilities of usages of this particular skill, but do indicate the multiple variations available for the man without the ball.

5. REBOUNDING

Rebounding is the recovery of the ball after it has been shot. There are two types of rebounding to be dealt with in any game—offensive rebounding and defensive rebounding. Defensive rebounding is much easier because there is a natural position after the ball is shot. Ninety-five per cent of the time, the player will be between his man and the basket. Most coaches would prefer that the player be in that position 100

per cent of the time for rebounding purposes. Several things a team can take pride in are these: first, hardwork; second, team work; third, rebounding; and fourth, defense. It is good to see boys have pride in every phase of the game. Some boys are proud of their ball handling and passing. Some athletes like to specialize in dribbling. Almost every boy today likes to be known as a good shooter. A team might have good shooters, good passers, good defensive men, but unless it has *outstanding rebounders*, it will never win championships. That is why all boys must be rebounders or contribute to rebounding. The men that do the bulk of the work will be over six foot in height, rugged, and good jumpers. But there is much more to rebounding than this. The past four years, Taylor University has had a 5'6" guard who has averaged six rebounds per game, plus those he deflected, stole, or enabled another teammate to recover by blocking out a bigger opponent. He was an expert on picking up the loose rebound or the long rebound, and as a result he was one of our most valuable men on the recovery of rebounds. There are times when "gang rebounding" is effective. Five men go in to rebound, not just three.

A newspaper writer pointed out that 90 per cent of the games won in the Big Ten conference indicated that the winners also led in the rebounding. One other coach stated that when competition is equal, the team that gets the most rebounds will win the conference championship. Rebounding in basketball means the same to a team as tackling does to football and pitching to baseball. A team can't win without these elements being superior. Rebounding will cause more body contact than any other phase of the game. A boy who wants to excel in this phase has to be willing to accept a lot of punishment if he develops into an outstanding rebounder. In the "pro" circles, this battling under the boards is referred to as the snake-pit, because it is so mean and difficult to grab the ball with the vicious play after a missed shot. Probably the greatest gulf in graduation from junior high school to high

school and from high school to college is underneath the boards.

Rebounding has developed into one of the most highly skilled phases of the game, so much so that if a player is really an outstanding rebounder, he can almost be sure of a position on the team whether he is a shooter or not. This phase of the game has developed so much that it has taken on an attractiveness that would compare to the dribble as one of the most spectacular fundamentals. A few years ago a rebounder was just a big guy who could take up a lot of space and catch anything that came off the boards. No longer is this true. There must be a fight for every inch of position and the player must go up and get the ball. The day is past when the big goon can stand still and get the ball in either high school or college basketball. The competition would have to be very inferior because almost every boy on a good high school or college team can now jump and touch the rim. That same boy can tip the ball out for rebound purposes. Rebounding is more than getting the ball, although that is primary. Here are some of the aspects of the skill worth close scrutiny.

1. DESIRE AND DETERMINATION . . . A boy must want to become a good rebounder. He must love the contact, the ruggedness required, the skill of jumping, and the general atmosphere of what happens underneath. A player with height has the initial advantage. There are many factors that will offset this. Speed, positioning, quick hands, timing, courage, and desire are a few qualities necessary for success.
2. POSITIONING . . . This begins with good footwork. One of the first things one always considers is how to get between his man and the basket. If on the defensive end, one's job is to maintain that position by first blocking his man out after the shot. If on the offensive end, one must learn a series of moves such as how to slide quickly, fake and pivot around the

defensive man, lock-leg and loose-leg a maneuver that demands a leg battle with an opponent underneath, and a variation of body spins and leg thrusts. Ideal position would have the feet planted at about 18 to 24 inches apart, depending upon the player's size and the position of the opponent. Staying on the inside balls of the feet so that one can quickly shift in any needed direction is a must. If a player is too wide in his base, he is not maneuverable enough, and if his feet are too close together, he has no power for positioning. Next, bending slightly at the knees is very important; first, because the athlete must go down before he can go up; second, because he has more power with his legs bent at the knees and his hips leaning slightly. When a mountain lion springs at his prey, he is in a slight crouch and can move quick as lightning. A good rebounder has this same position and tenacious approach. Arms should be held about six inches in front of the chest, with thumbs in, fingers extended, and cupped ready to grab the ball. Elbows should be out about even with the chest in height and no higher than that which feels comfortable. If it is a battle of arm position underneath, a jumper should always try to be a little higher than his opponents with the elbows. This is not only for protection but will give him the nod in case of overlapping arm struggle for the ball.

3. TIMING . . . To know when to jump and when not to jump is called timing. A player who can snatch that ball at the height of his leap will capture more rebounds than one who has trouble judging the bounce of the ball. Timing is learned by continuous jumping practice, touch tests, height tests, jumping endurance tests, etc., but there is no better way than to get the boy on the boards, tipping with both hands for several minutes. A cover over the basket will help

make the ball fall to either side. Another suggestion is to have a boy shoot from the free throw line and have a rebounder underneath to retrieve every shot. Sometimes the ball can be purposely bounced high over the rim to get him jumping higher and to feel the timing of the high rebound.

4. RETRIEVING THE BALL . . . Grabbing the ball while in the air requires a skill not too common among average boys. It takes quick reflexes because of the unorthodox bounces that come off the rim. Most coaches teach the boys to grasp the ball with two hands. Nevertheless, there are fine rebounders who have learned the art of spearing the ball out of mid-air with one hand. There are occassions when it is impossible to get both hands on the ball and in that case it must be tipped out.
5. PROTECTING THE BALL . . . Once the ball is in the ball handler's possession, the job is not finished. There are too many slick round-ball thiefs surrounding him to let him assume that he will be isolated once he has the ball. These ball-snatching artists will either get him on the way down by trying to bat the ball out of his hand or they will wait till his feet hit the floor and swarm over him like a hive of bees after honey. That ball is sweet to his opponents and there is no trick left out of their repertoire when an enemy is trying to get the ball back off the boards. When first grabbing the ball, the ball hawk must bring it in close to the chest and get his elbows out for bumpers and protectors. By having the ball in close, he has more power and can hold on to the ball better than when his arms are extended. He also has more maneuverability from this position and can not only protect the ball better, but it will enable him to advance the ball better. Some coaches advocate that the boy jack-knife with their legs and use a quick

movement of arms and head and shoulders to free himself from would-be defenders. They tell the boy to shake the ball quickly and viciously to make sure there are no hands on the ball that would tie him up for a jump-ball.

6. ADVANCING THE BALL . . . After a rebound, the rebounder has the responsibility to get the ball away from the congested area as quickly, as safely as possible. The ball is either passed out or dribbled away. If he is attempting a fast break, valuable seconds are lost when he dribbles. Some players are skillful enough to rebound the ball, turn, and throw out all in one motion. The average player will normally take a step away from the defense, jump in the air, and throw either a hook pass, or a baseball pass out to the free man. If he must dribble out, he can go either to the corner, or pivot quickly and go right down the middle. This stunt will work if two men are trying to overplay him from both sides. Bringing one leg back quickly and being sure the ball is in close to the body and then proceeding to knife his way through sideways will permit the rebounder to move out with a low, rapid dribble. Most coaches like the first pass to be out to the side, but there are some drives started with a pass right down the middle.

There is no such thing as a natural rebounder. There are so many skills involved here that hard work and practice of at least five or six of these fundamental rebounding skills are necessary before a player can be rated as a superior rebounder. The offensive rebounder has the advantage of knowing his team's pattern, when the ball is likely to be shot, the habits of his teammates, and the rebounding weaknesses of certain plays. There is also the possibility of cross blocking in an effort to get position on the big defensive man who has the weight and height advantage. Size, skill, determination,

aggressiveness, team-help, footwork, and timing—these are the qualities that help make good rebounders.

6. THE DRIBBLE

One of the spectacular parts of the game of basketball is the dribble. So much is this true that a few professional teams have featured a "dribbling act" as part of their main attraction. Professional ball should be classed as entertainment, however, not as sport. Dribbling has a purpose in the game but entertainment of the spectators is not one of the purposes. When going beyond the boundaries of purpose for this highly skilled fundamental, energy is wasted, the team's offense is hurt, friction is caused, and the player is labeled as a show-off. The dribble can be used for the following reasons:

1. To get in position to shoot.
2. To get in position to pass.
3. To advance the ball.
4. To aid in a stall.
5. To elude a pressing defense.
6. To move from danger areas and situations such as corners, jump balls, away from the defensive basket, etc.
7. To outmaneuver a guard in an one-on-one opportunity.

In the early history of basketball, 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, the dribbler could not shoot. (Some coaches feel this would not be a bad idea in modern basketball. There is somtimes a close line drawn between who commits the foul, the dribbler or the defender in the drive for the basket.)

Boys who are good dribblers are usually possessed of good timing, body poise, footwork, ball handling, and a

sense of equilibrium not found in other areas. Today, young athletes can take the ball behind their backs and between their legs; they have learned spins, change of hands and direction, and change of pace that are truly great skills of the game. The fact that so much can be done with the dribble has been part of the problem. The dribble definitely has some disadvantages to every team. The first and great sin is dribbling with the head down and as a result the dribbler does not see the whole floor or the open man. Any time a player is dribbling around with the ball, it means that four men are doing nothing. It is easier to two-time the dribbler than the passer because players must catch the ball before they can pass it and a quick rush on the ball will limit the dribbler's opportunity for passing to the open man. Charts will show that on the stall patterns more players lose the ball after the dribble, when they attempt to pass; than in any other way. It is sometimes easy to spot players who have dribbling weaknesses, and a wideawake defensive player can cause him no end of trouble. The final weakness is that most players have a tendency to over dribble. This, of course, is a real hazard with the whole squad and the team-minded athlete will take great pains to overcome this handicap.

ADVANTAGES OF THE DRIBBLE:

The dribbler should keep well balanced on the balls of his feet so that he can go in any direction immediately. He should be bent both at the knees and at the waist. The extent of this depends on whether he is dribbling for speed or for maneuverability. If he is dribbling on the fast break, he will want whatever posture will enable him to obtain maximum speed and this is normally obtained at a more upright position. If he is dribbling in close quarters, protection of the ball is of utmost importance. Whether the player is aiding in a stall pattern or driving around a screen with the ball, his posture should indicate his protection and concern for the ball coupled with a position that would give him the maximum freedom for

maneuverability. Basically, his fingers should be slightly cupped and well spread over the ball and as relaxed as possible to assure quickness of movement. The ball is not slapped, but pushed with a wrist and arm action.

The dribble will vary some with different players. An excellent dribbler can dribble the ball high and shift it from side to side with great effectiveness. Or another as 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 for the basket, this low type of dribble appears to be more advisable. For a dribble on the fast break, the ball needs to be bounced a little higher and farther in front of the player. In driving around an opponent, he should remember to keep his body between the opponent and the ball. A right-hand dribble necessitates dropping the left shoulder slightly while the reverse is true of a left-hand dribble. To avoid charging the defense, he must learn to maneuver the body away from the opponent.

Control is the first thing to be emphasized with the dribble. A young or inexperienced player will have the tendency to let the ball control him and will merely follow the ball wherever it bounces. It is best that he guide the ball to his desired position. Some coaches advocate a lot of stunts for the young boy in learning control. The boy may take a rubber ball and dribble up and down the steps in front of the gym or even make a game of the dribble by dribbling up and down the prch steps of his home. Another stunt is to sit down and dribble 500 times with the left hand and then 500 hits with the right hand. After once mastering some of these drills, it is easy to control the ball. Another good practice is to set up several chairs in a straight line leaving about five feet between each chair and dribble in and out of each of these chairs going from one end to the other. Blindfolding the dribbler is another good practice to make sure a boy is developing feel with this fundamental. Some coaches like to use hazards such as dribbling up and down the bleachers or under and around posts. Some have

required a youngster to dribble all the way down the steps and through the doors opening with one hand and closing with the other until he reaches the dressing room. Another drill is to set a group of ropes at a four or five feet height and have the player dribble as fast as possible at the the desired height. This keeps him low and if speed is demanded, the boy must learn to watch that his feet do not get in the path of the ball.

Dribble-tag will keep a group of boys interested in making fun out of fundamentals. Ten boys each with a ball may nominate one boy as "it." He chases the other boys and tries to touch them with his free hand. Everyone has a ball and must continually keep dribbling. Dribble relays and circle dribbling will add incentive to practice. Timing boys on speed dribbling the length of the floor will teach them how to pick up the loose ball or to intercept and dribble the length of the floor to score. This is a difficult play and does require some work.

The first three maneuvers suggested to teach a boy in dribbling, once he has mastered ball-control, are change of pace, change of direction, and reverses or spins.

1. The change of pace in the dribble is a fine asset to any player. It will throw the timing off the defensive man and as he loses his balance, it should enable the offensive man to dribble around him. A player should work some every day on this stop-and-go type of dribbling. The offensive player has the advantage since he knows what he is going to do. A fast dribbler who knows when to use his speed can easily get a slower man off balance, and can shoot by him with a burst of speed. It is not necessary for a player to have a lot of speed, but he should know how to stop and start quickly and to take every advantage of what ability he does possess.

2. In the change of direction by changing hands quickly from right to left and even using a little change of pace, a good dribbler can free himself in a surprising way. To practice this drill, a defensive man is placed near the foul-restraining 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 at the extreme left. This will usually pull the defense over because he will play the ball rather than the man. The dribbler comes up to the defensive man at about one-half speed and then quickly shifts the ball wide to his left and starts a left-hand drive. From left to right is equally effective. Once the defense loses its poise and starts sagging when coming in for this maneuver, the player is normally in good position to stop and shoot a one-hander.

3. Reverses and spins are a little more difficult to execute. It takes a very skillful dribbler who is master of the pivot to execute this drill with finesse. Proper footwork with good ball control is the key. It can be performed both from a moving position and a standing position. When approaching the defense, the offense must keep the ball on the side and not in front. The ball should be on the opposite side of the direction in which the player wants to go. If he plans to spin and drive to his left, he should come within about three feet of the defense with the ball on his right side. The left foot should be brought in front so that it is pointing directly to the defensive man. This will put the player in a side position that will appear to drive him to his right, and will give him an opportunity to turn away from the defensive man in protecting the ball. he then quickly pivots on his right foot dribbling with his left hand going away from the defense. He should always be careful that he does not get called for palming the ball in his switch of hands. Sometimes a quick dribble with the ball kept low will enable him to make this transaction.

7. FOOTWORK

Footwork can be broken down in four major parts;

1. The stance
2. The start
3. The maneuver
4. The stop

Here is an area of basketball where boys can be over-coached and hindered in obtaining maximum efficiency. A few years ago, a coach expounded his theories on starting and he measured every step saying that the first step had to be nine inches, the second twelve inches, and the third eighteen inches. Only one part of this is acceptable and that is that one starts better by short choppy steps and as he picks up speed, he lengthens his stride, but because of body build and the dynamic explosive power in some athletes, it probably is impossible to measure every stride or to chart every step, either on offense or on defense. This past season a tall, gangling kid that had the greatest change of direction and pace imaginable had feet that toed out. His body seemed to bend like rubber and he appeared to have no more sense of direction than a windmill. But the clear truth was this: despite his over-striding, crossing of feet, and unorthodox footwork, no other player on the floor could begin to match his agility, maneuverability, or his effectiveness. Some players are left-handed and some are right-handed; some have short arms; some have strong arms; and some are weak. Now, the same is true of the legs and feet. A coach's job is to get a boy in the habit of doing things that improve his effectiveness within team patterns. To overdo this job is just as big a sin as under-coaching. Looking at each of the following four groups, one should keep the above philosophy in mind:

THE STANCE

Feet should be placed in such a position that they can move in any one of four directions as the situation may demand. If they are too close or too wide, a player will not have that quick move in all directions. In every boy, there is a certain balance and a certain comfort that will enable him to meet the situation. He should be on the balls of his feet with toes straight ahead, but an excellent player may toe in slightly or toe out as the development of his bones and joints might allow. In some cases, this is habit, and in other players it is due

to body structure. One former player had rickets as a child and one leg was actually slightly deformed and caused one foot always to toe in. No coach could change this, but it was very difficult to detect. The knees should be flexed, making them ready to spring in any direction immediately whether the body is jumping, rebounding, playing offense or defense. This is known as the boxer's stance. If the player has dribbled, he can be approached with the square stance.

THE START

The quick start makes the difference between the good player and the great player. It would be difficult to pin down what makes some athletes really outstanding, but no doubt quick reflexes would be one of the first characteristics. One of the basic rules of a good start is the short step or short slide. This demands balance on both feet so that the player can shove off on either foot or take the quick hop as the situation demands. Being alert is the key to a good start. It is possible to have the physical qualities to accomplish the job, only to be outhustled or outmaneuvered, because of not being awake mentally. A good drill is to let the coach take a ball in each hand and roll them in separate directions and have a player see how quickly he can retrieve both of them. By practicing quick starts, he is preparing himself for one of the real essentials of basketball. If bleacher seats are available, have a contest to see which boy can touch fifty bleacher seats the quickest. Getting a boy to move backward is sometimes more difficult than to get him to move forward quickly enough. One of the basic weaknesses is that boys want to start too high and then must get lower to be prepared for the quick starts in any direction, particularly, moving forward. For practice, some players can stand up straight and the rest can bend low forward and see which ones can win a race of fifteen or twenty feet.

THE FOOTWORK MANEUVER

There are several things a good basketball player must learn to do if he is to outmaneuver an opponent. He must learn to run forward, run backward, slide backward, to hop or slide sideways to pivot, to change direction, to change pace, to skip or jump, to spin, to button-hook, etc. Added to this, a player has to counter-move or reverse to each of these and he must be able to execute each of them at different speeds. To teach these drills, the floor can be marked off in stations of twenty feet. The player starts from a good defensive stance and moves as quickly forward as possible. He stops at the first twenty-foot mark and makes a quick pivot left and right then slides sideways for the next twenty feet. At the end he just makes a quick pivot and starts back using a change of pace for the next twenty feet. At the next station, he slides backward and then for the last forty feet, he spins, pivots, side steps, and uses a variety of foot skills until he is back where he has started.

Sliding is one of the most important phases of the game. It is accomplished by getting low on the balls of the feet and in short bodyshifts moving in the desired direction. A favorite drill is to have the entire team form four lines vertically and horizontally, and have every player assume a defensive position with eyes on the coach. When the coach points left, they slide left; if he points backwards, they slide backward; and if he motions forward, they move forward. This is all done by a quick changing of directions by the coach pointing in changing directions. The feet are never crossed and the players never move more than five or six feet from their starting position but they are kept in continuous motion.

Competition against each other can be accomplished by running backward and sliding backward. These are the two ways in which a person moves back, and it is very important to try to develop speed in backward movements. In footwork, one is trying to accomplish three things—speed, endurance, and

control. These three factors have mutual value. A game of basketball demands forty minutes of footwork in college and thirty-two minutes in high school. When the game is broken down into fundamentals, its maneuvers being developed each year, the team will improve as f. as it can improve the control of the feet.

STOP

In the ability to stop there is a lot of individual difference in boys. Some come to a stop by taking short choppy steps planting both feet parallel about eighteen inches apart. Two things that are characteristic of good stoppers are these: first, they stay low, well bent at the knees and hips, and second, they stop on the balls of their feet turned slightly inside. Some players stop much better with one foot ahead of the other. Encouraging each boy to experiment will help him discover what method is best for him. Often boys stop and hop around and change directions almost as quickly as a rabbit, but their style is strictly their own. There are so many times in the game when quick stops are demanded, that it is deemed necessary to know every method of stopping in each situation. Stopping with the ball and stopping without the ball may involve a little different movement as the pivot foot must hold when the player is in possession of the ball.

8. CUTTING FOR THE BASKET

When the average fan attends a basketball game, he assumes that certain plays take place because of normal floor positions and natural ability of the athlete. This is only partially true, because some boys practice and practice certain things until it does become natural to them and it does appear that not much effort is involved. If cutting for the basket appears an easy thing try running full speed for the basket and than all at once spin around a defensive player without breaking much of your stride and then receive the ball and be

ready to make a simple lay-up. There are four things involved in cutting for the basket and they can be broken down into why, where, when, and how.

WHY . . . Why cut for the basket? Why not just shoot over the defense? By getting players to continuously cut for the basket the team is sooner or later going to get a lot of easy shots. A team that stands around is a team that is easy to defense. A player that knows all the little stunts and has the deception and speed to go with his knowledge is going to be successful.

WHERE . . . Don't players always cut for the basket? The answer is "no." Sometimes a player needs to quickly move to the other side of the floor to draw the defense away from a designated area, so that a play might come to an easier fruition. Knowing where *not* to go is sometimes just as important as knowing where to go. A pattern of play developing can be observed and just as the team is about to hit pay dirt, one of the teammates cuts quickly for the basket bringing his man into the open spot, and the whole play is bottled up. Position on the floor is very important.

WHEN . . . This is so closely tied in with the *where* of cutting, that the two could be treated together. *When* involves timing. The hole opens and closes just as quickly. The opportunity is available and if an alert ball man is not *there* at the twinkle of an eye, he has lost a scoring opportunity. Five men must act together as a unit. One player cutting too soon throws the complete timing off for the other four men. This demands being alert and sharp and ready.

How . . . This is one of the most interesting parts of the game—to see *how* offensive men elude their opponents and how many methods they employ to accomplish this feat. So again, come technique and the variations. The *how* is accomplished with speed, drive, deceptiveness, clever footwork, a sense of timing, and sometimes a combination of all of them at one thrust. Close examination of these individual maneuvers that a player uses in cutting for the basket shows

the following:

CUTS (Nine Kinds)

1. "L" . . . The "L" cut is running straight down the sideline and when coming to the corner, cutting sharply for the basket. It is a base-line play and drills can be set up that emphasize base-line pass-and-cut play. On the fast-break pattern, a player should stay wide and cut from the corners so that the middle man has a better opportunity to pass off if necessary. The "L" cut is sometimes used effectively against a zone defense.

2. DIAGONAL CUT . . . Often the outside guard cuts diagonally for the basket to test the type of defense. If the man goes with him, he knows it is man-to-man; but if the guard stays, the offense will sometimes assume that he is playing against a zone. Another good use is at the time of being over-guarded or over-played by the defensive man, quickly cutting behind him and angling directly for the basket.

3. LOOP . . . This movement sees a player cutting underneath and coming back out again immediately. Sometimes, it is a part of a draw play; other times it is to set up a screen shot. "To Loop" in coined terminology means to go and to come back. The "loop" maneuver often includes horizontal as well as vertical cutting.

4. "S" CUT . . . This usually refers to any movements that demand a broken field type of pattern that involves maneuvers around several defensive men. It demands natural movements rather than diagram or pattern movements. It follows the path of least resistance and the trail might resemble that of a snake crawling through the grass.

5. CHANGE OF DIRECTION . . . Reference here is to a calculated turn accomplished by starting right and immediately turning left or starting left and immediately turning right. Any good basketball player must practice and learn the footwork involved in changing direction. There are many straight-line ball players but few who can change direction quickly with equal effectiveness.

6. CHANGE OF PACE . . . Some coaches refer to this as stop-and-go cutting or dot-and-dash. Learning to go at half speed then full speed and back to three-fourths is a wonderful asset to the basketball player. Change of pace refers to any change of speed exhibited while cutting for the basket. Sometimes it involves stopping completely, and then the next move demands a full power thrust. This might also involve a slide maneuver or a backward maneuver.

7. SPINS AND PIVOTS . . . A boy must become a master of the pivot before he can use all of the stunts available with spins and pivots. To be able to sprint at top speed and pivot around an opponent without fouling or failing in timing is a trait of the game to be cherished and admired. Learning to spin out or pivot out of a defensive box and to cut for the basket is one of the greatest assents in offensive basketball. Some coaches refer to pivots as rear turns, front turns, reverse pivots, etc. A pivot refers to a definite stop, bending at the knees, moving one leg from right to left while holding the foot in an anchored position. Spins refer to more continuous movement of the body without the definite description usually given to the pivot, but both are similar.

8. BUTTON HOOK . . . The name is given to this maneuver because a player cuts for the basket, stops, and hooks around quickly to be in position to receive the ball. It is more common in football than basketball but is a very effective weapon.

9. COMBINATIONS . . . Using several of these cuts for the basket proves effective, for example, using a change of pace, looping, and spinning back all in one cut for the basket. It is usually the combination of these methods of cutting that makes them effective against various defenses.

9. TEACHING YOUNGER BOYS

Each summer on Taylor University's campus a Junior Basketball Camp is conducted for boys under high-school age. This camp is under the direction of Coach Marion Crawley

from Jefferson High School in Lafayette and the writer. This camp was started during the summer of 1957 and an average of 120 boys a week for several weeks attended during the vacation period. During the summer of 1970, 1800 boys enrolled from several states. A way of testing young boys in fundamentals was developed to help diagnose the basketball needs the same as a doctor diagnoses a patient in his office. These drills are divided into the five catagories of footwork, passing, jumping, shooting, and dribbling. No attempt is made to teach any type of offensive pattern as this is taken care of by the coaches back home. Here is a description of each maneuver.

FOOTWORK:

1. Stop . . . The boys come to a line and stop with feet comfortably spread, with good balance, and control. They must not step over the line and they must stop within six inches of the line. This tests their judgment and perspective of distance and its relationship to speed. All of the characteristics of a good stop are observed.

2. Pivot . . . The boys are lined up in a single line and then come to a designated spot and make both types of pivot. They are marked down if their feet are not in proper position or if they lose their balance. Staying low is also one of the secrets.

3. Start . . . They are checked here for short steps and reaction.

4. Speed . . . The boys race against the clock the length or half the length of the floor.

5. Slide . . . Each boy slides in all four directions and his foot movements and body positions are observed.

6. Backward . . . The boys both slide and backpeddle for speed.

PASSING:

1. Two-hand chest pass. . . . Check use of hands, arms, feet, and accuracy.

2. Bounce pass off dribble. . . . Look at boy's timing, touch, and accuracy.

3. Hand-off. . . . A short six-inch pass will either tie a boy up in knots or test his sense of feeling.

4. Hook-pass. . . . Make single line. Boy takes two dribbles, jumps in air and hooks back.

5. Speed passes. . . . Place him 6 feet from wall and see how many passes he can bounce off wall in one minute.

6. Accuracy. . . . Stand a player out-of-bounds and see how many balls out of five he can make land in the center circle.

JUMPING:

1. Vertical Jump. . . . Player takes piece of chalk in hand and reaches the highest point he can touch. Then he jumps and makes another mark and is measured then by the distance between the two jumps.

2. Thirty Second Jump. . . . Place a mark nine inches above what he can reach on his tip toes and then see how many times he can jump and touch that mark in 30 seconds.

SHOOTING:

1. Right-hand lay-up. . . . Check him on form and accuracy. (5 shots)

2. Left-hand lay-up. . . . Check him on form and accuracy. (5 shots)

3. One-hand set. . . . Check form only.

4. One-hand jump. . . . Check form only.

5. Two-hand set. . . . Check form only.

6. Twenty-five free throws. . . . Allow one point for every five made.

DRIBBLING:

1. Speed. . . . . Find out if the boy is dribbling high enough, pushing ball, etc. Also, use speed dribble with left hand.

2. Change of pace. . . . Make sure he can stop under control and go quickly enough.

3. Change of direction. . . . Have boy start with right and change to left hand and direction. Reverse this with left hand to right.

4. Reverse-spins-pivots. . . . Make sure he can do this without palming ball, stepping, or stopping.

5. Maneuverability. . . . Have boy weave in and out of five chairs set up and change hands as necessary.

Five points are allowed for each drill executed with perfection with a possibility of scoring 125 points on the test. By marking 5, 4, 3, 2, or 1, a boy knows whether he is poor, average, or good, and he should know what he needs to work on in the future. As a player progresses, it is good to put defense in his path and see what type of score he can make with the defensive man trying to stop him or trying to harass him.

A boy is not eliminated because he scores poorly on a test. This only means he needs to work in certain areas. A boy who is 6'3" and 12 years old might score very poorly on this test, but most coaches would take a boy of this height and consider him one of his best prospects and a real challenge to work with and develop.

BASKETBALL FUNDAMENTALS TEST

FOOTWORK:

Stop
Pivot
Start
Speed
Slide
Backward

PASSING:

Two Hand Chest
Bounce off Dribble
Hand Off
Hook Pass
Speed
Accuracy

JUMPING:

Vertical Jump
30 Second Jump

SHOOTING:

Right Hand Lay-up
Left Hand Lay-up
One Hand
Two Hand Set
25 Free Throw

DRIBBLING:

Speed

Change of Pace

Change of Hand Direction

Reverse Pivot

Maneuverability

TOTALS

5—Excellent
4—Good
3—Average
2—Poor
1—

10. INDIVIDUAL OFFENSIVE STUNTS FOR YOUNG BOYS

When my son David and his friend, Johnny Miller, were 12 years of age, we designed some stunts for them to keep their interest in basketball during the summer months and challenge them to better ball-handling and footwork. Below is a description of the 20 stunts suggested to help them in basketball.

1. Ball Handling Drill . . . (a) Take the basketball in both hands and move it from one hand to the other as fast as possible. (b) Let the ball roll down the inside of the arm and by quickly straightening the arm, flip the ball in the air to be caught in the other arm. (c) Take the ball around the back switching from left to right and contine to circle the ball around the waist and back as fast as possible. (d) The next step is a figure 8 motion between the legs. (e) Then pass the ball behind the back to the next man in line or use some individual pass.

2. Make five in a row with the right hand grabbing the

ball and putting it back up quickly and make five in a row with the left hand for speed.

3. Drive baseline on right with right-hand dribble and then drive with left on left-hand side and shoot with right switching hands just before the shot.

4. Get the back to the basket at the free-throw line. Fake to the right, drive back to the left, stop quickly underneath with two more fake shots, and lay the ball up. Do the same thing with the other hand going the other direction.

5. Take two balls and start at the center. Dribble both balls into the basket and score with both of them using only one hand on each ball.

6. Start at middle of floor, drive hard to the right, and change direction and hands at the key before shooting a lay-up. Do the same thing on the opposite side.

7. Start at the middle and do a change of pace with stop-and-go dribbling all the way underneath. Repeat with opposite hand.

8. Start at center, drive to key, spin away from the defense, and make a lay-up on the opposite side. Repeat and spin right to left and then left to right and back to left again. This will teach wonderful maneuverability.

9. In one drive for the basket, use a change-of-pace dribble, change of hands and direction, and a complete series of spins and lay it up.

10. Lay a folded chair on its side half way between the free-throw line and the goal. Have the player drive to the key, leave his feet, jump over the chair and shoot while in mid-air. This is terrific for teaching body control in the air.

11. Start on one side of the floor, dribble behind the back in changing directions, and lay the ball up.

12. Start on the side of the floor and dribble between your legs without breaking stride and lay the ball up for a shot.

13. Drive in for a lay-up with the right hand and take the ball behind the back and shoot with the left while on the move.

14. Drive-in, leave your feet, and take the ball between your legs while you are in the air and lay it up for a shot.

15. Lay the ball on the floor. Walk up and dribble the ball away from a dead position without putting two hands on the ball.

16. Lie on the floor and dribble the ball in a complete circle around the body without getting off the floor.

17. Drive as fast as possible and see how quickly you can stop and shoot off the dribble.

18. Bounce the ball off the bank board from the key, run and get it, and throw it back in the goal before the feet hit the ground.

19. Dribble in with right hand, leave feet, and while in the air change hands and shoot with the opposite hand.

20. Start at the free-throw line with the ball and use five kinds of fakes without stopping before shooting the ball.

11. CONDUCTING DRILLS AND TEACHING FUNDAMENTALS

Every coach is aware of the danger of too much scrimmage and of avoiding fundamental drills that teach and emphasize team and individual weaknesses. An over-emphasis on either phase of the game can cause staleness in mid-season and team morale problems. Working fundamentals can be just as dull as scrubbing the kitchen floor with a toothbrush or shoveling a trainload of dirt with a teaspoon. There is a certain format and organization behind every drill and practice session. Most coaches will have no problem at the beginning of the year but after the newness of the workouts have worn off and the daily grind begins, a coach needs every precaution to keep his team mentally and physically sharp. A few ways of approaching drills that might help to eliminate this so-called drudgery in mid-season follow:

First, the fundamental must have a purpose. Explaining to the squad what is expected to be accomplished by working

such a drill will help. Second, being clear in instructions and either demonstrating or defining exactly the necessary movements is a push toward everyone understanding what he is to do. Third, keep drills associated with pattern and make sure the players are doing something that would not be contrary to what is expected in competition. Fourth, the team should be motivated. It is not fun running fundamentals for the sake of fundamentals. A coach should point out often that if a player will accomplish this skill he will reap results in the ball game. Fifth, a coach should run every drill with some enthusiasm. To half-way do something is sometimes worse than not doing it at all. A coach should keep every drill full of hustle and enthusiasm. Sixth, he should get a variation. He should not expect the boys to do the same thing the same way every night. Competition is not that way. By having a wide variety of drills to accomplish his purpose, a coach will find it much easier to maintain interest.

If a coach has a large squad with various degrees of ability, it is best to keep his better players together. Inexperienced and beginning players can sometimes hurt the drills and it could be a harmful experience. However, he should always sell his boys on the idea of helping other boys to improve. If he is going to put seniors with freshman on certain drills, it is always wise to ask the seniors or upperclassmen to help him teach something a certain way. They will feel more responsibility and this little bit of psychology can actually help them to analyze their own weaknesses. The last suggestion is to make the drills as competitive as possible. Competitive fundamentals can be a real incentive to some players.

Suggestions for running drills follow:

1. Have purpose.
2. Be clear in instructions.
3. Make sure they fit into the pattern of play.
4. Keep boys challenged and motivated.
5. Maintain enthusiasm in drills.

6. Provide a variety of drills.
7. Use competitive drills when possible.
8. Watch the groupings of players.

12. 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 they 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 someone surveys the boys who are candidates, they fall far short of the six footers expected to build around. As this problem appears, it is evident that they are trying to fit the boys into a 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, was not a consistent team. After playing .500 ball in 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 the set offense the 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 backcourt 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 is Athletics is the Law of Exercise. One aspect of this law, the Law of Use, tells that learning is a matter of forming connections in the nervous system by practice, and that each performance of an act strengthens the connection involved and makes the next performance easier, more certain and more readily done. On the contrary the Law of Disuse tells that disuse tends to weaken any connections that have been formed and makes the doing of an act more difficult and uncertain. Coaches have a responsibility to keep their boys progressing to the maximum of their ability. They 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 coaches drill and drill their squad members until a fundamental becomes learned. And it only becomes learned when it becomes automatic.

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

As mentioned before, there is a Law of Disuse, as well as a Law of Use. Fully understanding that the process of forgetting is always going on just as much as the process of learning, gives a principle to guide in planning the practice schedule. While there is practicing, there is learning; but the instant it is stopped forgetting what is learned begins. Psychologists have determined through testing some con-

clusions on how people learn. These experiences can also be a guide in trying to coach methods of better play.

(1) People 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 efective as longer practices distributed over reasonable time.

In developing outstanding players, coaches sometimes must observe the athlete's psychological capacities. 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 as far as it is used to execute certain skills better. A coach who picks his team on size and strength makes a grave mistake. When some physical giant with double deltoids and bulging trapezius muscles reports for the team, a coach can not expect his 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 a Charles Atlas club may be able to outrun, outshoot, outpass, and even outrebound a wonderful species of muscular contour.

Granted, 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.

Coaches are now using weights as an aid in helping boys build stronger muscles and better bodies. Under the proper supervision lifting of the weights can have some very advantageous contributions to make to the ambitious athlete. One of the many appealing features of this program is the variety that is afforded to help one develop in certain specified areas. Certain weights and appropriate performances can be designated to assist a player in his jumping ability, strengthening wrists or fingers, developing back or shoulder muscles, etc.

C. Offensive Basketball

1. THE WEAVE IN BASKETBALL

The traditional offense of Taylor University's team for the past fifteen years has been a three, four, and five-man weave. This does not mean the pattern has not changed in fifteen years but it does mean that we have tried to in-still confidence in our proteges that the basic moves and floor positions outlined are sound and effective. From time to time, we have incorporated a three-man weave off a double post and intermingled a tandum pivot with the purpose of jamming the middle and using the outside lanes. We have learned to emphasize either the inside or the outside depending upon defensive conditions. We have also learned when to run a slow weave and when to run a fast weave. How to use the corners and the baseline are also vital considerations. The principle behind most offensive formations is to try to cause the defense to err by screening, overplaying, or using some deceptive move that would enable the offensive man to get a percentage shot or a better shot than he could get on his own initiative. The weave is designed to assist that shooter to get a closer shot to the basket or to provide a screen for an easy outside shot. Its secret lies in the method and number of screens that can be set and the players' adaptability to close ball handling.

To build this pattern we start with a lot of ballhandling drills, especially those that require short handoffs, filled with confusion. The reason we want a lot of confusion is that it is more like game conditions where alertness pays off. To create this illusion we run all types of criss-cross drills with either two or three balls and have players receiving and handing off in one step. We also want continuity, quick passing, no holding

of the ball, and each player on the move. Our drills are designed for these combined with deft ball handling and agile footwork.

After the ball-handling and footwork drills we start on the screens and try to acquaint each boy with the possibilities of both type and location on the floor. We have this rule: Every time you pass, screen and cut, expecting a return pass. We strive always to roll off every screen after we have made our hesitation or taken a 100 count. Some nights we just see how many screens we can set. One of our tests is to ask a boy how many times he was screened out and forced to shift between baskets . . . this makes each boy screen-conscious. One of the secrets of rolling off the screen is to keep a change of pace. At times a player should slide smoothly and the next time we want the same man to explode for the basket. Sometimes a quick explosion with a button hook will leave him open for a close hook-shot. This is the reason why the man with the ball must always keep his head up, looking for the receiver.

There are some weaknesses to the weave. The first problem is that sometimes the player will run back and forth out in front and it means nothing. Make every man who handles the ball, screen and make a vertical cut for the basket. Second, the weave requires excessive ball handling and there is danger of fumbling. That is why drills must be run every night thewhole season so this becomes a habit, as much as breathing. Third, the rebounders are sometimes out of position. There must be real concentration at this point or players will overlook offensive rebounding. We take many times each night to point out who didn't go in for the rebound. If the weave is run properly, there should always be three men on the boards for rebounds. The fourth weakness is stopping in the middle either with or without the ball. Either one of these errors will allow the defense to close in on the ball handler and jam that middle up so tightly that a shot or a pass will be forced. The ball should always be kept moving so the defense does not have a chance to reassemble once they are confused.

Listed below are some suggestions to make the weave effective:

1. Develop confidence in the pattern. Make the pattern work by working the pattern. This is a pre-requisite in any offense.
2. Don't expect the weave to work overnight. We believe that it takes longer to develop the weave than most patterns, but it also takes longer for the defense to solve the attack.
3. Do not force passes, screens, or drives. If working a pattern effectively, pressing will not be necessary.
4. The pattern offers opportunity for individuality. Use individual initiative, but use it within the pattern.
5. Screen a defensive man at every opportunity. If you miss your man, go help screen someone else . . . but don't stand still and clog up the pattern.
6. Never hold the ball . . . keep it moving at all times . . . never let the defense rest.
7. Keep a continuity pattern. The secret is floor discipline.
8. Never stop in the middle with or without the ball. Don't jam the middle.
9. Never turn your back on the ball . . . know where the ball is at all times.
10. When you cut, always expect a pass.
11. The man with the ball should always be looking for the open player.
12. Use several rear picks and roll for the basket immediately to keep the defense off balance.
13. When over-guarded be sure to reverse and cut for the basket.

14. Don't run the pattern to one side of the floor but continually mix it up. Make sure the pattern starts on the left side of the floor as much as on the right.
15. The floor does not have to be balanced to start the weave and neither do you have to wait for all of your men to get in position. Once you have three men down the floor start the pattern. You are in business.
16. The tighter the defense the slower the pattern. If you are being pressed on the front line, slow it down and keep reversing—this is the answer.
17. If the defense sags, run the weave faster and force the opponents back underneath the basket. We have seen many defenses forced back so far that every man on the team was standing within six feet of the basket.
18. Learn to operate the weave without the ball. This is the mark of a valuable team man when he can do things for the team when he *does not have the ball.* He can screen,cut, rebound and help direct the play.
19. Make sure that the guards know who is back on defense. Someone should always have this responsibility on the floor.
20. Good ball-handling and short passes are the key to the attack. Learn how to pass and receive the six-inch pass at full speed.
21. Do something all the time—weave, screen, cut, pass, rebound, talk, fill in empty position, help to balance, overload or whatever contributes to the offense. Be a positive factor on the floor at all times.
22. Never run in a steady pattern. Do a lot of change of pace, change of direction, reverse, or any other deceptive moves that will keep the defense guessing. A man is always easy to guard if he stereotypes his

movements. Don't let the defense catalog you and say this man always does this or that.

23. Learn how to shoot quickly over the screens. Practice long hours on the jump shot while moving.
24. Mix up the fake-pass, fake-shot, fake-drive quickly off the pattern. Don't stop to do this. Learn deceptiveness while moving.
25. Openings in the weave happen in a second and they close in a second. Be ready at any moment to drive through the hole. He who hesitates is not lost but his opportunity to score is gone.
26. This pattern can function only when players are alert and sharp. Any ragged type of sloppy play will show up quicker in the weave than in other offenses. Never coast, always hustle, look alive, play inspired basketball and you will enjoy the success of the weave.

Some of the Outstanding Qualities of the Offensive Weave in Basketball Especially Playing Against Taller Opponents

1. It keeps the defense moving and requires the taller men to move out from the basket in an effort to guard their opponents.
2. The weave will keep the defense off balance and make them unsure of their man as long as the offense keeps moving.
3. It forces the defensive players into each other, if executed correctly, or will cause excessive switching.
4. It utilizes short passes and good ball handlers which is more natural with shorter men than with taller players. It will cut down interceptions that come from trying to feed a pivot man.

5. It will enable a player to obtain better percentage shots which is to the advantage of the whole team. (We have averaged over 40 per cent of our shots for the past ten years.)
6. It eliminates forced shooting or too much long shooting that is not necessary.
7. It does not depend upon whether the defense pulls out or sags back, but can work effectively against any type of man-to-man defense. (This will not work against a zone.)
8. The pattern can do work and does not require excessive ability.
9. It will keep the team patterned and together, but is not a stereotyped offense.
10, It is easy to practice with or against. It does not cause the offensive frustrations in practice sessions that are so frequent among other patterns. The defense can know exactly what is being done but still be helpless to stop it.
11. It makes for good team play. Everyone gets to handle the ball and score.
12. It can keep the defense from ganging up on the star and at the same time affords the opportunity for good distribution of points. (We had 6 men who averaged in the fouble figures last season, all beween 12 and 17 points.)
13. It allows room for individuality and the opportunity to use player speciality.
14. The weave affords the fans a lot of action and is a real crowd-pleaser.

15. It is adjustable to three, four, or five men depending upon how the personnel is played.
16. It can cause the tall man on defense to become overcautious and can easily draw the smaller over-aggressive guard into excessive fouling.

2. THE DOUBLE POST

The double post offense is designed to help a team that is fortunate enough to have two good big men and three clever guards. Coaches approach this pattern from different angles, but we would like to offer floor positions and some options That have worked well for us. The advantages of the double post are as follows:

1. It keeps the two big men underneath the basket.
2. It affords the smaller men room to operate and use both their speed and outshooting.
3. By using a reverse type of screen, it can catch some teams unprepared.
4. It employs the sound fundamentals of basketball such as floor balance, good pivot play, driving, outshooting, screening, etc.
5. It doesn't demand a fast or clever pivot man as do most offensive patterns.
6. It offers good rebounding and yet the players are always in position to get back fast on defense.

It does have some weaknesses . . .

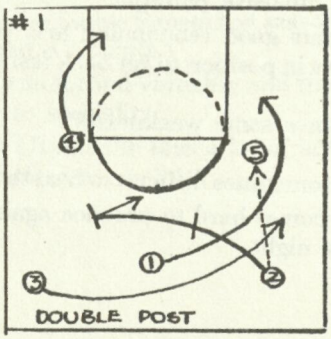
1. It is sometimes difficult to feed the post men.
2. It becomes hard to practice against the same team every night.

3. Some players may get in the habit of standing around too much.
4. Sagging defenses will give the double post a lot of trouble.
5. There must be one or two good outshooters to make it effective.
6. Some players will get in the habit of holding the ball too long.

THE DOUBLE POST OFFENSE

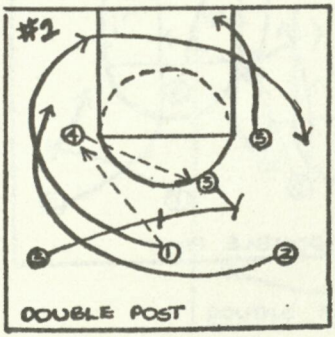
Number 1 Diagram . . . Number 2 passes to 5 and then screens out both 1 and 3's defensive men. Number 1 breaks on the outside, and goes all the way underneath and comes out on the other side. Number 3, or the second guard around, should always stop either for a set shot or for a safety man. Number 4 turns the opposite way to go in for a rebound to keep his defense from collapsing on 5. After 2 has screened out both 1 and 3 he should immediately turn for the basket and be ready for a return pass. There is a tendency on the part of the defense to let the screener get loose.

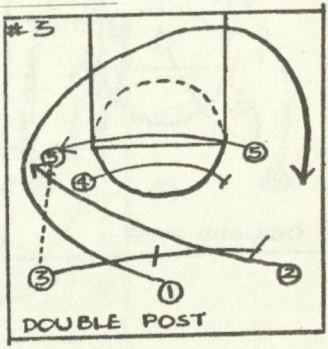
DOUBLE POST PATTERNS



Number 2 Diagram . . . This illustrates the rule that the outside man is always the screener regardless of who passes the ball into the post. Number 1 has passed the ball to 4. Immediately 3, who is the outside man, screens the defensive men of both 1 and 2. The ball is then passed to the screener, 3 if he is open for the shot. Normally the screener will be open near the free throw lane.

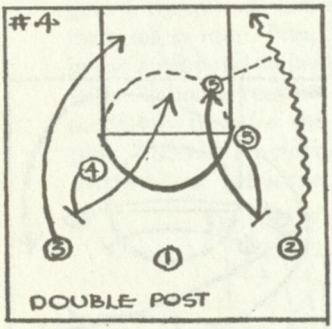
Number 3 Diagram. . .This diagram shows one method of the post man getting position to receive the pass. Number 4 has screened for 5 who comes to the position formerly occupied by 4. The ball is thrown to 5 by 3 and the same pattern as before ensues.

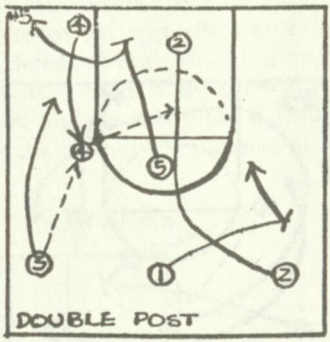




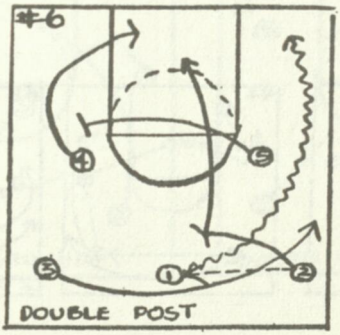
Number 4 Diagram . . . The rear pick option is shown as 5 comes up and picks 2's defensive man. Number 2 should fake left and then drive right around his screen as 5 then rolls for the basket. At the same time 4 should get out and pick for 3 and then roll to the opposite side. Number 2 has the option of shooting or passing to 3, 4, 5.

Number 5 Diagram . . . Another option off the Double Post is to put 4 under the basket or near the baseline and let 5 who is on the high post go down and pick his man. Number 4 comes up to high post to receive the ball from 3 who cuts for basket on left side. At the same time 1 picks 2's defense and 4 can then pass to 3, 2, or 1.





Number 6 Diagram . . . When the defense is sagging start a weave or a play that drives to the outside. Number 2 passes to 1 and screens his defensive man. Number 1 starts a drive to the outside. Number 2 passes to 1 and screens his defensive man. Number 1 starts a drive to the outside and 3 becomes a trailer. In the meantine 5 goes over to screen 4 defense and either 4 or 5 can roll to the opposite side for rebounding position or a pass. After 2 has screened he can roll through the middle to make another threat. If he doesn't get the ball, he should get back fast on defense. His move should not take him farther than the key.

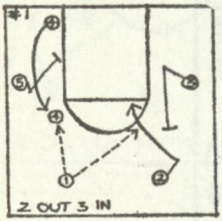


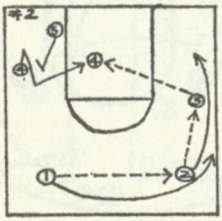
3. THE 2-3 OFFENSE

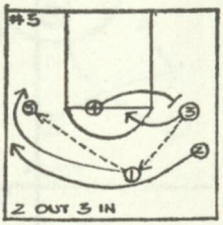
Number 1 Diagram . . . Number 5 screens for 4 and 4 moves up to receive pass from 1. In the meantime 3 has screened for 2 and 1 has the option of passing to 4 or 2. If 4 gets the ball he has the option of passing to 2, 3, or 5.

Number 2 Diagram . . . This is the basis for a lot of offensive patterns. Number 2 passes to 3 and breaks to the outside. Number 5 screens 4's defensive man and 4 breaks to the middle for pass. Number 1 breaks around in position to receive the ball.

Number 3 Diagram . . . This is the second part or the continuity of the pattern. If 3 is not able to pass or shoot he throws ball back out to 1 who passes to 5 on the opposite side of the floor and the same pattern is run on the left. Number 4 becomes the screener for 3 and 3 cuts through the middle as 1 and 2 cut around 5.



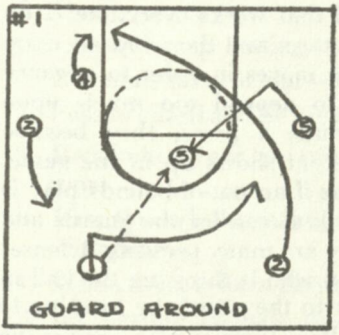


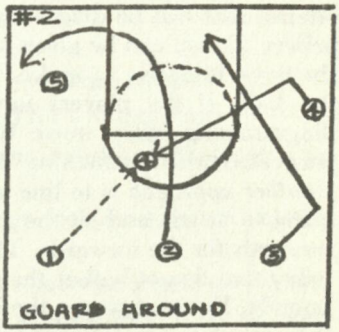


GUARD AROUND

Number 1 Diagram . . . Number 5 moves into the high post position from his forward spot and receives pass from 1. Number 2 must counter and break fast to receive pass from 5. Number 1 also breaks for the basket and 3 comes out for safety position.

Number 2 Diagram . . . Number 2 clears through the middle first and then 4 comes up to high post to receive the ball. As 4 comes up, 3 breaks from the weak side to receive ball from 4. Number 1 remains back in safety position after passing to 4.





4. OFFENSE AGAINST A PRESS

There are so many types of pressing defenses today that it is imperative that a team have two or three offensive patterns to cope with this aggressive style. Our first approach is to criss-cross the guards and have the forwards run wide down the floor, then turn around, come back and see how far the defense will chase them. We want the boy who can throw the best long pass to take the ball out of bounds and probably he will be the slowest boy. At any rate, four men must be able to move to cope with the changing presses. We have used a clever dribbler with other men playing wide. If we have a tall center, we play him just across the ten-second line so that a player can lob him a high pass and break off.

When we want to get ready for a pressing defense, we feel that it is wise to put *six players* on defense during practice and let them pressure all over the floor. I doubt if there is a set offense that can be diagrammed that works everytime. I do believe a team can be given a pattern and then depend upon the boys' initiative to make right moves in order to advance the ball. If the players have to depend too much upon diagramming every move to elude a press, they become frustrated when something different shows up in the game. *Another approach* is to line up as if an out-of-bounds play is going to be run and let the guards screen for the guards and forwards for the forwards. There are many pressing defenses today that do not bother the man who is throwing the ball in bounds. He can become the key to the attack by learning to throw back to him immediately. Boys learn to play against the press by playing one-on-one and two-on-one in practice. Instead of practicing a three-on-two fast-break drill, give two boys the ball and put three men on defense to take it away from them. When boys get used to operating under pressure, they learn little clever moves that help them during games.

This is the reason why we encourage various types of stunts with the ball. I like to see a boy in practice take the ball and

defy two other players to take it away from him legally. He can use change of pace, change of direction, spins, dribble behind back, dribble between legs, hard driving, deception of head, eyes, hands, feet, and body. Coaches sometimes have the habit of overcoaching and stereotyping players so much that they lose this initiative. When the pressure is on, they fail to grasp the fact that there is no coach in the world that can help in the situation. They boy's own individual cleverness and initiative will be his only salvation.

ATTACK

1. Look for long pass.
2. The ball draws a crowd—penetrate and get ball out.
3. Are we going to ram it down their throats or make them play a legitimate defense?
4. Let's do it our way.
5. Don't panic.
6. Always keep cutting
7. Big man takes it out—can *see* court better.
8. Pass to guard and be prepared for a return pass.
9. Remember, your two problems, get it in-bounds-get it up court.
10. Pass through the meat grinder with a minimum amount of dribbling.
11. Worst thing is for a player to challenge a zone personally.
12. Be flexible enough to go against any type of zone presses.
13. Spread the defense and then get the ball into an open area.
14. Work everyone on ball handling.
15. Best ball handler should be the first to receive ball.

16. Keep your poise.
17. If big man is pressed by 2 small guards take 5 seconds and jump him rather than throw the ball away.

LOOK AT THE PRESS

1. Why are they using it?
   a. Is it designed to complement offense?
   b. Is it their total offense?
2. Type of Press?
   A. Zone alignment?
   B. Matching?
   C. Combination?
   D. Is it man-to-man in 2nd line of defense?
3. Do they pressure ball out-of-bounds?

5. OFFENSIVE PATTERNS AGAINST A ZONE

One of the most surprising things in modern basketball is that with all the great shooters and increased methods of play the zone has become more effective. During the 1969-70 basketball season, Taylor University encountered 23 zone defenses in 27 games. In watching the Indiana State High School tournaments in 1970, it was discovered that over half of the teams were using a zone defense during most of their game. For the past two years we have been spending more than half our time working against various types of defenses. The time has come when it is impossible to consistently win against a zone defense without developing a moving offense to counteract the changing zones. Following are ways of attacking the zone defense: 1. Overload one area of the floor. 2. Move the ball. 3. Move the man. 4. Shoot over the top. 5. Screen. 6. Beat them down the floor. 7. Hold the ball and force them into man-to-man. 8. Press them all over the floor and never let the zone have time to set. 9. Don't schedule a team

unless the coach will agree to play man-to-man.

The last point isn't a good approach but there are some coaches who feel the zone is wrecking the game of basketball so much that this is the only solution they can think of to stop it. Any defense has certain weaknesses and the zone is no exception. It is impossible for the defense to zone the corners, the middle, both sides, and the front at the same time. The zone cannot move as fast as the ball, so it is imperative to keep the ball moving. If the defense keeps changing, it is bound to lose time, the man, or both in its switch from one area to another. If it is possible, keep both the ball and the man moving on the floor. The defense will soon err. This is one approach to solving the zone. Make the defense commit an error and then take a good shot wherever the weakness is exposed. (Without question, the 12-foot lane has been one of the rules that forced some teams into a zone defense. As one coach has said, "We now have 25 per cent less area to guard than we once did.")

The basic zones that a team is forced to beat are the 1-3-1, 2-1-2, 3-2, 2-3, 1-2-2, and on some occasions we are sure a team is 3-1-2 on us. If the attack is a basic 1-3-1 we go into a 2-1-2 offense and try to feed our corner men as we have found weaknesses here against a 1-3-1. If they use a 3-2, we try immediately to counter with a 2-3 position where we have men in the area that appears most vacant to us. If we are having a lot of trouble with our front men, we put three men on the side and start the ball on the side rather than the middle. As soon as the defense shifts with us we get the ball off the other side and try to get our play moving horizontally instead of vertically. Normally, the key to any attack is a good baseline man and a good pivot man. There are coaches who feel that if they have one great outside shooter and one fine big man underneath, they have the ingredients to make any offense that will solve the zone problem.

The basic problem in modern basketball is solving the changing zone. Here are two moving patterns that we feel

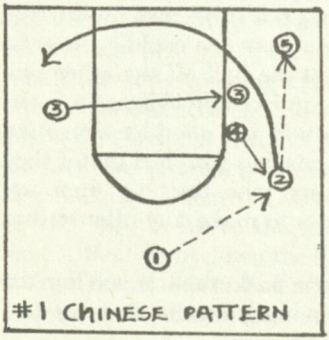
have part of the answer if executed correctly. The first we call out "cutting pattern" and the second we call our "Chinese pattern." One of our boys in the Olympic games scored 51 points against Austria and most of them came off this pattern. In both of these attacks we line up with a 1-3-1 and then start moving as the defense starts changing.

CHINESE PATTERN AGAINST ZONE

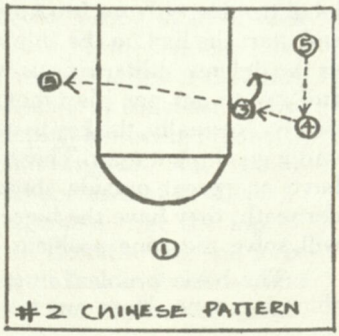
Pattern Number1 . . .Number 1 passes to 2 who passes to 5 and cuts for the basket. Number 4 takes 2's place and number 3 fills in the pivot where 4 was stationed.

Pattern Number 2 . . . This shows the second part of the pattern. Number 5 passes to 4 who has moved out from the pivot. Number 4 passes to 3 who comes in from the weak side into the pivot. Number 3 either drives, shoots or whips the ball over to 2 who should have a one-on-one situation.

The secret of the attack is getting four players on one side of the floor and quickly moving the ball to the other side. The best driver-shooter should be left with a one-on-one. The corner man should be the biggest, slowest player. The three players doing most of the moving should be maneuverable and pretty good ball handlers as well as shooters. The number 1 man is the defensive man and safety value.



#1 CHINESE PATTERN

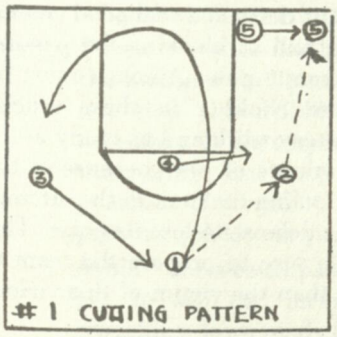


#2 CHINESE PATTERN

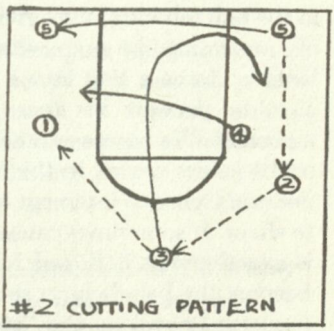
CUTTING PATTERN AGAINST ZONE

Diagram Number 1 . . . Player 1 passes the ball to 2 and quickly cuts down the middle and back out on opposite side of pass. Number 2 passes to 5 who has shot from the corner or passes to 1 who is directly underneath the basket. Number 4 has moved into position to receive pass from 5 if possible.

Diagram Number 2 . . . In the second part of the play if 5 cannot shoot or pass to 1, he passes back to 2 in a quick relay to 3 who has moved out in front. By this time, 1 has moved on the side formerly occupied by 3. Number 5 is moving directly down the baseline for a pass underneath or out in the corner. Number 4 has moved to the opposite side of the floor and if something has not developed the ball is snapped back to the front man who is now 3. From this position the same continuity is run as was done on the right side of the floor.



1 CUTTING PATTERN



#2 CUTTING PATTERN

6. THE STALL OR DELAYED PATTERNS

There are several reasons why a team uses a delayed offense. (1) To run out the clock. (2) To protect a lead. (3) As a psychological weapon to frustrate the opponent. (4) To take only the best percentage shots because the big man is lost. (5) To stall deliberately to keep the score down. Whatever the reason, there should be a planned attack to give the players confidence and to eliminate any catch-as-catch-can type of offense. When to go into the delayed game is one of the biggest decisions a coach has to make during a ball game. To attempt this type of pattern too quickly will sometimes stymie the offense and have a reverse effect. It is too easy to choke up on the shooting when becoming too deliberate. For this reason it takes a peculiar type of boy to be able to know when to shoot and when not to shoot. One of the disadvantages in this type of game is that the defense starts fouling the weakest foul shooter and if he misses, the chances of getting the ball back are very slim. Another weakness is that it is so easy for boys to hold on to the ball too long, thus giving the defense a real good chance of two-timing the man with the ball or blocking the passing lanes to force a boy into a desperate pass. A coach must be alert to prevent his team from choking in these crucial moments. We have seen the strategy work and as many as 12 or 14 points scored in the last minute of play because of the defense trying to intercept and fouling the man in the attempt to shoot. It sometimes causes the defense to lose its poise. This is exactly what is hoped for. Be sure to prepare the team to become the beneficiary, rather than the victim of this vicious monster known as the "stall."

There are several principles that should be adhered to when the attack is planned.

1. Keep the eyes open and the head up and always be aware of the sleeper who is standing wide open underneath. Time after time in stall patterns, we see

men wide open waving their arms frantically for someone to see them and pass the ball.

2. Keep the floor well balanced. By crowding or overloading any area of the floor it is only making it easier for the defense.
3. As much as possible keep the middle open for quick drives or passes to the open man.
4. Never lob passes. Any pass that is lobbed can be deflected by any defensive man who might slip up from behind and tip the ball to a teammate. Remember to catch the ball. The defense only has to deflect it with a finger thus having the advantage of running and jumping through the air. Take only the sure shot. This eliminates any gamble of losing the ball when the shot is missed and having to fight for the rebound and fouling.
5. Stay out of the corners. It is too easy for the defense to trap a player in the corners and his options of where he can pass the ball are very limited.
6. Never waste the dribble. It is a poor habit to bounce the ball in a stall pattern unless it is necessary. Do not stop the dribble once it is started, unless necessary. It is a very foolish movement to dribble in the corner and stop dribbling when not being guarded. If forced to the corner, try to dribble or pass as quickly as possible.
7 Avoid cross-court passes unless necessary. It is easy not to see the lurking defensive man who is crouching down ready for the steal and the score. An intercepted cross-court pass is almost an automatic two points.
8. Do not gamble or live dangerously when near out-of-bounds line or 3 second area, or hold the ball for 5 seconds when closely guarded.

9. Do not try to be too clever with passes. Spins and fancy passes that player have not been used to catching can sometimes fool one's own men in place of the defense.
10. Never turn the back on the ball. Sommetimes players come up and turn their backs in an effort to set a rear pick and the only thing they do is to bring the defense up so the offensive man can be two-timed. Someone may have to get rid of the ball in a hurry and the only logical receiver must always be ready for that return pass. There is nothing quite as disheartening as a player getting hit in the back of the head with the ball while his team is in a stall pattern.
11. Know how many time outs there are and don't be afraid to call a time out if it is needed.

There are other good reasons for developing a stall attack. While having the ball, the other team cannot score. To cut down their chance for getting rebounds take only the sure shots. It is almost an impossibility for one defensive man to take the ball away from another man without fouling. It demands and develops good fundamental basketball skills such as ball-handling, floor balance, team play, alertness, confidence, etc.

There are two basic stall patterns that we favor. One is three men out in front with two men deep and wide in the corners leaving the middle free. If the middle man out in front starts the pattern, he is to pass to one guard and screen in the opposite direction. The reason for asking him to do this is to keep him from taking his defensive man into the ball. There is a tendency to get bunched too much and foul for some illegal screen when starting to jam up in a stalled pattern. The second reason is that the man who gets the ball as he is coming from the opposite side is free to see the floor and do something with

the ball. There must be four men in the game who can handle the ball and move out. It is not necessary to have rebound strength in the game when trying to stall. A coach can afford to have the better ball handlers and faster men in the game during this period. Also, the guards must screen for the forwards as shown in diagram number 2 under stall. We drive through the middle when it is possible or if over-guarded, we continue to reverse and hope for a return pass. It is important that the forwards do some interchanging along the baseline or even screen for each other and leave one side free to move up for a pass. By quick reverses and pivots, or a sudden change of pace, a player can usually free himself from the defense for a pass.

The second stall pattern that is effective is to place the big man at the head of the circle and let the guards pass and criss-cross off him. If his defensive man is playing him too tightly and trying to intercept, teach him to reverse and have the guards either lob or bounce pass to catch him open. If the defense on the forwards starts sagging, bring the forwards out and let them also criss-cross off the pivot to fo5ce the defense out on the floor and open the baseline for some quick passes. The other option in this pattern is to let the guards and forwards pass and cut to each other and have the middle man go to the opposite side and screen to bring the man open through the middle. Most players will develop some natural options off this pattern.

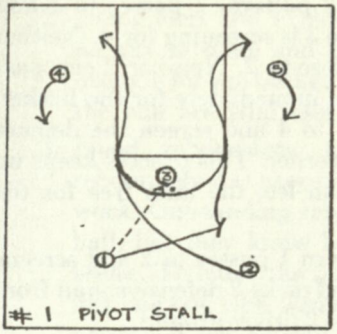
STALL PATTERNS

Number 1 Pivot Stall . . . From a basic 2-1-2 set-up the stall pattern is started with a pass from the guard (1) to the pivot man (3). At this moment all four men begin basic moement to guard against the double team situation. Number 1 screens for 2 as 2 comes across the top of the key and to the opposite corner. Meanwhile, players 4 and 5 move to the wide high-post positions to receive the outlet pass from 3. Play starts over again with return pass to 3.

Nomber 2 Pivot Stall . . . Once again from the 2-1-2 set-up guard number 2 begins the pattern with a pass to 5. Movement is started with 2 screening for 1 as 1 cuts to the basket and out to the corner. Meanwhile the pivot man, 3, has moved to the opposite side to screen for 4, who performs a circle rotation and returns to his original position. After the side screen by 3, a reverse pivot is performed and 3 returns to his original position at the top to the key.

Number 1, 3-2 Stall . . . Starting from a 3 out 2 under situation, 1 passes to 2 and moves inside to screen 5 coming out. At the same time 3 moves down to screen 4 coming out. Side screens continue as 2 looks for a release man on either side. The possibility of an easy lay-up is present because of the many screening situations.

Number 2, 3-2 Stall . . . With 1 starting the ball in the middle of the court, he begins the play by passing to 2. He then moves to the side to screen 3 as he moves to replace 1. Number 1 continues his part of the play be using a roll screen and moving down to screen 4 who is moving out. Meanwhile 5 has come up to set a side screen on 2 who dribbles to the outside. Once again the possibility of the lay-up or short pass is present.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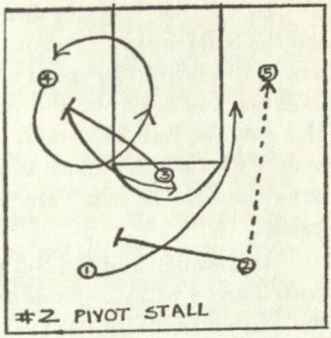
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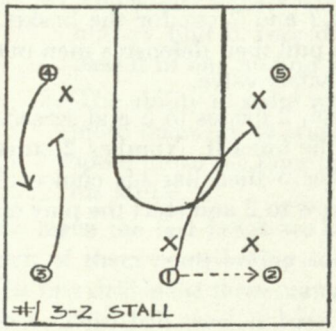
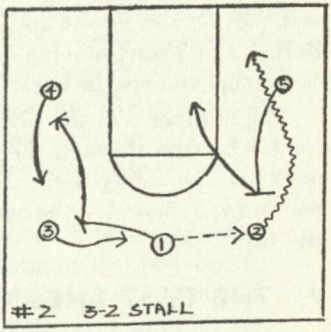

#1 3-2 STALL


#2 3-2 STALL

In number 1 of the 3-2 stall pattern, 1 passes to 2 and screens 5 defense at the same time 3 is screening for 4. Neither 5 or 4 will bring their man too close to 2. Number 2 can pass to either 4 or 5 and he should cut immediately for the basket. If 5 gets the ball he should pass to 4 and screen the defense from 1 who is in his place in the corner. This process keeps up until the defense gets careless and lets the man free for the basket.

In number 2 of the 3-2 pattern 1 passes to 2 and screens both 3 and 4 while 5 comes up and picks 2 defensive man from the rear and rolls for the basket as 2 drives around.

In number 1 of the pivot stall, 1 passes to 3 and screens 2 and rolls off the screen and both 1 and 2 cut for the basket. Both 4 and 5 start moving out to pull their defensive men out of the play and also be back for a safety valve.

In number 2 of the pivot stall, 2 passes to 5 and screens for 1 who cuts through the middle himself. Number 2 stays back for the safety man. Number 5 then has his choice of passing to 1, 3, or 4, or he can throw to 2 and start the play on the other side.

7. THE FAST BREAK

The fast break is trying to "get there firstest with the mostest." In other words it is trying to beat the defense down the floor to enable getting the easy lay-up or the high percentage shot. The fast break depends upon five important factors.

1. Boys that want to hustle. Players must have a real desire to move continuously to make the fast break effective.

2. Being alert and explosive. The ability to capitalize on any mistake and the power to get five men to explode for the basket when the other team has lost the ball are vital assets.
3. Good rebounders. Unless a team has strong rebounders it is very difficult to make the fast break work. Outstanding rebounders not only can get the ball, but they know how to get it out to start the break. To harm the fast break, a team has to have just one boy who wants to hold the ball rather than passing it out as quickly as possible.
4. The ability to pass while moving at full speed. Some players find it very difficult to catch the ball and pass it in one motion while moving down the floor.
5. The ability to score while moving. There is nothing more beautiful to watch than a player moving full speed down the floor and shooting without breaking his stride.

To teach the fast break we use about 5 types of drills, each of them contributing something to the fast break. The first drill is the three-man go-behind up and down the floor. This drill teaches boys to hustle and pass on the floor. This drill teaches boys to hustle and pass on the run. (See diagram number 1, fast break) The second drill we use is called three-lines three-balls fast break drill. (See diagram number 2, fast break) In this drill, we concentrate on the long pass and the long dribble. If there are 20 or 25 boys on the floor at one time this is a good drill to keep them moving. Our third drill is a 3 on 2 drill on half-court with two men on defense.We practice trying to score with only two defensive men guarding three offensive men. (See diagram of number 3 fast break) Number four is a game with the drill running the boys up and down the floor. At one end there are two defensive men and at the

other only one. It becomes real competitive. We feel it is one of our best drills and keeps the boys running hard and working on defense. (See diagram number 4 fast break)

The fifth drill we depend on is the five-man pattern drill that teaches the boys the natural pattern as we like to see it develop. (See diagram number 5 fast break)

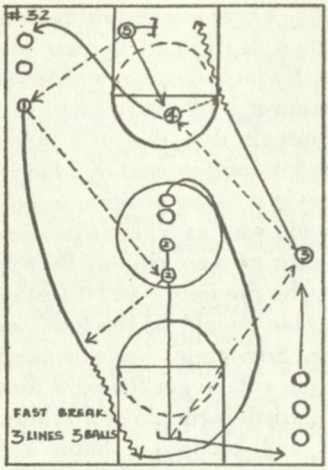
We operate on the theory that the first pass should be at the side to prevent interception. We encourage the hook pass to get the ball out although we say to throw it out the quickest way possible. All five men should explode at once. We do not want a three or four man fast break—we want a five man fast break. Those trailers are very important and we believe that the number 4 and number 5 men down the floor have a good opportunity either to score or to be in a position to start the pattern before the defense is set for us. As much as possible, we want our fast-break offense to complement our half floor pattern by getting down ahead of the defense, and if we have no shot, we should all be moving in the pattern immediately. We do not permit anyone to hold the ball until our floor is in balance or the men are all down in position.

After the initial pass on the side we have the opposite forward or guard come through the middle and receive the ball with someone filling in on the opposite side so that we have lanes filled. The man in the middle stays. Either we pass or dribble until we get the ball into the desired position to shoot. Whenever we can pass, we never dribble. In running our five-man pattern without any defense, we never dribble. The ball goes from one end of the floor to the other without anyone ever dribbling the ball. If passing and timing are right there is no reason to dribble. It will only slow down the fast break. We only dribble when the defense forces us to dribble. The next important rule is the middle man always stops. He never

goes beyond the free-throw lane. There are several reasons for this. If he goes too far in, it is difficult to pass and easier for the defense to cover. By jamming the middle too much, two defensive men can cover 3 offensive men, so it must be spread. Another reason is that this is a safety valve for the cutter to pass back to and in case of a fumble or a deflected ball, the player is in a better position to help on defense. The wingman should stay as wide as possible because it is easier to pass to men who are coming in from the corners rather than those who are only 8 to 10 feet on the right or left. The middle man should be the best ball handler, dribbler and passer. Sometimes we purposely change middle men or violate our rule to get the right man in the middle with the ball. This drill is run 25 or 30 times a night in practice, it soon will become a habit and regardless of where the ball bounces or who rebounds, the opportunity will be found to get the right person in the middle.

Some rules to follow on the fast break . . .

1. Make sure you are in good physical condition.
2. Try to enjoy running. Form a mental attitude that it is fun to run up and down the floor.
3. Don't ever throw wild just to get rid of the ball. If you don't have a fast break, it is foolish to force the play.
4. Know when to take the fast break and when to hold the ball for a better play.
5. Move the ball to the center man as soon as possible.
6. If you see something developing be sure to talk and shout to a teammate so that he knows it is time to explode or hold-up.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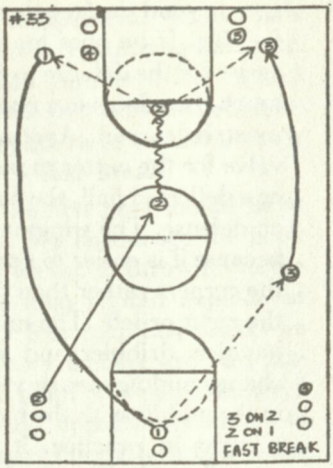
FAST BREAK
3 LINES 3 BALLS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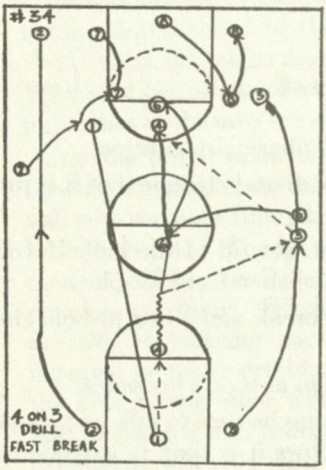
3 ON 2
2 ON 1
FAST BREAK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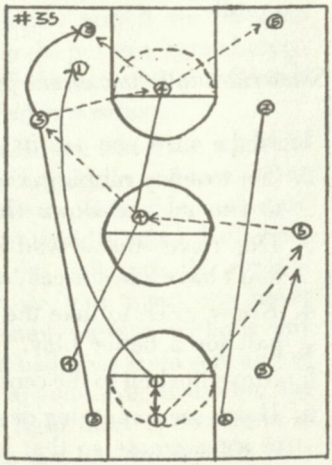
4 ON 3
DRILL
FAST BREAK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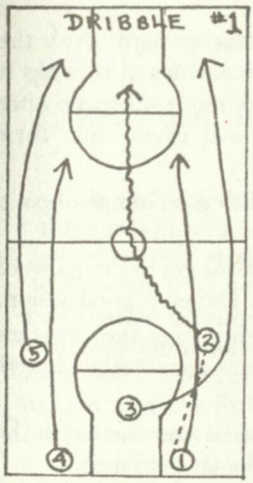
FAST BREAK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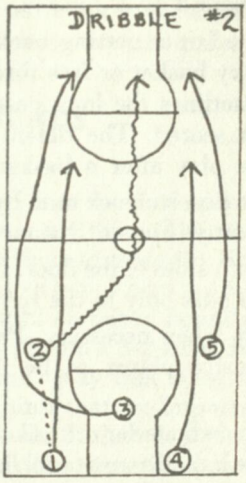
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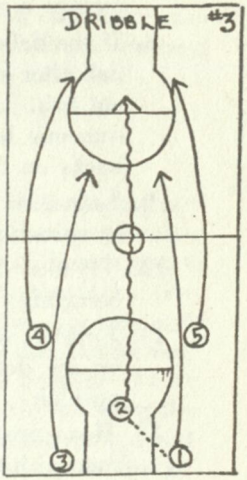
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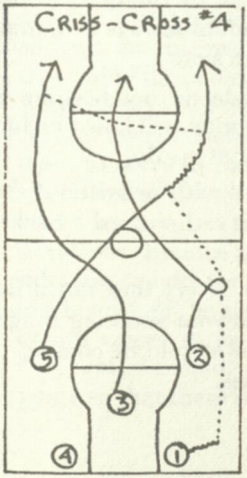
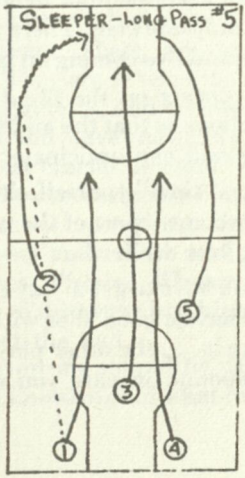
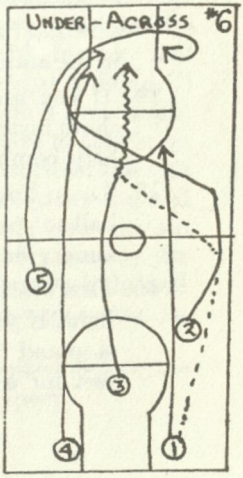

CRISS-CROSS #4


SLEEPER-LONG PASS #5


UNDER-ACROSS #6

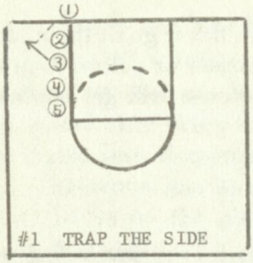
7. Try to see how fast you can get the ball out when you recover a rebound or a fumble.
8. If the defense is not getting back fast enough, grab the ball after every basket or free throw and learn to whip it out fast. Sometimes the long pass is more effective after someone has scored. The defense will often turn their backs on the play after a basket.
9. Learn how to deceive your man by using a change-of-pace or spins to catch him off balance.
10. Try to see both sides of the floor. Do not get in the habit of being able to pass only to the right. Develop good vision.
11. Dribble only when necessary. Passing puts the pressure on the defensive player as he must constantly change position.
12. If you are the rebounder or trailer see if you can catch the man with the ball. Be sure to fill in the empty lanes.
13. If you are the secondary man coming down the floor, make sure you keep the floor balanced by filling in on the side that has only one man. There should always be a man in the middle and two coming on both sides.
14. If you are coming on the blind side do not hesitate to shout instructions so that the middle man will know he has help coming and can anticipate what to do.
15. Learn how to "time" yourself either with or without the ball so you become a part of the unit rather than a basket hanger or a lone wolf.
16. Don't feel you have to get a "lay-up" every time down the floor. If you have a good shot within your shooting range, stop and take it . . . the other players should be coming in fast for a rebound in case you miss.

17. If you are too far ahead of the ball, never go in the middle and stop. Either move out to the corner or cut underneath to the opposite side so that the defense will get confused with your position.

8. OUT OF BOUNDS

Some coaches feel that the time spent on developing out-of-bounds plays is a waste of time. They feel that the offensive pattern should enable them to score any time without trying to teach something new to a boy. There are many teams that play man-to-man defense until an out-of bounds play appears and then they immediately go into a 3-2 zone. In other words, they zone every out-of-bounds play that is on the baseline. There are two or three little hints that are important in throwing the ball in from out-of-bounds. If there is a player big enough and clever enough, the ball can sometimes be thrown in the air high enough for him to just tip it in or grab the ball and shoot it while in close to the basket. A coach has a choice of having - either his best passer throw the ball in-bounds or he can use his slowest or biggest man. There are several factors that determine the choice. They are 1) what the defense is doing, 2) what the score of the game is, and 3) how much time is left. Almost every coach should have one or two plays to enable his team to score in the last crucial moment. Because of the rule which states the referee can designate a man to take the ball out-of-bounds a team is sometimes forced into certain situations. Bounce passes underneath and quick passes on the sides are usually the most effective. When trying to lob the ball to a big center, be sure to throw the ball high enough so that he knows where to expect the ball.

Out-of-bounds throw-ins should be discussed before the game so that there is a knowledge of what to expect.



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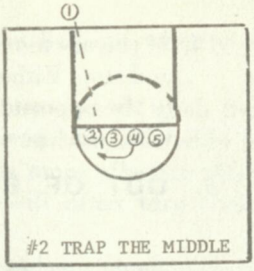

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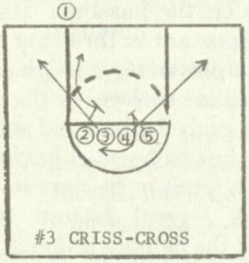
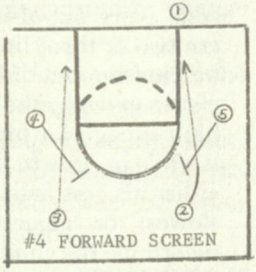
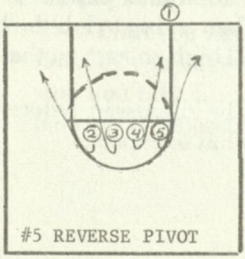


#3 CRISS-CROSS



#4 FORWARD SCREEN



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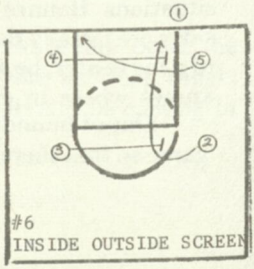


#6
INSIDE OUTSIDE SCREEN

9. 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 of 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. Let us review these situations. At the start of each quarter and half, a jump ball is called. If a team could score on these situations alone, it would increse its winning percentage by several points. A jump ball is called every time two men grab the ball simultaneously. A basketball team averages at least eight or ten in each game. Other situations calling for a jump ball are these: a double foul, two men knocking the ball out of bounds at the same time, the beginning of each half, 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 cetain spots, regardless of the condition of the jump ball. The ball will be thrown up either in the center 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 their method of throwing the ball into the air. Then, of course, the player must know how to jump as well as when to jump.

One good drill is to have the boys run around the gymnasium attempting to touch the rims of all the baskets. Make all 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 while the other two jump. Pair the boys off as to size and then have them keep switching so that all may get an opportunity for practice with others of varied sizes. 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 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 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. 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. 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.

In using the offensive jump, note that it is almost the exact opposite of the defensive jump. With only one man back for safety, three man are in front of the jumper 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 mean 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.

JUMP BALL SET-UP

Number 1 . . . The box formation in the jump ball situation assists a smaller man the possibility of double teaming or cutting off the potential tip-off receiver. The only weakness in this formation in a tip that goes directly back or directly forward.

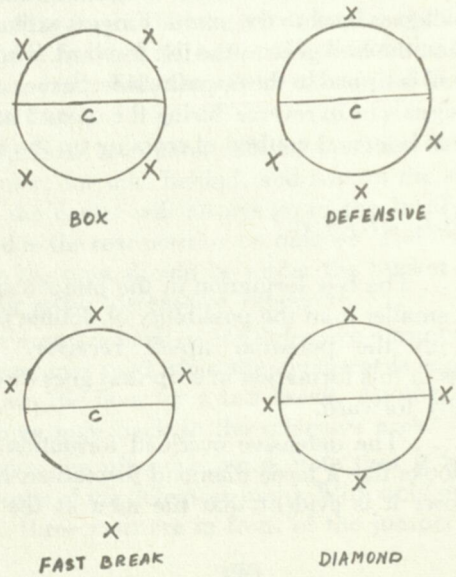
Number 2 . . . The defensive overload formation. The formation looks like a basic diamond formation, but as one looks closer it is evident that the men at the sides are

placed closer to the defensive end to protect the fast break situation.

Number 3 . . . The fast-break situation. This formation is very advantageous to the tall team or the team with average height and good speed. With the strength at the offensive end, the center has a good opportunity to tip straight back and thus begin the fast break.

Number 4 . . . The diamond. This formation is probably the most commonly used jump ball formation that is used. The team that gains this set-up has available several possibilities. They may rotate in either direction in anticipation of the tip, or they may hold their ground and try to intercept the tip.

JUMP BALL FORMATIONS



D. Defense

1. APPROACH TO DEFENSE

If boys need to be fired-up for a game, the defensive approach is the place to start and the most likely place to get success. We have heard this statement many times in getting ready for games and it is still true, "The offense will take care of itself; it's the defense that has me worried." Boys naturally like to score because the crowd cheers; their names go in the scoring column; and it is a definite mark of partial success when outmaneuvering an opponent to score. Boys do not naturally like defense. They learn to play it for many reasons. The first thing the coach must teach them is the importance of defense and the fun it can be. Some players appear to be playing defense merely out of self-protection with no more determination or aggressiveness than a turtle. No team, in modern basketball, can afford to have a player with that attitude regardless of how good a shooter he might be. There are a few boys who are really challenged by another player to "see if you can stop me."

Defense is not just a philosophical term. It is a part of basketball that requires and demands as much skill as any other part of the game. Defense requires a different mental attitude than offense. The mental approach for defense is I can, I will, I must. I CAN represents confidence in himself. I WILL represents his determination to do it. Most boys have the ability but they do not have the desire or the dedication required of a good defensive player. I MUST represents the team attitude or the purpose for playing good defense.

Sometimes it is necessary to start with "I MUST" in teaching defense. The player must see the importance of this to himself, the team, and the coach. No coach can afford a long-standing indifference by any athlete to this phase of the game. It is *a must*. The first and great commandment of the defensive player is "THOU SHALT NOT SCORE." He approaches this with the adhesiveness of a leech, the determination of a bull dog, the agility of a cat, and a pride in his accomplishments that will have its own reward.

A number of years ago we used to hear the term, "The best defense is a good offense." It is rare to hear someone infer such a thought in modern basketball because it simply is not true. There were several teams that scored over 100 points in a game last season and still lost. Even though scores are much higher than ever, there has never been a time when coaches worked harder on defense. There are twice as many articles, books, and emphases given to defense and yet the scores get higher. Coaches have designed so many new defenses and have added so many tricks and variations that it is is almost impossible for a team to go through a season without seeing 2 or 3 defenses that they have never encountered before. Some coaches call defensive signals from the bench and every time the players come down the floor they are faced with a different defense.

How do you account for the high scoring and still say we are better defensive players than we have ever been? There are several reasons for this seeming contradiction. Study the movies of some team like Oklahoma or Ohio State that were in the 30's and then compare the play to that of today's athletes. In former years, the ball was brought down the floor slowly, with caution, and every coach emphasized floor balance so the players waited until every one was in his position and then an offensive play started. Some of the early teams bragged about their wonderful defensive records, held the ball for three-

fourths of the game and called that good defense. It is true that they worked hard when they lost that ball and did play sound defense, but the reason for the low score was not their defense but the way they played offense.

The small men have always been fast in basketball, but it is the speed of the big men that changed the pace of the game. The centers and forwards cannot only lead the fast break today, but they can dunk off the end of the break going full speed,feats such as this were never heard of 20 years ago.

Shooting has made the big difference. Team shooting percentage used to average out at about .250. Some of the good teams got as high as .300 per cent in the forties and then we said good teams should hit one-third of all shots. Just five years ago a coach of a National championship team said, "My good shooters must hit 40 per cent for the year." During the championship games of 1960 and 1961 most of the good college teams shot almost .500 per cent. Our varsity team at Taylor University shot 46 per cent for the year and we were not even listed in the top *twenty* of the country in percentage shooting.

How are you going to defend such great offensive players? Not only are their percentages getting better but the type of shots taken is so fast and maneuverable that most of the players today do not even wait for the screen. The jump shot with one-hand has revolutionized basketball. When players can come down the floor full speed and jump from 20 to 25 feet out and score over forty per cent of their shots, there is a defensive problem. The defensive problem has changed to another vein. The play used to revolve around the big pivot man and he scored on hook shots or spins for the basket. There was a good chance to sag back on him or two-time him from the weak side. Now he goes to the corner, jumps in the air, and can hit with such regularity that a coach feels the big boy must be on radar. This player used to account for at least

one-third to one-half of the offense. Today he is only a fourth or a fifth of the total play and every other man who is on the floor can be expected to be a real threat also. To summarize these thoughts, let us say that the defensive problems are greater than they have ever been and only the alert, progressive, wide-awake coach will be able to keep up with the tactics of modern defense to stop modern offense.

It is wise to set up some rules or some principles of good defensive play. Our primary task is to keep the other team from scoring. The second thing is to get the ball in our possession as quickly as we can. The third thing we want to do on defense is to be alert to any mistake or fumble by the offense that can be turned into our advantage. Fourthly, if the scouting hasn't revealed the pattern of offensive play, be sure to get this analyzed immediately so as to have a reasonable amount of assurance as to what to expect and then be alert for the unexpected or the unorthodox. Fifth, study the individual moves of opponents in order to know their moves, their speed, their stunts, their strong points and their weak points. Never give them that percentage shot such as an easy lay-up or unguarded jump shot of average distance. The player should always stay between his man and the basket and never leave his feet on defense unless he *knows* he is not going to be outpositioned or that it is *definitely* to his advantage to do so. *Knocking down a shot* calls for the best judgment in basketball. Very few boys can be so positive that they are doing the right thing . . . that is exactly the point . . . don't leave your feet on defense until you have acquired the skill to do so.

Defense requires good vision, stance, position, communication with other players, use of hands and feet, all mental faculties for anticipation and analysis, top physical condition, speed, stamina, coordination, footwork, the mechanics of faking, and a pride that has a different reward.

We classify defenses in the following four ways: 1. Man-to-man 2. Zone 3. Press 4. Combinations. Within these four types, we have all the variations, both orthodox and unorthodox, both planned and unplanned.

2. MAN-TO-MAN

This is the basic defense for most basketball teams and it starts by assigning a player a certain man to guard. Players are normally paired off according to height and speed, but position on floor is also a major factor. Most coaches like to keep their best rebounders underneath and their best ball-hawks out on the floor, so coaches also take into consideration the type of pattern being used against their teams. The defensive player's first task is to stay between his man and the basket, keep his hands up, and shift to whatever position on the floor is required to prevent this designated man from scoring, passing, or sometimes receiving a pass. A tight man-to-man means there is never a switch except when forced and a switching man-to-man means that men are switched whenever the occasion presents itself. A sagging man-to-man means that a player sags back into the middle, playing his man very loosely unless he has the ball. Some coaches will require him always to drive his man to the outside while other coaches will require him to over-play his man on the outside and drive him to the middle where he can get help from teammates. A player should always be ready to help his teammate by doubling up at the least opportunity. His position on the floor depends on the location of the ball and the location of his man. He must be able to judge the speed of his man and speed of the ball. Knowing the strategic positions for guarding a man is one of the important fundamentals of the game. One advantage of

the man-to-man defense is to give a boy a personal assignment and make him responsible. It becomes an individual challenge and somtimes can be a real incentive for an all out effort.

3. ZONE DEFENSIVE PATTERNS

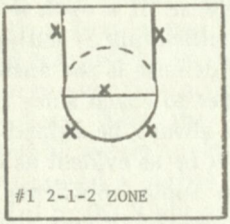
The zone defense is one of the most controversial subjects in basketball. The origin of the zone appears to have been taken from the military wars where generals were given assignments to defend certain areas. In most cities in the United States today, we have certain areas that are restricted and have been zoned for a designated use. Many coaches would also like to see zoning laws passed by the rules committee to make this tactical parasite illegal as the professionals have done. What the future holds for the zone defense in basketball, we do not know, but during the last three decades it has caused a verbal outburst among coaches that is only equaled by the Right-toWork laws. Some experts of the game claim that this monster is robbing basketball of its spectator appeal, taking the skill from the game, and will soon reduce the game to the level of tiddly-winks if steps are not taken to curb its onslaught of the greatest spectator sport in history. Some argue that the rules intend for the courtster to play the ball, not the man, and that is exactly the principle of the zone. Others will rise to protest by saying it gangs on the man with the ball, is robbing the game of individual initiative, and if not thwarted will choke the life out of basketball. Despite all the pros and cons of the radicals and conservatives the zone defense is part of the game and if one is going to play the game he should be prepared to cope with its sinister attack.

To prove the value of a zone let us look at what we would consider advantages. First, it keeps the men in position for ideal defense and rebounding—the big men underneath and the small men out on the floor. There should be a better

rebounding team with a zone defense than with a man-to-man. Some coaches question this because they say they can push their men out further with a man-to-man defense than with a zone. It does conserve energy as players have only to move in smaller areas. The zone defense can protect the basket from lay-ups and if a team has weak outside shooters the effectiveness of a zone goes without question. It should aid in the fast-break since men can get that jump on the front line without being worried about their own man as in other defenses. A team can afford to gamble more and try to intercept more on the front line of defense. If a team is being very effective with screens and the officiating is letting the offense get by with blocking, a zone defense is the answer to any slick screening offense. It is easier to coach since slower players with poor coordination can always be helped by a teammate and their weakness will not be as evident as in the man-to-man type of defense. When some opponents have players with outstanding speed and powerful drivers, the zone defense can help to equalize this advantage. A player does not have to be quite as aggressive and he should be less prone to fouling. On slippery and narrow floors where it isn't necessary to move much, the zone has a decided advantage because there is less territory to cover and it should make the job easier.

Certainly the zone defense has many weaknesses. On the Chinese Olympic Team we had a fine shooter by the name of Jimmy Chen. In our game with Austria, they used a zone because they had big, slow men. Jimmy scored 51 points in the game on fine outside shooting. We over-loaded one side of the floor and then threw quick cross-court passes to him on the opposite side and they had only a big, slow center to cover him. This Chinese boy had a fine outside shot and either scored or drove around any man they had that tried to cover him. The zone defense can not consistently cover good outside shooting. Secondly, it is difficult to pinpoint a man down to an

individual responsibility and say, "this is your man . . . stop him." The individual challenge is just not there. Thirdly, when getting behind in a game a change in defense is necessary, particularly if it is in the last few minutes. A team can hold the ball and even if the 30-second rule for shooting is in effect one cannot afford to let a team go unchallenged for that long a period. The last important point is that a team can hold the ball and keep the score down and make a listless game if it chooses to do so.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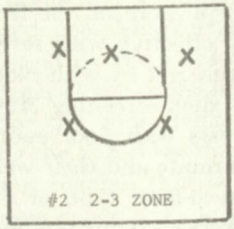
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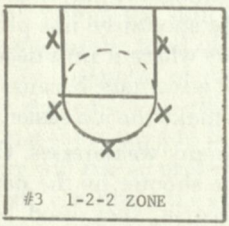
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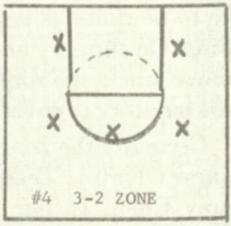
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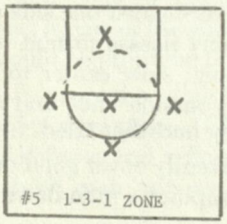
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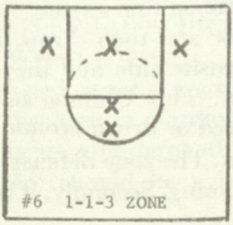

#6 1-1-3 ZONE

4. THE PRESS

The pressing defense has progressed from a desperation effort in the last few minutes of a basketball game to a full-fledged defense with merit, planned attack, and now even a part of the offensive weapons. Its variations are so many that coaches have been forced to insert three or four different offensive patterns in their over-all game to cope with the frustrations caused by the press. Today's pressing defenses have been developed along the lines of a man-to-man all court press, man-to-man half court press, semi-press (pressure on the ball only), 3-2 zone press, full court zone press, half-court zone press, 4-man zone with one man pressing or 2 men pressing, and 57 other pickled varieties.

The pressing defense is used to add confusion to a game, to speed up the game, to eliminate set patterns from the game, to force the big men away from the basket in an effort to neutralize the height advantage or merely to score more points. When the man-to-man press is used all over the floor fans can be assured of a lot of action and the players must have two qualities . . . endurance and speed. If a team is slow, has poor ball handlers and passers, or is not in very good physical condition, the press will wreck their hopes. It may cause excessive fouling but when behind in a basketball game. chances must be taken and this is a defense. There are a few principles that must be followed. One is that everyone must be alert to cover-up for his teammates' mistakes. The most important thing to remember is never leave the basket unguarded. There should always be a safety man and in most cases two.

One of the most effective presses we have seen is using 3 men to press in the back court. The defense will let the ball be thrown inbounds and then two-time whichever man receives the ball. The other two men are playing in a tandem position

with one player immediately in front of the center circle and the other man back to prevent the long pass or the cheap basket. They will force a player to throw either a long pass or a corss-court pass that is really dangerous with this defensive position. Part of the strategy is to force the ball to the side so the offensive player is caught in a trap and has less options for passing from this location on the floor than he would have from the middle.

5. THE COMBINATION DEFENSE

When we run into a very fine pattern team that is strictly orthodox and well coached, we know something different must be added to cope with the fine discipline and floor play. One of the spot defenses that we have placed a lot of confidence in is a combination defense of man-to-man and zone. This defense cannot be outlined in every detail because the type of personnel that we must cope with, the type of personnel used by our opponents, and the situations change so often that we give the boys only the principles of this attack and trust that their hustle and judgment will overcome any weakness of inadequate coaching. It is important to emphasize to the boys that this is their defense and it will be their hustle, their talk, their alertness, their effort that will make it work. This defense becomes a psychological weapon when it is approached from this standpoint. We often tell them that most teams cannot use this defense because they are not good enough players, as it takes a lot of initiative, thinking, and team cooperation to make this combination defense work. This is true and sometimes by being frank and honest with your athletes, they will meet the challenge with a renewed effort.

This defense starts with players being assigned men to guard and to all appearances it looks like a man-to-man but applies the zone principles such as two-timing with the ball and each player has area responsibility. We want each boy to

shout out loud the number of the man he is guarding, such as, "I have number 3, I have number 5," etc. Here are 12 rules we like to follow:

1. Make sure you have your man and stay with him until we call "combination."
2. Know what area you are basically responsible for and what men you will need to cooperate with on each side.
3. The guards never cross—always yell switch when a man goes by you.
4. NEVER, NEVER let a man have the baseline with the ball.
5. Play the outside foot forward.
6. Overplay every man a half step to the outside.
7. Force every man to the inside so the players can help each other.
8. Put pressure on the passing lanes . . . make it difficult for the offensive man to pass. If the man cuts behind you he will be picked up provided he is not underneath.
9. The key is TALK, TALK, TALK.
10. Never leave the basket unguarded—start yelling the minute you are caught with two men here.
11. Always cover for the man guarding the ball.
12. Guards, take your men as far as the free throw lane on vertical cuts. Be sure and signal that you are letting him come through by himself.

6. SUGGESTIONS THAT WILL HELP MAKE BETTER DEFENSIVE PLAYERS

1. Defense takes energy. Make sure you are in top physical condition. A defensive player must be in better condition than a top offensive player.
2. Take pride in being a good defensive player.
3. Develop courage and consistency to stay with your man regardless of the stage of the game or how much personal punishment has been inflicted upon you, either physically or mentally. Some players will threaten you any way they can to discourage your adhesiveness.
4. Prepare yourself mentally for every encounter. Know as much as possible about the patterns of your opponent and any individual characterisitics.
5. When your team has lost the ball, learn to hustle back as fast as you can so that your man will never have the jump or the position ahead of you.
6. Pick up your man by pointing to him or shouting to a teammate so that he is aware that this is your responsibility. This sometimes has a psychological advantage against your opponent.
7. Try to develop peripheral vision. Learn to see what is going on at your side without taking your eyes from your opponent.
8. Don't get caught in a trap. Avoid screens by anticipating them and fighting through them.
9. Find out quickly the weaknesses and strong points of your opponents.

10. Never lose your man on defense—always know where he is and never give him that half step that might beat you to the basket.
11. Leave the floor only when necessary—keep a good, sound defensive position.
12. Keep from crossing your feet and losing your balance while trying to defense an opponent.
13. Always help your teammate when you can. Don't block him out or confuse him.
14. Avoid shifting the responsibility of guarding to a teammate. He will respect you much more if you carry your load.
15. Use your arms as well as your legs in playing defense. Don't depend upon one without the other. Some players will stand still and swipe at the ball with their hands while others will shift with their man but never raise their hands. Guard with your head, hands, and feet.
16. Develop some defensive moves that will be deceptive to an opponent and keep him off balance. Learn to fake interceptions. Make full use of the eyes, head, and arms in trying to deceive an opponent.
17. Practice running backward and sliding backward every day. Develop good speed backward as well as forward.
18. Always keep low. Bend at the knees and hips and be ready to spring at any ball that might conceivably be deflected.
19. When someone else has the ball, always know the relationship of your man to the basket and to the ball. Both need to be in calculation at all times.

20. Defensive players are not born. They require a mental conversion. Perseverance in good defensive play and improvement are prime requisites on every successful team.

E. The Day of the Game

1. PLANNING THE DAY OF THE GAME

The week before the game the opponent was scouted and all week the team has been drilling to stop their offense and to make their 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 the players 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 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 for one thing. After weeks of analyzing the case, he found this information. Instead of taking physical education on Friday, he took a shower. This normally consisted of forty minutes of hot water. Here was the solution: 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 the player 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 the noon hour or after school.

In planning the diet for basketball players, one must consider that players 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. He should cultivate the habit of eating the type of foods that will produce energy and satisfy hunger.

If game time is 8:00 p.m., a good pattern to follow would be this: Meet at 4:00 to receive a few instructions and to get an outline of the important things to be stressed. Announcements for the following week may be in order. At 4:30 p.m. the squad members may take a brief walk and return for a meal at 5:00 p.m. 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, but others have a dislike for coffee and tea. One glass of water should suffice before game time.

The meal should be as pleasant as possible and the players should chew their foods well to aid in digestion. Following the meal, a quiet period with reading, rest, or sleep is in order. Then players should be in the gymnasium at least one hour before game time.

2. CONDUCT ON THE DAY OF THE GAME

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 the new environment. By rushing into a strange building just in time to dress and meet the opening whistle, the players 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 the midwinter or cold season 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, a team should be somewhat oriented to their warm-up drills and entrance on the floor. The entrance on the playing area should be of such a 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 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 is not enough opportunity to get the necessary amount of pre-game shooting practice.

A suggested routine for warm-ups is having the players first enter the floor in a double line. Then the captain and co-captain or another team member toss the ball back and forth as they trot onto the court. One group lines 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 this trailer rebound and toss the ball back to shooter and trailer. This will enable the 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 for 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-ups previous to the opening horn. This is a courteous gesture and will usually make for better feeling between coaches.

3. 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 players. Each player on the bench should refrain from any type of talk that is

detrimental to team spirit and should 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 fans a better impression than sitting 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.

A coach must never be harsh or insulting while dealing with players during the heat of the game. He should refrain from destructive criticism and train his 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. Trying to be as patient as possible and remembering that patience develops understanding will prove helpful.

There is yet to be 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 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.

4. BETWEEN HALVES

Entering the dressing room between halves always demands silence. Between halves discipline is one of the keys to successful coaching. Players must 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 jumble-mumble and prevents half-time blowups. 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. He also will insist upon constructive talk and take full advantage of these few valuable minutes.

5. THE PRE-GAME PRAYER

Coaches have used almost every possible method of 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 challenging and something inspiring is often effective, but mainly the appeal must be sincere and genuine. The hocus-pocus and the "poor ole sick grandmother" act have been washed down the well-known drain. The modern court-cager often does not carry responsibility out of the gymnasium, and his attitude is to let the dead bury the dead.

One of the best pregame 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. Prayer will relieve tension; it will help to unite each member of the team. There is no better method to obtain team spirit than to touch the spiritual part of the individual. Prayer melts down barriers, creates 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.

Taylor University encourages its players to pray for their opponents. The Bible says to love your enemies. It puts the game on a higher level to pray for that rough rebounder or that aggressive guard who might be making a player digest some of his favorite shots. To ask God to help both teams to be at their best is not hypocrisy but a sincere desire on the part of the athlete to turn in a topnotch performance. No one likes a sloppy, carelessly played, lackadaisical type game. Improvement does not come with this type performance, and the better the opponents play, the better Taylor plays. Before the university puts itself on display or demonstration before any public group, they should be prepared spiritually for the task, if they call themselves Christian. "Whatsoever thou doest in word or deed do to the glory of God. . . ." There are many people who have some misgivings about the athlete and the Christian. This situation need not be hyphenated or separated. What makes a person a Christian teacher? It is merely a Christian man who is teaching. A Christian athlete is a person who believes in Christ and is participating in athletics. State and national political leaders start their jobs with prayer. Commencement exercises are started with prayer. Many service clubs start their meetings with prayer. Not everyone is a Christian who prays, but this little habit can plant some spiritual seeds in some fertile ground and produce much fruit. Prayer ia an essential step to the spiritual balance of everyone.

6. POST-GAME TALK AND ACTION

After a very disappointing game, what attitude should a coach take? What should he say to his opponents, his fans, the officials, and what can he say to his own team? Winning is important—that is why a score is kept. Losing is important also. The way one loses can have devastating effects upon many people. First, as a player or as a coach. If one takes it too lightly, he will probably not benefit from the experience. He should survey his mistakes and find out what caused the downfall. It is possible for him to play a great game and still lose. In this case he has just lost to a superior team and if he has put 100 per cent into the game he should have no regrets. He should try to forget the loss and start concentrating immediately on the next opponent. If he has played a poor game and lost, he then has a different problem. Some coaches will say, "Gang, we start all over again Monday. We have lost something and we will go back and pick it up."

A player should *never* say anything to a teammate following a bad lose. Silence is the best answer. A person can't joke about it; he can't chew out anyone following a game. Normally a player and a coach are not too rational after a hectic game and a remark could be made that would be deeply regretted under normal conditions. It is the loser's responsibility to congratulate the winners, but very little can be said from then on. Coaches have come into Taylor's dressing room after they have won, and with good intentions, but they never can say the right thing.

One coach came in after his team had upset our squad and said, "Boys, that was a great game. You played well and should be congratulated on your fine effort." This coach had never seen Taylor play before and they were way below par. He might as well have added, "The best team won," which was not true. Some of the team members never forgot that coach coming in their dressing room and raving about what a

great game it was when he was on the winning end. They thought he was rubbing it in. The next year Taylor scored over 100 points to double the score on the same team. One of the boys remarked that maybe he should go over and tell the coach what a great game his team had played. The coach's remarks to the losers after the game can so easily be taken the wrong way that it is a best policy just to forget it. When his team loses, a coach should be sure to go over and say something kind to his opponents.

It is sometimes wise to bring all team fellows together following a disappointing game and reassure them that they were just off form and that they should keep up their chins for the next encounter. Some boys get depressed after a hard-fought battle and it takes them a little longer to recover. It is necessary for a coach to plant the right psychological seeds immediately after the game so that these seeds might start to germinate before the next game or practice sessions. A remark like this is all right: "Fellows, there never was a team that went through a season without a few bad games." Most coaches hope those bad nights will happen against a weaker opponent. One always has a chance to redeem himself; if not this season, then next season. A coach may point out the good parts of the game and say that these things are encouraging. The team needs to start to work tomorrow with a few of their weaknesses in mind. The best morale-builder is hard work. There is no substitute for this part of the game. By hard work, enthusiasm, and a real team effort on the part of every player, most teams will bounce back immediately and sometimes play their greatest games of the year following a few disappointments. Pointing out some of the other experiences in a team's career when it was down may accomplish some almost impossible task with amazing recovery.

7. FROM THE COACH'S NOTEBOOK

1. Sell the boys on your pattern but first inspire them to become great basketball players.
2. Be the best coach you can when your team gets down and a little discouraged. Talk to them, encourage them, work harder, change your pattern a little, give them something new, point out previous accomplishments, restate your purposes for playing, challenge them to fight like men, point out that every team has its slump and this is what can make them better ball players and better men if they learn to fight back.
3. Do not let a star athlete rejoice when he scored 20 points if the team lost by one.
4. Do not let the star athlete sulk if he failed to score and the team won by 20 points.
5. Don't defend but justify the fact that a basketball program is educational.
6. Don't ever let this be said: "I respect him as a coach but not as a man." If a coach gives this impression, he is a liability to the coaching profession.
7. It is not possible to coach team spirit—it is a by-product of the coach's sincerity, preparedness, confidence, and inspiration.
8. The average team in college ball scores 25 field goals and 25 free throws (five of these will be a one-on-one). The opponent will make 15 mistakes so that you will almost automatically receive the ball 60 times per game via this route. If you want the ball more, you must recover more rebounds and force them into more mistakes. If your team can average 50 rebounds per game and force the opponents into 20 mistakes per game, you will have the ball 115 times. What you do with the ball after you have it will indicate the effectiveness of your offense.

9. Get your boys in the frame of mind to expect the unexpected. The press, the stall, the uncanny shooting, the unusual foul are all part of the game and every player should be prepared mentally to cope with these unusual procedures.
10. Know the difference between fun and horseplay. Get your teammates to think together. Let them know when to be extremely cautious and when to relax, when to work hard and when to pace themselves, when to key and when to hold steady.
11. Know your opponents. Try to force them into doing what they do not do well. If they are fast, slow them down. If they are slow, speed them up. If they are great drivers, zone them. If they are fine outside shooters, force them.
12. Be as tough as you can on your opponent without fouling. Be as aggressive as possible without losing control of yourself. Be consistent without being overanxious.
13. Get your team into a pattern. It helps them conform and gives them confidence.

F. Administration

1. 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. Following are 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 should 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 both 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. Everything should sound reasonable and boys should be asked 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 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

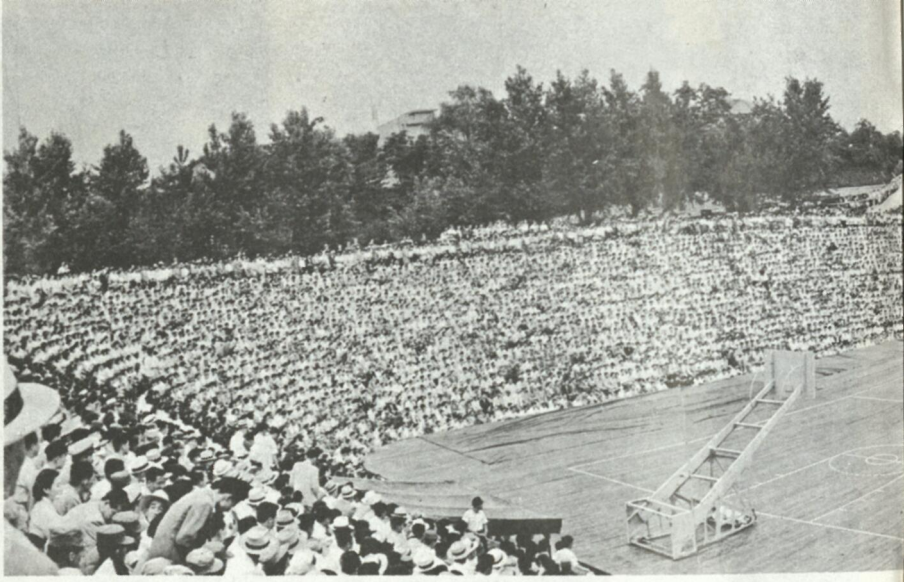
Met by General Yi at Taipeh airport.

One of Indiana's greatest shooters, Jimmy Rayle of Kokomo.

The Popular Hallie Bryant...Indiana Star of Stars...Indiana U., Globe Trotters.

Height Helps

Chinese carry Coach Odle off floor after first victory over American team in Taipeh



Dedicating stadium

Crowd of 30,000 watche

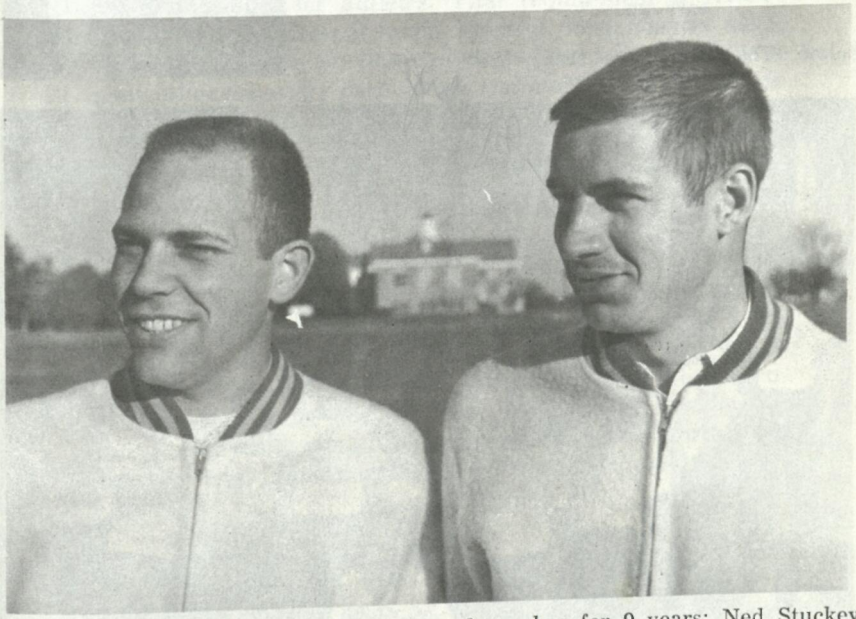
in Seoul, Korea

asketball game in Orient

Bob Davenport, Taylor's football coach and former All-American UCLA, with Bill Glass of the Cleveland Browns and former All-American at Baylor.

The Wandering Wheels, a famous bicycling group headed by Coach Davenport, just returned from a 1000 mile ride and game, a program for the campers.

The men who started the camp: Coach Crawley and Coach Odle.



The camp's most dedicated and respected coaches for 9 years: Ned Stuckey and Sheldon Bassett.

...and all are enthusiastic.

Top right: Several Indiana All-Stars have appeared at camp.

Right, center: "I'm little but where I come from they measure a man from his ears up..."

Below: The little guys really look up to the tall man.

without any problems, but he will be the exception. After all, his is the responsibility of molding character. If a boy is perfect before he starts, then a coach cannot say that he has 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. 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 in condition for the grueling game of basketball. Training is merely living up to the letter of requirements. Conditioning makes a player ready for action in every way.

SLEEP

There is one fundamental training rule 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, keep away 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 are recommended not only by coaches but by medical authorities as well. It does not mean that a boy must be in bed at 10:00 p.m. 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 6:00 a.m. in the morning, then he should be in bed by 10:00. 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 say that two hours before midnight are worth four after midnight. No sincere athlete will keep late hours.

2. DIET

Almost every coach will do too much worrying about the diet of his athletes, and some of the most prejudiced statements have come from people who are supposed to be intelligent. Coaches can permit boys a swallow of coke between halves and also let them have one in the dressing room immediately after the game. One college professor's wife expounded on the harmful effects of Coca-Cola upon the body and was ready to have the coach branded as a "dope-pusher" because of contributing to delinquency. Two cokes might have as much caffeine as a cup of coffee, and enough sugar to help decay the teeth, but there is little else immediately harmful.

Research discloses that high carbohydrate diets will give the best physical performance. Coaches have always felt that beef and steaks and high protein foods were the best diets for stars. Athletes have been "psyched" into so many habits that they hardly recognize what is "kosher" and what "ain't kosher." If nutritional experts can be counted upon for any degree of reliability then a Hershey candy bar or a bottle of Coke might prepare basketball players for a game better than a fillet mignon. Again the people who are supposed to be in the "know" of foods say that only one-tenth of the diet should be protein. Most people look at the size of the steak served and if it is not about 25 to 50 per cent of the meal, then the chef has been snitching.

To be realistic, coaches have had some pretty queer ideas on food. Milk is a good example, and oranges another, of our food-fad idiosyncrasies. For a number of years milk was said to be hard to digest, would curd on the stomach, form gases, andsecretemucus in the mouth that could cause either choking or vomiting. Coaches avoided milk on game days as if it were some poison that would contaminate the athletes, cause swollen arches, and decrease lung capacity. Recent tests at Michigan State and other colleges have proved these theories

not any more valid than Al Capone's income tax report. If an athlete desires a glass of milk three hours before game time, there is no proof that would indicate a detrimental effect. Now, oranges take almost the opposite effect. Between halves of ball games some athletes used to eat lemons and oranges. Some seemed to get sick, yet others felt the citrus fruits were working wonders. But a person with a nervous and acid type of stomach might have trouble taking care of more acid in his stomach; oranges could only add to his problems. This happens to be one of those items that one can take or leave—if it bothers, it is best to leave it alone.

One summer before Venture for Victory traveled in the Orient, we loaded up with enough vitamins to start a drug store. We had taken the salesman's advice and samples. Whether or not we were going to get charcoal broiled steak and our favorite roquefort cheese dressing, we were to be well fortified with enough vitamins to supplement the world's most adequate diet. The doctor told us that all those pills might help us mentally to feel well, but he doubted any physiological contribution. We were sure that he was at least ten years behind the times until a reasearch paper came out from several sources of experiments proving the gullibility of millions of people, of which we were chief. The vitamin-mineral bug that has bitten so many people today would never be needed if people stuck to a wholesome diet. Unless a doctor orders these tablets, one should not waste the money or the time in taking vitamin or mineral pills. Why shouldn't one eat doughnuts, peanut butter, potato chips, and a coke for breakfast while carrying his faithful little bottle of pills in his back pocket to assure himself of a balanced 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 the hardwood artists. One is choosing food. Two is knowing when to eat it, and three is knowing how to eat it.

Health educators have outlined certain methods that should be habitual in eating. 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 be generally acceptable.

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

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

Desserts . . . rice pudding, tapioca, custards, fruit salad, ice cream, sponge cake, or fruit.

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.

3. TOBACCO

There is no argument about the fact that smoking hurts a growing boy. If one were to remove micotine 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 tobaco 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 unhealthy gums where the nicotine lodges between the teeth, but it is also a cause of 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 one really wants to develop himself, he will avoid smoking.

There are several slogans which have been printed to thwart this vile habit. Here is the Best:

NEVER START!
STOP COMPLETELY IF YOU HAVE STARTED!

4. ALCOHOL

According to doctors and scientists, "Alcohol is a narcotic and will suppress the activity of any living matter." There are many things to be said about the effect of alcohol upon the body. Among them is the fact that alcohol will sap energy from the body and subject it to quick fatigue. Alcohol slows down the removal of lactic acid, which tires the muscles in the body. Many experiments have shown that alcohol, even in small doses, interferes with the accurate coordination of the muscles in the body. One of the most serious effects is on the cortex of the large brain, or cerebrum. Judgment is impaired and there is seemingly no resistance to immoral temptations. The Bible says that "strong drink is a deceiver and a mocker of God." After drinking alcohol the individual is less competent physically, less critical of himself, less alert, less responsive, and quite unaware of any decrease in his capacity.

Some of the most tragic experiences in college have been those of boys who felt that a few beers would make no dif-

ference. Every moderate drinker is a potential addict. No one is immune to becoming a drankard once he starts. 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 when alcohol is in the body." This is very important to a person who is concerned about being at his best to demonstrate his athletic prowess. Each time some professional athlete advertises beer or alcohol, one can not keep from losing respect for him. After drinking, a person becomes less competent physically, less critical of himself, more susceptible to accidents, and more of a hindrance to society than a help. When a person works hard to develop skills in sports, it appears to be sheer stupidity for one to put this poison into his sysem and expect ot be at his best.

5. SCOUTING

Scouting athletic contests has had an interesting history. The idea was taken from wars where countries sent espionage agents into foreign countries to bring back a full report of the strength of the enemy. In college sports we have had to grow up and realize that there are ethics, sportsmanship, and integrity involved and that visitors from opposing schools are not spies or enemies. In modern basketball we feel that scouting does not violate the highest ideals of sportsmanship, but means good and thorough coaching. Coaches vary in their philosophies of trying to get advanced information. Some feel that they do not want their players to know too much about opponents because of the danger of over-anticipation and preparation for a certain style only to be surprised during the real encounter. Other mentors say that they want their team ready for anything and that it is part of the fun and challenge

of the game to see the opponent's offensive or defensive tactics and then proceed to the solution. There are also other extremes found in schools which may have as many as ten scouts and want to know even the breakfast menu of their opponents. The cost of a scouting program of this nature can not be justified in amateur athletics. We do believe that scouting is an essential part of the athletic program and when properly handled can contribute greatly to team preparation. There are professional scouting bureaus that have trained men that will scout any high school or college game in the United States for fees ranging from fifty dollars to two hundred depending on amount of travel involved.

There are three parts to scouting. One, is the preparation for gathering the material. Charts, pencils, a program, possible advance newspaper publicity, etc. are needed, One of the new techniques is for the scout to use a portable tape-recorder so that he can talk directly into a microphone and record individual and team actions while watching the play. This can be played back directly to the team the next day or a secretary can type up notes while playing the tape back. It is very important that the time and location of the game to be scouted be known. Also, tickets and seating reservations should be attended to well ahead of schedule.

The second part is the gathering of the materials needed. After obtaining materials, a scout still needs a method of seeking information and a thorough knowledge of what is important and what is not important. This takes experience and planning and if a coach is going to use valuable time and money in scouting he should receive dividends for his investment. It is always wise to have two people on any important game because one should watch while the other is writing. A check list should be made on such things as height, speed, patterns, rebounding, shooting habits, etc.

The third phase of scouting is utilizing the information to the greatest advantage. By putting newspaper clippings,

charts, and pictures on the bulletin boards, interest can be stimulated in the game and can sometimes have a great psychological effect upon the team. The information given to the players should be accurate. Names and numbers should be checked with the brochures to make sure references to players are correct. Proper use of scouting information will depend upon the keenness and the analytical mind of the coach in playing his game stategy and making individual assignments. Failure and his personal commitment serves as a motivating force to get the job done or suffer a loss of pride and prestige.

Sometimes even conditions, as well as players, must be scouted. If there are poor dressing facilities, poor lighting, or a loud drum beating every time at the freethrow line, the players' awareness of these things before the game will help when they are faced with the problem. There used to be a team on Taylor's schedule that had a poorly lighted gym, and before we played them we turned out half of the lights for two or three practice sessions so that we could get used to a dark gym. One field house that Taylor played in was always cold. The basketball coach felt that the temperature must be 60 at the game. Windows and doors would always be open when other teams arrived and the players would almost freeze. Se we at Taylor would get our gym cold a couple of nights before and always take extra warmups for the occasion. On the game night Taylor would always wear "T" shirts under the game shirts to give the boys a little extra warmth around the arms and shoulders.

Most floors are pretty much standardized now, but there was a time when college games had to be played on junior high floors which were 74' x 40'. To prepare for this, we played cross-court or had chalk lines painted to narrow the court for certain pattern operations.

Scouting sometimes takes on much more significance than merely the offensive and defensive patterns of the opponents. The problem is this: not to use so much material or talk so much about some idiosyncrasy that the players tighten

up before they ever arrive. A team should not beat itself before the game. This is the place where the coach's judgment must be keen to the sensitivity of his players. Some coaches just tell their boys that they will be playing under abnormal conditions and for them to play their best game and forget about everything else. Sometimes this is easier said than done.

QUESTIONS TO BE ANSWERED ON SCOUTING REPORT

1. Get the starting line-up with height, weight, position, name and number.
2. Use a check-list on each individual:
   a. Speed
   b. Dribbling
   c. Shooting . . . type of shot . . . position of shot . . . right or left
   d. Rebounding ability
   e. Defensive ability
   f. Deceptive moves
   g. Passing ability and types
   h. Driving ability and frequency
   i. Competitive spirit
   j. Physical condition
   k. Weak points and stong points
3. Offensive patterns
   a. Against a man-to-man
   b. Against a zone
   c. Against a press
   d. Stall or delayed patterns
4. How do they use their post men and underbasket players:
5. Describe the method and the men that bring the ball down the floor and start their pattern.
6. Describe methods of throwing ball in from out-of-bounds.
7. How do they line-up for jump balls? Are they good jumpers? Where does the ball go?

8. If they use a stall when did they start it and who are the key men?
9. What do they do when they were behind? When and how were tactics changed?
10. What was their pattern for the fast break and how much did they attempt to use it:
11. What type of screens were used and how much do they rely upon their screening game?
12. Do they use any sleeper plays?
13. Defensive patterns
    a. Man-to-man and variations
    b. Bone
    c. Press . . . zone press, trap press, half court press, full-court press, etc.
    d. Combination . . . box and one . . . zone out in front man-to-man underneath, etc.
14. How well do they get back on defense?
15. Does the team battle hard for rebounds and how do they get position?
16. Can they be screened easily?
17. Are they aggressive on defense and do they try to steal passes?
18. Do they fake easily and foul?
19. Give a description of their reserve strength and their physical condition.
20. Give a general temperament report.
21. List the team's strongest points.
22. List the team's weakest points.

6. CHARTING

Charting not only gives 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, they give a basis for drawing certain conclusions and sometimes will give 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.

_____ VS _____

DATE _____ PLACE _____

PLAYER	FIELD GOAL			FREE THROWS			FOULS	FUMBLES	TRAVELING	BAD PASSES	OUT-OF BOUNDS	DOUBLE DRIBBLE	TIED UP	DIG OUTS	JUMP BALLS	ASSISTS	REBOUNDS	TIME PLAYED
	ATT	MADE	PCT	ATT	MADE	PCT												
TOTALS																		

7. THE BASKETBALL TRIP

Whether traveling two or three days together or on the road for several weeks, there are certain problems a coach faces. Tensions build that can cause the deterioration of the whole squad. It seems almost absurd to mention to some boys that traveling is difficult and that there are certain pitfalls that any coach or player should try to avoid. I have had the priviledge of traveling about a million miles in the past ten years and about half of those miles have been with athletic teams through the Orient and South America plus an experience with the Chinese Olympic team through the near East and Europe. Taylor University teams have traveled in 30 of the 48 states, so this is the basis for offering these suggestions concerning travel:

1. Have the trip well planned ahead of time including stops, eating establishments, motels or hotels, workouts, and the route of travel.
2. Try to have a daily time schedule and stay by it as closely as possible.
3. List addresses, phone numbers, and names for mail or emergencies.
4. Give each boy two or three mimeographed sheets with all the pertinent information including car assignments, workouts, games schedule, room assignments, etc.
5. Make out a check-list of thigs that need to be done and materials that need to be taken including what color suits will be needed at certain games.
6. Send publicity out ahead of time and try to give starting line-ups with pictures or any news stories that will make it easier for the host to get a good crowd for the game.

7. Let the host school know in advance when the group will be arriving and how so they will have time to plan for arrangements.
8. Take along all correspondence including copies of the contracts. If there is any disagreement upon conditions of the game, an agreement in writing will be on hand for comparison with notes and contracts.
9. Know the terms of the contract before arrival and check each detail to save further embarrassment by lack of knowledge.
10. Always write the host or people who have had a part in making your trip enjoyable after returning to campus.

SUGGESTIONS FOR TRAVELING

1. Try to be a good traveling companion. Be congenial, friendly and cooperative.
2. Meet all schedules on time. There is nothing that will wreck a team's morale worse than having to wait for just one or two boys when everyone else is anxious to leave. This includes meals and team meetings as well as transportation.
3. Learn to move together. When the coach says to load up or the call is given to more, a boy should know not to straggle behind and act unconcerned with what the rest of the group is doing. Immature actions by athletes who are supposed to be men can be eliminated with forewarning.
4. Refrain from continuous griping. Don't always be disagreeable and indifferent. When someone suggests something, try to show a little enthusiasm and encouragement or be reasonable enough to explain lack of support to the idea or plan.

5. Don't always say, "I've been there, I've seen that, I own one, I've heard that one," etc. If there is a Mister Know-it-all, the other fellows will not have their fun.
6. Keep a sense of humor. Don't be silly and tell jokes all the time. Neither should everything be serious and never loosened up. Keep balanced.
7. Never overeat and try to avoid eating too much junk, such as candy bars, doughnuts, peanuts, dairy whips, etc.
8. Try to regulate hours and do not lie awake half the night talking to a roommate or writing letters home that will sap emotional energy. It is true, that even a week away from home can make some boys very lonesome and home-sick. Continuous writing, talking, and thinking about these problems can make them worse.
9. Do not clamor for the best room or the best food, to be served first, to take the best seat in the car, etc.
10. Make a positive contribution to the team and traveling companions. Be a positive quality and not a minus quantity to the team.
11. Whenever in a hotel or motel lobby, remember there are other people living there also. Most of them would prefer quiet. The team not only represents a basketball squad, but a college or school. Do not be loud and boisterous. Talk, have fun, enjoy yourself without having to be the center of all attention.
12. Dress appropriately. A coat on in the hotel lobby or on the airplane is in order. If there is a question about your dress, be sure to ask the coach in advance. It is part of the coaching responsibility to inform the team what to wear.

13. Try to add a moral and spiritual tone to conversation during part of every trip. Discussions about the Bible, standards for living, and faith will make a real contribution to the trip and to your own morale as well.
14. Discuss some of your plans, purpose, and game strategy and do your best in an attempt to build enthusiasm and desire with your traveling companions.

8. PROGRAMS

Anyone who attends an athletic contest likes to have a program and attempt to recognize the players or participants in the contest. There are several advantages to 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. Several letters a year come in from friends, fans, or collectors wanting Taylor programs for certain games. By presenting the vital statistics and a few personal remarks about the players of the game or previous scores, a school establishes 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, the scores of the two teams in their previous game should be printed. If records have been kept, include the scores from previous years. Brief writeups of the coaches are sometimes used giving their background, coaching record, playing record, and any reader-interest qualities. Usually included on the roster page are the names of the players, positions, year in

school, height, weight, home town, age, and experience with the squad. Most of this material can be included in any type program. It is also important to print the complete schedule or at least announce the next home game for the sake of advertisement.

Basketball programs can be a fine source of income for the letterman's club or the booster club. By selling advertisements in these programs to merchants, professional men, or organizations, a team can increase its revenue at basketball games by several dollars. Here are a few suggestions that can be followed in developing a paid program for a tournament or other special events:

The first thing is to draw up a dummy program so that one knows definitely the size he wants and what he wants included within its covers. The 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 should be paid advertisements plus some interest item. These items can be pictures or a write-up of the team captain, the coach, the 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 selling program space, the dummy should be taken to the printer for an estimate on the total cost. He can help decide how much advertisements will bring and from there one can determine the profit. Most spaces will sell for two to ten dollars depending on size. A check with the printer will reveal what his deadline is on getting material to him. It is worthless if it is overdue. A recommended criterion is to try to make at least three times the printer's cost. Sometimes one can make more money by selling the programs for ten or fifteen cents. If it is good enough, an even higher demand may bring results.

When soliciting advertisements, one should always give a receipt and then follow this up by giving the donor a free

program with the copy of his ad. This can become a yearly event at the school, so courtesy and kindness in dealing with these men will bring good business. It is a good idea to let the principal, superintendent, president, or dean write a paragraph for the inside of the front cover. This shows administrative approval for the program and also indicates 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. Sportsmanship is suggested because the coach is the logical one to take the leadership in this necessary phase of the athletic contest. Basketball interest can be improved, money can be made, and publicity can find another medium through this important technique of the "Basketball Program."

9. PURCHASE AND CARE OF EQUIPMENT

The first team that the author played on was required to furnish its 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 had their mothers sew on a letter or pin a number on the back. That single piece of equipment probably meant more to each team member then than a whole set of new uniforms at the present time.

Today one of the major duties of a basketball coach is the purchase, care, and replacement of equipment. Good equipment gives several advantages to the team. First of all, it is for the protection of the individual. It will help reduce injuries and give players more confidence. Secondly, a neat-appearing team has a psychological advantage. 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 shoes they want. If the shoe has the necessary soft rubber, he will not need to look for that so called "vacuum" cup that clings to the floor. Playing safe is starting at the foundation of the shoe.

The construction of the shoe is the next point to consider. The modern shoe has either built-in arch supports or special inserts that are available. All of the boys will not wear arch support shoes, however. Sometimes their feet are not developed with a high arch and the shoes cause cramps. Too much cushion and too many rough seams are a detriment to the shoe, so the interior should be as well constructed as the exterior.

A recent picture of Yale University's team of 1896 showed that they wore oxford or low-cut shoes. During the past few years many of the coaches have been going through all the pros and cons of the new low-cut basketball shoes that are now flooding the market. Some have vowed never to let a player on the floor who shows up with this abbreviated ankle twister because he is only trying to start a fad that can tear down his whole system of safety. Other coaches have called it just a passing fad and say it will disappear just as fast as the raccoon coat and the hula hoop. However, some coaches and slick salesmen are quick to point out that this is the greatest thing since sliced bread and it is here to stay. Manufacturers are quick to point out that this new low-cut shoe gives the player much more freedom of the foot and ankle region and that he can jump as much as two inches higher with this new-found freedom.

Recent tests have shown that there are no more ankle injuries with the low-cut shoe than with the high-lace variety. The foot-poundage that is gained by leaving the top two inches off the shoe will improve one's speed, maneuverability, and jumping potential. The basic qualities of a good shoe which include the traction, the sole, cushioned insole, the arch

support, and even the lace and sturdy fit are not sacrificed by leaving off the upper that used to give all that supposedly added protection.

Other details that should not be overlooked are those dealing with weight of the shoe, standardization and reputation of the shoe, durability, and appearance. To insure these qualities shoes should be well taken care of before being put in storage. This means personal supervision. Good, clean sweat socks and strong laces will lessen shoe problems.

In purchasing suits, a buyer checks the quality first. It never pays, in the long run, just to buy something that looks good from a distance. What the material will look like after it has been cleaned a few times should be investigated. This is another reason why one should buy from a reliable and reputable dealer. Usually one gets what he pays for, so cheap substitutes will not do. Pants and jerseys should be bought large enough. They should have plenty of room around the shoulders and around the thighs. Some suits are constructed so as to use the minimum amount of material. Being careful to buy full-cut suits will avoid this pitfall.

A coach should try to establish a pattern in his 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. In the long run, a pattern saves many dollars on replacements, and eliminates buying a whole new set.

When possible, the team should have warm-up suits. There are four reasons for this. (1) They enable the players to warm up quicker. Players 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 there are poor dressing rooms. Even in this modern decade there are gymnasiums where players were

forced to dress in one building and walk about 100 yards to the playing floor, (4) Probably the most important reason is not letting the players cool off at the half time or cool off too rapidly at the close of the encounter. This can lead to colds, sore muscles and general tearing down of the spirit of the boys. Wherever justifiable use of warm-up suits should be instituted. 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. Purchases should meet specifications or they are not usable. It is not advisable to buy a larger quantity where there is no other purpose than to get a better price. Salesmen may try to high-pressure. They usually do not have quality merchandise or they would not have to resort to unfair methods of sale. If reliable firms offer special prices or legitimate discounts, taking advantage is usually wise. Most administrators frown upon the practice of accepting large gifts for patronage. Personal gifts that have unreasonable monetary value need a beware sign.

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 adhere to the policy. The coach will find that reliable student managers will be a great asset in this area.

10. PUBLICITY

The relationship of athletics and the press is a problem confronting every coach. Regardless of the size or strength of the team, a coach will find his weekly record somewhere in print. Most schools do not have a publicity man and therefore it is up to the coach to handle this extra bit of public service. If

a coach is in a system that has a publicity man, he still needs 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 the program or to break it down. One must be honest with the papers and not try to give some reporters a break while withholding news from another. Treating them all fairly and honestly is a good rule to practice. 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 a school sports program.

Some authorities are concerned with the publicity that an athlete receives in newspapers. The effect on the poise and character of 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. If asked, reporters will cooperate for the good of the team and the boy himself. It is all right to mention some outstanding play of a boy, but also 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 naturally are 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 a coach can not afford to let individual publicity eat the spirit out of the rest of the 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. Bear in mind that stories should not be released to make opponents over confident or to scare the invaders. In the long run, they can turn against the source. It is not an honest policy. Any type of "high pressure" publicity is bad. Information on where the interest lies is what the press wants.

If the team is in a losing streak, undue publicity will not save 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. A coach should try to remain undisturbed by these criticisms and in the long run he will benefit.

When talking to a reporter, a coach should not try to tell him everything his team did last week or how great a player so and so might be—the reporter will feel him out. A coach should make suggestions when he feels they should be made. He should be natural and not try to be two persons. He must be courteous and kind. When possible, he may 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 the coach and the team.
2. All vital statistics of the squad members.

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

11. CAPTAINS, MANAGERS, AND CHEERLEADERS

THE CAPTAIN

A basketball team needs only one chief but a lot of good Indians. Leadership in basketball is needed on the floor in only one person. That player should be designated as the team captain and be held responsible to discharge the obligations necessary to consummate the needed authority on the court.

The captain should be an inspiring type of person and above all an example for the rest of the team. If the team elects the captain, two problems can be involved. One is that it can be nothing more than a popularity contest; and second, if he does not do the job, it is hard to replace an elected official. If the captain is appointed by the coach, he can also be relieved of his duties by the coach. The team captain can be of great help if he is the right person. On the floor he helps to keep the team disciplined, call signals, talk to the officials, and is the coach's representative. Off the court he can represent the team at pep sessions and official meetings, take the leadership in helping other players, and serve as a liaison officer between the team and the coach. His suggestions can be very valuable unless he starts assuming too much authority and second-guessing the coach. This can lead only to trouble and a wise captain will quickly sense his limitations and remember his loyalty to the coach and team. A player with the re-

sponsibilities of a captain must be on guard that he does not assume too much responsibility and hurt his own performance and lose the respect of the team. It is the coach's responsibility to inform him of his duties, obligations, and expectations. The coach should be in constant communication with his floor general and always be available for conferences and consultation.

THE MANAGERS

Most schools have a freshman manager and a varsity manager with as many assistants as needed to get the job done. A check list should be provided to assure each man of his job relative to equipment, statistics, traveling schedules, eating arrangements, etc. The manager should have the respect of the players if he is going to be successful. This does not mean he must be a "good time Joe" or the life of the party. It does mean that he speaks and works with authority by being firm without being fierce. If he is lazy or irresponsible, a coach would be better off without his help. A good manager will be held in high esteem by the players and the coach and they will consider him a vital part of the team. He will share in their problems and burdens, be a friend to all, and will be included in any of the teams's social functions or honors. He should be a person of outstanding Christian character and an enthusiastic booster of the school's athletic program. His loyalty, honesty, and faithfulness should never be questioned. A good manager will be neat, prompt, dependable, and friendly. A boy that can meet all of these qualifications is a valuable person in the athletic program. Respect him, help him, and be proud of him.

CHEERLEADERS

The cheerleaders are on public exhibition each week as much as the players. In many respects, they represent the philosophy of the school and can play a big part in public relations. Many fans at basketball games will get their first impression of the school from these "screaming flip-floppers."

They have a fine opportunity to set the tempo of sportsmanship, of enthusiasm, and other attitudes compatible to the objectives of athletics. Cheerleaders with a belligerent attitude, flirtatious, or those who demonstrate their immodesty are a detriment to the school they represent. The very clothes they wear will often reveal their motives for wanting to be a cheerleader and can be destructive to their personal reputation.

There should be academic standards for selecting cheerleaders as well as thletes and only those who represent the school well in public should be chosen. Personality, character, appearance, and tact should be given preference over the skills of executing various contortions to amuse the crowd. The basketball team should be the center of attraction—not the cheerleaders, the coach, or the referees. It is wise to have the cheerleaders chosen by representatives from various groups, such as the student council, the band, the team, and the administration.

PART III

BASKETBALL FOR YOUNG DRIBBLERS

I. HISTORY OF TAYLOR UNIVERSITY BASKETBALL CAMP

In 1951, Coach Marion Crawley of Lafayette was conducting his annual Christmas basketball clinic at Jefferson High School. He invited Coach Don Odle of Taylor University as one of his guest speakers. Little did either man realize that their initial meeting would result into a lasting friendship and the forming of a partnership that would emerge into one of Indiana's most unique athletic and camping experiences. In a normal conversation between these two men, Coach Crawley suggested that he felt there was a need in Indiana for a camping experience in the summer for grade school boys who were interested in athletics with a particular emphasis on teaching basketball fundamentals. Coach Odle concurred that a school to teach basketball to beginners with a special emphasis on sportsmanship and proper mental attitude toward the game would have a real carry-over value and prepare young boys for their high-school experiences.

The dream started to bloom and the wheels of progress slowly began to turn out the format, the needed facilities, type of personnel, and hundreds of little details. Three months later Coach Odle called Coach Crawley and said: "I think I have a plan that will work for that Basketball Camp. Will you meet me half-way between Lafayette and Upland?" So, in a little cafe on Route No. 26, two enthusiastic coaches met and discussed plans to organize the first Basketball Camp in Indiana. It is interesting to note that both men were so confident of not only the need for this type of camp that the basic

format has not changed in the past fourteen years and about fifteen other camps have sprung up in Indiana and other states since that time. The campus facilities at Taylor University were ideal and as a result the camp has grown to one of the largest in the mid-west with the 1969 summer enrollment indicating over 1800 boys from 25 states. These young men will not only receive instruction from some of the finest basketball coaches in the United States, but they and many other young men who will follow will be challenged to the highest ideals of sportsmanship and Christian commitment.

2. SO YOU ARE TEN YEARS OLD AND WANT TO PLAY BASKETBALL

There are a lot of reasons why a boy of ten should start setting his goals in life. First, life always takes on meaning when we have goals to obtain and objectives we would like to reach. This doesn't mean that a boy who is still in grade school shouldn't have a variety of experiences such as music, crafts, camping, dramatics, and science. The broader the background, the more understanding and wisdom a person will have when he begins to specialize. But there are always one or two activities that are rather special to him and he likes to do these things a little better than something else. If a boy doesn't choose some activity that he likes to do, it is so easy for him to become a TV bum, a bedroom bug, or a house pest with no enthusiasm or interest for anything. Every boy should have some type of activity that takes him outside and engages him in some team experience. Even if he is the worst player on the neighborhood team, it is still important for him to be with the gang and have something he can do in group participation. One good point about basketball is that a boy can practice by himself in the garage or basement. There are always certain fundamentals he can work on that will prepare him for team action at a later date. I knew a boy once who was shy, indifferent, overweight, and lazy until his dad bought him a basketball. He started shooting at the hoop on

his garage and then at school some boys invited him to be on their team at a pickup game at recess. Everyone was surprised how well he could shoot. Then he started getting chosen first at recess and this caused him to practice more at home. When tryouts came for the sixth grade team, he was selected to play for his school in other competition. This changed his whole outlook on life as he became the star player in his high school.

There are several reasons why a boy should start at a young age. The best reason I know is that it is the painless way to learn the game. The laws of nature and the laws of learning are on the side of the young. Some of the best athletes are the natural athletes who are self taught. If the fundamentals can be taught at an early age by a competent teacher, a player will have a great advantage. This is one of the advantages of the Basketball Camp. There have been some outstanding musicians and swimmers who have made distinctive contributions to their fields by the time they were 15 years old. A good example of this learing at an early age can be demonstrated by some friends of mine who live in a foreign country. They have been in language school for only about six months, but they had lived in the country for almost two years. Many times when the parents wanted to know a word they would ask their five-year-old son who has grown up with neighborhood children who speak the native dialect. He had learned the language faster than his parents because he was forced to communicate with the native children and heard English only in his own home. Basketball can be communicated the same way as it becomes easy for young boys to imitate skills of their playmates.

If I were ten years old there are several reasons why I would attend Taylor's Basketball Camp. The more fundamentally sound a player is, the better he will be in tough competition. A lot of boys are flashes in the pan in junior high school strictly because they are taller, or stronger, or have matured sooner than other boys in their class. Competition in high school has a tendency to eliminate the boys who are weak

in fundamentals. A boy may have a lot of natural talent, but he still must execute his basketball skills within the framework of the coach's patterns and with four other boys whenever he is in competition. Some boys are individual standouts because of this great natural ability in junior high school, but they fail to cut the mustard in high school because a few basic fundamentals were not learned in such things as defensive footwork or team play. The better the competition, the more fundamentally sound a player must be. One of the outstanding reasons for attending camp is that it is inspiring to see all the other boys who are doing so many other different things with the basketball. The enthusiasm of the other players and the coaches seems to be contagious and we know that learning is sometimes caught as well as taught.

Competition in high school basketball is getting so difficult that unless a boy makes the team in junior high he probably will not play high school basketball. So, it becomes imperative that he learn the skills at an early age so he can make the team. There are some educators and parents who do not believe in competition for junior high pupils. There may be some harmful experiences is a season of play, but I believe it is far better for a boy to have athletic training than to be on the streets with his bicycle between four and six in the evening or sitting at home watching all the murders, fighting, horror films on TV, or to be spending his time at the corner drug store hearing all the latest sex jokes and finding out how to inhale a cigarette. Some of these things may go on with that athletic bunch at the gym, but it doesn't have the approval of the coach and it is a violation of the team code.

There may be several weaknesses to the camping program, but we have seen the weak become more aggressive and we have seen the bullies conform to the rules of the game of life as well as the rules on the basketball court. A letter from one of the parents confirms what we are trying to say.

> "Our son is no accomplished athlete but he does enjoy sports and was thrilled to be included in your excellent

camp program. Though he was reluctant to attend a camp where there would be so many fine athletes, he returned to us with a new enthusiasm. We as parents were impressed by the exemplary leadership of your staff members. It was encouraging and reassuring to both parents and boys. We salute you for your consecration and for strengthening our boy both physically and spiritually."

We know the carry-over values are an important part of camp life as stated in this letter:

"My husband and I would like for you to know that camp has matured our boy very much. He appreciates home, parents, and the better things of life more than ever before. He is already thinking and planning to attend next year."

. . A top athlete at the University of Kentucky wrote this to us:

"It's hard to describe how my life has been enriched thru camp. I've been rewarded a thousand times over. May God bless and keep you and yours ...."

ABOUT THE AUTHOR

Coach Don J. Odle

Unique would describe Don J. Odle, Taylor's basketball coach for the past 23 years. For example, he started football at Taylor and coached the sport for 3 years. He coached the Chinese Nationalist basketball team in the 1960 Olympics. He has coached and witnessed over 700 games of international competition. He started the Venture for Victory program and took teams to the Orient and South America for 12 years that compiled a record of 510 wins against 7 defeats. His work was cited in Congress and acclaimed in LOOK magazine. Coach Odle served on the People-to-Peoples Committee created by President Eisenhower.

While a student at Taylor he led the Trojans in scoring all four years of his intercollegiate play and still holds the school hitting record in baseball with a .523 average. In his Senior year he was awarded the Gates-Howard trophy as the school's outstanding athlete.

Coach Odle has been named to Indiana's Basketball Hall of Fame Anniversary Team and in 1954 was named "Indiana's Man-of-the-Year" by the Indiana Junior Chamber of Commerce, and was chosen "Alumnus of the Year" by his Alma Mater. In 1966 he was given the Joe Boland Award for the person contributing most to the youth of Indiana. He is one of 4 college coaches in Indiana to have won 300 games in college competition.

Odle is the author of 3 books, an enthusiastic golfer and has traveled over a million miles in the past 12 years visiting 40 foreign countries.