

each team. The men worked in pairs, one acting as a recorder and the other as an observer. One pair made a record of all the passes and catches, one pair made a spot record of all the shots taken by players' numbers, and the other pair recorded the remaining material. Data were collected during all the home games on both the Kansas team and the visiting teams. The technique used in the collection of these data is the same as described in the first evaluation study.

It will be observed that in the first year only the offensive evaluation chart was used. In the second year of the study, 1938-'39, the evaluation technique was extended to include a defensive rating system for both the team and the individual players. A new term, "defensive efficiency", is used in the defensive rating which is comparable to the first study on the offensive rating. You will please note that in Table III the term "defensive efficiency" is the result of the formula:

$$\frac{\text{total positive defensive evaluation points}}{\text{sum of positive and negative defensive points}}$$

We now have a form of study which incorporates the offensive and the defensive rating comparable to the batting and fielding averages in baseball.

It is the conviction of the speaker that research of this type is worth while. The accuracy of this study depends upon the efficiency of the recorders. As stated heretofore, the selections were carefully made and the same individuals performed their tasks in all games. Therefore, there is every reason to believe that the results were very nearly correct. The great benefit accruing to a coach from this type of study is that the mistakes made during the game are pointed out, thus causing the players to be more conscious of them. This chart will enable the coach to link up the practice period value of executing proper fundamentals with matched game or competitive situations.

For instance, we teach our players before receiving the ball when going down the court never to get closer to the sideline than 8 feet because should that player fumble the ball when very near the sideline it will go out of bounds and the player will lose evaluations points; whereas the same ball thrown to him when he is within 8 feet of the sideline can properly be recovered for no loss of evaluation points to the player and to the team.

Again, in our offensive set up we insist that our offensive players do not retreat toward the division line nearer than 8 or 10 feet, because when the offensive team is forced back collectively by a defensive team, the player on the offensive team having the ball is in danger of getting "tied up" if he were closer to the division line than 8 feet.

Innumerable instances such as the two outlined above are always presenting themselves to the coach, enabling him to forcibly teach better fundamentals to his proteges. The coach can say - By overcoming certain self-evident faults you can increase your batting and fielding averages. And in the discussions that always follow when the players and their coach are huddled around the batting and fielding average chart in the dressing room the following day these above mentioned points always come out during the "bullfest".