

LATE RESEARCHES IN BASKETBALL

by

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For years the generally accepted method of choosing a team has been upon the judgment of the coach, reinforced by the performance of stellar players who were outstanding in scoring field goals on the offense and by superior guards smothering the scoring opposition. Many times a coach removes a player from the game merely on the coach's own judgment. By the same token other players do not get an opportunity to play because this particular individual did not attract the coach's attention.

Baseball has had its batting and fielding averages computed for years, thereby making it easy to weigh the ability of the dominant players in this sport. Using the same procedure in basketball, it is the opinion of the speaker that a relative rating of basketball players can be had. We call this the "batting and fielding averages" because this terminology elicits the interest of these competing players on account of their previous experiences in baseball. Most every able-bodied boy in America has played either hard ball or soft ball. I think this is also true in basketball. The problem was to link up the interest of these boys and get them to enter into a scheme that indicated their prowess definitely in basketball as has been done in baseball.

The development of a list of offensive elements was the first step. With that idea in mind a list of offensive elements was made and each activity or play was weighed subjectively. The weight of the item was carefully considered as it related to an important part of offensive tactics and also insofar as it contributed to the execution of sound fundamentals and to winning success. Of course, the objective was to stimulate the learner to make as few mistakes as possible. Experience has shown that it is the repetition of mistakes that defeats a player or a team. The same mistake made too many times always proves disastrous.

Under the heading, "The Kansas Basketball Evaluation Study", is shown the positive items as opposed to the negative items. Every play of importance, both in the positive and the negative offensive study, has been weighed in evaluation points. The old kindergarten theory of a good reward for a good deed and a poor reward for a bad deed has been carried out.

In the above offensive study the data were collected by former varsity players well versed in the meaning of these evaluation points, by mature majors in the Department of Physical Education, and by some other well qualified student assistants. Twelve men students were used in the collection of facts, six for