

WESTERN UNION

Chicago, Ill.

January 26, 1944.

Dr. Forrest C. Allen,
University of Kansas.

Satisfactory. We surely want the
article. Will wait.

Athletic Journal.

Day Message
January 26, 1944

Mrs. Alide K. Griffith,
The Athletic Journal,
6858 Glenwood Avenue,
Chicago, Ill.

Illness in my office interfered with my writing article.
I could mail it from here Friday if not too late. Please advise
by wire. Deeply regret this bottleneck.

Forrest C. Allen.

THE ATHLETIC JOURNAL

6858 GLENWOOD AVENUE
CHICAGO, ILL.

January 8, 1944

Dr. Forrest C. Allen
Director of Physical Education
University of Kansas
Lawrence, Kansas

Dear Dr. Allen:

If you need the extra five days, I will plan it that way. When you know the subject on which you plan to write will you drop me a line, so I can plan on different subjects for the basketball articles.

Yours very truly,

Alice K. Griffith

Alice K. Griffith

AKG:MA

January 5, 1944.

Mrs. Alice K. Griffith,
The Athletic Journal,
6858 Glenwood Avenue,
Chicago, Illinois.

Dear Mrs. Griffith:

We are leaving this Friday for Columbia, Missouri, for a basketball game, and next Tuesday we go to Olathe for another. My time is very limited, and I wonder if January 15th is your latest deadline for the February issue.

If you could possibly give me five more days I am sure that I could get the article to you. Will you kindly let me know by return mail?

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

THE ATHLETIC JOURNAL

6858 GLENWOOD AVENUE
CHICAGO, ILL.

January 4, 1944

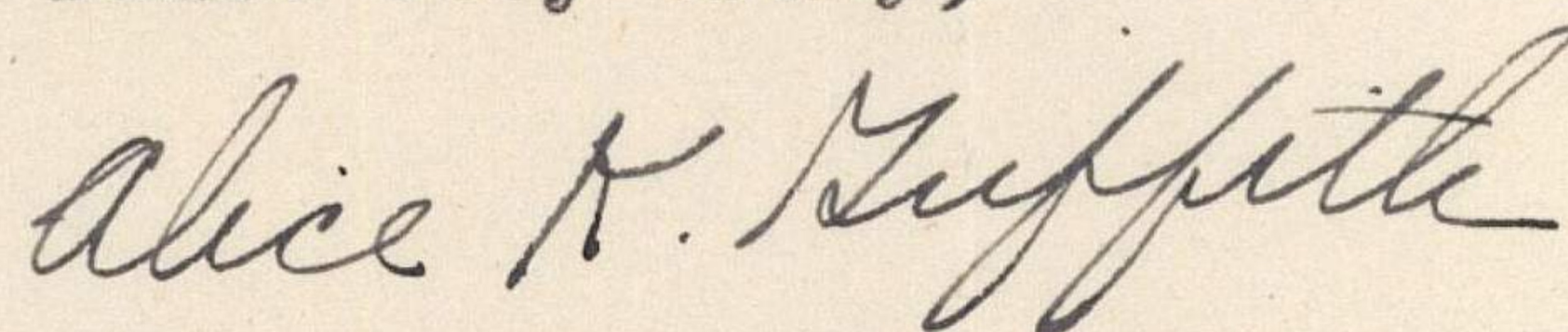
Dr. Forrest C. Allen
Director of Physical Education
University of Kansas
Lawrence, Kansas

Dear Dr. Allen:

Thank you for your willingness to write another article for us. Although our January issue is held up, I thought you probably couldn't get it to us in time.

I think, therefore, I will make the February issue a special basketball number with the top-notch basketball coaches the contributors. I, therefore, should have the copy by January 15th.

Yours very truly,



Alice K. Griffith

AKG:MA

att. Journ

VERSATILE OFFENSES AGAINST CHANGING DEFENSES

It is the swing type of basketball offensive that is popular with our basketball players and patrons, as is the swing type of music with our dancers. Some coaches call this swing type basketball the "weave" offensive or the "shovel" offensive. The dribbler in starting his offensive swings low, using his projected leg and foot and advanced shoulder to protect the low swinging dribble. The purpose, of course, is for the dribbler to get a half a step advantage on the guard. And then with a quick change of pace the dribbler shoves into high gear and drives on past his unsuspecting opponent. Or, with a fake to drive rapidly forward and around the opposing guard, the dribbling offensive player quickly pivots and reverses his field by passing to a swinging teammate going in the opposite direction. This teammate continues the same slow, swinging dribble calculated to drive around the next defensive opponent.

The running screen is employed against a man-for-man defense. By flattening the defense or driving it back closer to the goal, the offensive player in possession of the ball will quickly pivot and pass back to one of the swinging players who will be in a good position for a quick shot over the head of the retreating defense.

In the mimic warfare of American sports and games, of which basketball is one, game principles of strategy and tactics obtain. Basketball tactics should incorporate all nine principles of warfare. Sir Edward Hamley has said that "the theater of war is the province of strategy, the field of battle is the province of tactics." In actual warfare, both grand tactics and minor tactics prevail. Grand tactics concern only those officers who find themselves in independent command. Minor tactics concern the officers of every rank. The coach is likened to the general in independent command who is concerned with grand tactics; and the players are likened to the officers of every rank who are concerned with the minor

tactics of the game.

Almost every athlete in his boyhood has had his first lessons in minor tactics in games in which he has legitimately fooled his teammates. Herein he has learned the ways of both the pursuer and the pursued. From the time that he has observed the instinctive feints and starts and stops and turns of his pal and first opponent, his dog, he has been experimenting with points of strategy that will stand him in good stead in these later days, perhaps of stardom on his college team.

The quarterback on a football team is the field general. When on the field he directs all strategy for his team. The real directing genius in the basketball setup is generally the offensive center located in the back line. He is comparable to the quarterback in football. He directs all plays and makes the necessary passes and, in his key position, can rifle the ball to any offensive man who evades his opponent and is open for the basket. Also, he can talk to either guard, suggesting plays that they should initiate. He is the captain of the ship, and he should memorize the nine principles of war, which are: (1) the principle of the objective; (2) the principle of the offensive; (3) the principle of the mass; (4) the principle of the economy of force; (5) the principle of movement; (6) the principle of surprise; (7) the principle of security; (8) the principle of simplicity; and (9) the principle of cooperation.

Special Screen Plays

With very few exceptions, in the system of offense to be considered, each of the two offensive forwards is stationed 10 feet from the endline and about 10 feet from each sideline. The other three offensive men are stationed approximately 8 feet in front of the division line, with the center in center or quarterback position and the two offensive guards about 10 feet to each side of him and about 10 feet from each sideline. Owing to the 10 second rule requirement, all players are in the front or offensive court.

In this set offensive formation the ball can readily be snapped back and forth from guard to center to guard to center to guard, as opportunity presents. As an aid to clarity, these various plays are numbered, but in a game situation numbers are not necessary. Any one of the rear three men who is holding the ball, namely, the center or either of the two guards, may initiate the play. These plays are to be used against a man-for-man defense.

Sideline Screen. Play 1. This play (Diagram 1) is designed to free a hot-shot artist who is capable of hitting from the side of the court. The play also provides opportunity for ample rebound work at both sides and in front of the basket. When the opposition sets its spearhead of defense at the free-throw line, this side-court attack of the offense is very effective.

④, with the ball in his possession, snaps it to ③ and then cuts rapidly down the sideline to screen ② with a running screen, taking care to make no contact with ②. ②, coming up along the sideline, slides off the moving hips of ④ and receives a snap pass from ③. ② turns to the inside of the court and shoots a bank shot for the basket. ④ continues on down and around the court across the free-throw lane, anticipating a missed shot, and quickly gets into position for a rebound.

① slides off the hips of ④, over in the free-throw lane, for rebound work out in front of the basket. ②, after shooting, also follows in for rebound work in his own offensive third of the court. ③ and ⑤ equalize their positions and move forward to aid in either offense or defense.

Play 2. This (Diagram 2) is the companion play to the preceding play. ⑤, with the ball in his possession, passes to ③. ⑤ immediately cuts down the sideline, running directly at ①. Both ⑤ and ① know that ① will glide to the outside of ⑤. Just as ① emerges, ③ snaps the ball to ① who turns in toward the basket and shoots a carom shot. ⑤ continues on rapidly across the free-throw lane, ready for a rebound should ① overshoot the basket. ② drives toward the free-throw lane and slides off the hips of ⑤, thus completing the second screen of

the play and enabling (2) to get a successful and, if the ball should drop in this territory, an unmolested rebound shot. (4) and (3) equalize in their territorial positions and are equally potent on either offense or defense.

Set Offenses Against Zone Defenses

In charting penetrating offensive plays against a zone defense the set up of the offense must be identical with that use in penetrating the man-for-man defense. To be effective both offensive set ups must look the same to the opponent.

The reader should compare Diagrams 1 and 2 against 3 and 4, and should note the exactness of the positions of the offensive players in both cases at the start of the play. However, the path of the ball is very different. The ball can be readily snapped from guard to center to guard to forward, as opportunity presents. For purposes of clarification these plays are numbered, but in a game situation it is not necessary to call them. Any of the rear three of the offensive men, namely, the center or either of the two guards may initiate the play.

The two offensive forwards are stationed 10 feet from the endline and 10 feet from the sideline. The other three offensive men are 8 feet in front of the division line, with the center occupying the center position and the two guards on the outside of the center. The guards are stationed about 10 feet from the sideline.

However, if the zone defense should drop deeper into defensive territory, the offense should pull its three-man line up to within 8 or 10 feet of the first line of the zone defense. This absolutely necessary to make the offense function against this retreating defense.

Play 1. In this play (Diagram 3) the setup of the attacking team is exactly the same as that for penetrating man-for-man defense. Offensive guard (4) snaps the ball to (3), and immediately cuts across in front, calling for the return pass. Just as (4) goes past (3), (3) push-passes or chest-shove-passes the ball to (2), who comes straight forward from his position to receive the ball. (3) feints slightly

to his own right and then quickly cuts to the left to receive the return pass from (2). In the interim, (4) has continued over to the opposite corner of the court, apparently for the purpose of screening (1)'s guard, (1). At this juncture, (1) cuts out in front to the free-throw area. (4), instead of screening (1)'s guard, follows quickly to his own left near the side of the court. (3) immediately snaps the ball to (4), who is in a splendid position to shoot a side shot, preferably a carom, for the basket. This quick manipulation of the ball was consummated because the keystone player, (3), could rapidly pass the ball in either direction. Now (2) plays for the rebound on his side of the court, and (1) cuts for the center rebound area just as (4) is shooting. (4) covers his side of the court for follow-up and rebound. (3) is in a position to float either way for a pass-out from any of the offensive men near the basket. (5) slides for a pass-out, in case (3) is pulled over to the opposite side.

If the offensive team continues to pass the ball, it is absolutely impossible for a zone defensive team to prohibit the offense from getting a fairly open shot for the basket. Should there be no opening for the offense the ball can easily be passed back to (5) or (3) and then the offense can re-form and endeavor to make the play work on a succeeding try. It is to be remembered that the purpose of passing in and out of the zone defense is to flatten the defense, make it retreat, so that the offense can shoot over it.

Play 2. This (Diagram 4) is the companion to Play 1. The offensive guard (5) passes the ball to (3) and cuts for the opposite corner, apparently to screen (2)'s man. (3) snaps the ball to (1), after (5) has cleared the passing path of (5). (1) snaps the ball back quickly to (3), who jockey's for an open position to receive it. (3) now snaps the ball to (5), who in the interim has moved to his own right, near the sideline and about 15 feet from the endline. (5) now takes a side carom or loop shot for the basket. (1) follows after a rebound on his own left side of the court. (2) cuts to the front and around (5)'s guard, going over near the free-throw circle

for rebound center work or follow-up work. (5), crouching after his shot, waits and then darts in to follow the ball for rebound and follow-up work on his own right side of the court. (5) is playing cagey ball, ready to drive either to his right or to his left as the occasion demands, to receive the pass. Should (5) be out of position, (4) will slide for a pass-out play from his side of the court. In this type of offense against the zone defense, a quick snapping of the ball to the open man will pay big dividends. After the play has started, there should be two men back on the offensive and three men up. To give the zone defense a busy evening, the ball should be passed accurately and rapidly.

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Twenty Years of Gains and Changes in Basketball

What a galaxy of events in the history of basketball is this year, 1941 A. D! The Golden Anniversary of Basketball! The Silver Anniversary of the Joint Basketball Rules Committee! Two decades of phenomenal progress in basketball.

What has inspired the phenomenal growth and progress of this great game? How have the offense and the defense changed? Why the great popularity of this sport? These are a few questions for which we find the answers.

From the inventor's peach basket to the present iron rim; from a soccer football to a full-sized regulation basketball; from the large rectangular 6' x 4' backboards, that were first made of chicken wire, then glass, then wood, to the present streamlined fan-shaped pressed-steel backboards, the game of basketball has steadily forged ahead to become one of the most popular amateur sports. The original purpose of the large backboards was to keep spectators and partisans of the game from kicking or batting the ball away from the basket. Later the players learned to bank the ball from these large boards. The Research Committee of the Rules Body, by cutting away the dead wood, retained only the fertile area of the board. The radical reduction in size of the backboard has aided spectator visibility, back of the basket, more than fifty percent.

From the small low-ceilinged gymnasiums to the massive field houses of today; from the audiences of a few hundreds to crowds of from 12,000 to 20,000; from nine, then seven to five players on a side unfolds the unprecedented growth of the fifty-year-old indoor game of basketball.

Everyone knows that the distinguished Dr. James Naismith, former Professor of Physical Education at the University of Kansas, while a student at

the International Y.M.C.A. College in Springfield, Massachusetts originated the game in 1891. A photostatic copy of the original thirteen rules are encased in a frame in my office. As a medium of comparison the original rules are given herewith.

1. The ball may be thrown in any direction with one or both hands.
2. The ball may be batted in any direction with one or both hands, never with the fist.
3. A player cannot run with the ball; the player must throw it from the spot where he catches it, allowance being made for a man who catches the ball when running at a good speed.
4. The ball must be held in or between the hands; the arms or body must not be used for holding it.
5. No shouldering, holding, pushing, tripping, or striking in any way the person of the opponent is to be allowed. The first infringement of this rule by any person shall count as a foul; the second shall disqualify him until the next goal is made, or if there was evident intent to injure the person, for the whole game; no substitute allowed.
6. A foul is striking the ball with the fist, violation of Rules 3 and 4, and such as described in Rule 5.
7. If either side makes three consecutive fouls it shall count for a goal for the opponents. (Consecutive means without the opponents making a foul.)
8. A goal shall be made when the ball is thrown or batted from the grounds into the basket and stays there, providing those defending the goal do not touch or disturb the goal. If the ball rests on the edge and the opponent moves the basket, it shall count as a goal.
9. When the ball goes out of bounds it shall be thrown into the field, and played by the person first touching it. In case of a dispute, the Umpire shall throw it straight into the field. The thrower is allowed five seconds; if he holds it longer, it shall go to the opponent. If any side persists in delaying the game, the Umpire shall call a foul on them.
10. The Umpire shall be the judge of the men, and shall note the fouls, and notify the Referee when three consecutive fouls have been made. He shall have the power to disqualify men according to Rule 5.

11. The Referee shall be judge of the ball, and shall decide when the ball is in play, in bounds, and to which side it belongs, and shall keep time. He shall decide when a goal is made, and keep account of the goals, with any other duties that are usually performed by a Referee.
12. The time shall be two 15-minute halves, five minutes between.
13. The side making the most goals shall be the winner. In case of a draw, the game may, by agreement of captains, be continued until another goal is made.

Important fundamentals of the game as played today are found in the original thirteen rules. This fact is a remarkable tribute to the sound judgment and foresight of their author.

How have the Offense and the Defense Changed? Due to Dr. Naismith's uncanny vision in his first thirteen rules, the fundamentals of the game have changed but little, if any. But the rules makers have legislated rules since which have affected both the offense and the defense.

The three-second rule, the ten-second rule and the elimination of the center jump have all contributed to the present hurricane, heart-splitting game that we have at present. But the fundamentals have remained about the same. The accepted unified terminology of the game, the formation of the National Association of Basketball Coaches and the Research Committee, both of the Rules Body and Coaches Association have been a definite factor in stabilizing and improving the rules and administration of basketball.

Why the great popularity of the sport? Basketball has had truly an amateur as well as a sound educational and a real missionary background.

(1) The genuine amateur sports promoters of America are the Boards of Education of the high schools and the Boards of Regents of the universities and colleges. There are 27,474 high school buildings in the United States. There are 9,158 junior high schools, 918 colleges and 600 junior colleges.

It is reasonable to suppose that most of these educational institutions have gymnasias. These gymnasias are built and maintained by public tax money. The maintenance of a basketball court is small and the equipment is inexpensive. Due to the fact that no cancellations of basketball games occur on account of weather conditions, the games can be played in all climes at regular times. Basketball can be an individual game as well as a team game. Children of practically all ages, therefore can play it without serious consequences.

In the words of the great inventor who said, "Basketball is a game easy to play but difficult to master." The ball is always out in the open. It is not hidden from view as it is in football, when mass play is in the order. Many midwestern university coaches have told me that they have checked every able-bodied boy entering the university and have failed to find a single active boy who has not played basketball in high school.

(2) Perhaps by accident or by place of invention the game of basketball has a real missionary significance. At the International Y.M.C.A. College, Springfield, Massachusetts, "the cradle of basketball", physical directors, medical missionaries and general secretaries were trained. These emissaries of good will planted the game early in our century in many foreign countries and islands of the sea. The United States soldiers, in 1900, introduced basketball in the Philippine Islands. The American army of occupation taught it to the German populace in 1919. During the Inter-Allied games in Paris, June, 1919, the United States, France, and Italy played for the championship, which the United States won rather handily. After the Armistice was signed, two American teams, by invitation from the British government, demonstrated basketball in the British area of the war zone. The British took to it readily.

Practically every foreign country has fashioned its basketball rules after our American game. They look to us as the mother country of the sport,

and expect our guidance in formulating their rules and in shaping their ideals of the game.

In an official check-up with Dr. Naismith, we found that 49 nations and territories are now playing basketball; Africa, Alaska, Arabia, Argentina, Australia, Bolivia, Brazil, Bulgaria, Canada, Ceylon, Chile, China, Costa Rica, Cuba, Czechoslovakia, Egypt, England, France, Germany, Greece, Guatemala, Hati, Hawaii, Honduras, Hungary, India, Italy, Japan, Korea, Latvia, Madagascar, Mexico, New Zealand, Panama, Paraguay, Persia, The Philippines, Poland, Porto Rico, Portugal, Rumania, San Salvador, Siam, Spain, Switzerland, Syria, Turkey, the United States, and Uruguay.

Portugal, which introduced the game in 1927, went mad over it. In less than two years 24 basketball clubs were in existence and matches were being played every Sunday and were well partonized. Competition in the game was so keen that a team immediately began training for the European championship competition. This team was confident of victory because some of its players had learned the game in the United States and had figured in some important contests here.

In America, according to the All Sports Book for 1935, basketball outdrew all other sports with a total of 80,000,000 paid attendances. Baseball was next with 50,000,000; football third with 40,000,000.

The author of this article, working with Dr. Karl Diehm of Berlin, Germany and Sohaku Ri of Waseda University, Tokyo, Japan, had the pleasure of having basketball placed on the Olympic calendar in Berlin in 1936. Prior to this action, The National Association of Basketball Coaches, through their President, William Chandler, sold to the Basketball-conscious public of the United States the idea of giving to Dr. Naismith and his family an honorarium, so that they might go to Berlin to see basketball in its great demonstration before the nations of the earth. Since Dr. Naismith had never made a penny from

this great game that he had so gladly given to the youthful posterity he was deeply grateful for the gratuity and affectionate contribution of his friends toward the Olympic trip. His epic statement at that time was, "Do not be afraid to serve humanity and wait for your reward."