

November 20, 1944.

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

Dear Mrs. Griffith:

In my letter of Saturday I failed to make an explanation regarding diagrams. They are very simple ones, and I was wondering if you could not crowd them into a smaller space than is ordinarily given to sizeable diagrams. I made these in pencil so that your artist could make his own.

I beg pardon for not mentioning this, and I know when you opened it you wondered what sort of a job we were turning over to you. Won't you write me your reaction?

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

November 18, 1944.

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

Dear Mrs. Griffith:

I have finished the article a day or so late, but knowing that you perhaps would not be in the shop Saturday afternoon I intentionally held it until I could peruse it more fully and pick out what bugs that I might discover.

I have tried to emphasize the teaching of fundamentals through competitive activity, making a game out of fundamental necessities. You will note that in the diagrams I did not place one offensive man on one guard. I thought that would merely take up space and cost more for you to run the diagrams. If you feel that such a thing would be necessary, a short statement on page 3 just ahead of the last paragraph could be included as follows:

"The first fundamental defensive activity is when the offensive man is given the ball back of the free throw circle and in front of the basket and the guard is restrained back of the free throw line until the coach tosses the ball to the offensive man. Then the offensive player may shoot, dribble or execute any offensive play that he wishes. By the same token, the guard is unrestrained after the first pass and may rush the offensive player. Each member of the team should become a guard and an offensive player in their turn."

I consider the inclusion of this paragraph unnecessary because that fundamental activity constantly takes place, but seldom do coaches drill two on one, three on two, and so forth. The teaching of this fundamental defensive activity is neglected by most coaches. Therefore, we have fewer versatile defensive men than the game should possess.

You will find this article longer than I had hoped to have it, but when you go into exposition it is always difficult to confine yourself to a few words if you are going to be explicit.

I will be glad to follow your advice in your letter. When do you want the editorial? I think it has possibilities and I will do the best I can with it.

Please feel perfectly free to edit, delete, or add to any part of this rather lengthy article.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH
Enc.

the burden of the guard, the rules committee now permits a player five personal fouls instead of four before ejection from the game.

Much of the offensive drills are sheer fun because it is the ball handling connected
~~THE WATCHDOG OF THE BASKET~~

The guard is the bipedal watchdog of the basket. It has often erroneously been said that a good offense is the best defense. It has been my experience that a sterling defense coupled with a better than average offense will more often than not defeat a sterling offense possessed of a near-superior defense.

The common conception of team work is that it applies only to the offense. But in reality it operates at its best on the defense. This misconception can be attributed to the fact that in the early development of the game the players in possession of the ball were the centers of attraction, and the players not in possession drew very little attention. In this ever-changing kaleidoscopic speed game of basketball new variations of defense must be improvised.

The hyper-fast break has placed new burdens on both the guards and the officials. The game is much more difficult to officiate. It is also much more difficult for a team to acquire the proper guarding technique. To ease the burden of the guard, the rules committee now permits a player five personal fouls instead of four before ejection from the game.

Much of the offensive drills are sheer fun because ^{there} ~~it~~ is the ball handling connected with this fundamental feature. But guarding technique is work, - and hard work. A young player will practice, even alone, goal and free shooting by the hour because it is fun. But few players in off moments will ever attempt to practice guarding technique to improve their defensive prowess. All players want possession of the ball so that they can shoot at the basket. Therefore, a versatile coach will improvise competitive fundamental drills wherein the guard is glorified. During these practice sessions an opportunity is given the coach to drive home needful lessons.

A good guard will hound the ball. He should always be found between his opponent and the basket. This is the first fundamental that should never be neglected.

A wily guard will never let the opposition slip in behind him. He will play the ball and not the man. A crafty guard always knows how to use his weight to advantage without fouling. All prospective guards should take boxing lessons. The boxing skills develop finished guarding technique. The guard should always be on top of the ball and when he cannot get it he should cover his opponent. The boy who spends the greater part of his childhood romping with a playful dog may become in his college years a star basketball guard, for he has learned from the animal certain instinctive movements which will aid him in diagnosing the fundamental movements of his opposing forwards and centers in his future basketball career. By learning how to meet these instinctive feints and bounds of his early animal companion, the intuitive guard will in varsity competition be more able to divine the next movements of his basketball opponent. Some coaches describe this uncanny sense of the guard as the sixth sense. Truly it is an instinctive reaction which is developed to a high degree. These instinctive reactions must be stronger in the guard than in his opponents, or he will not succeed.

A versatile guard outthinks his opponent and beats him to position play. A successful guard knows his areas so well that he may intentionally leave a position apparently unguarded for the purpose of drawing his opponent into a trap. By having perfect confidence in his own strength and agility, the guard will feign a certain inertia or lassitude to encourage his opponent to attempt a shot in supposedly uncovered territory.

Much after the manner of a cat lying near a rat hole watching for the escape of the rodent does the guard torment his opponent. The cat, thoroughly relaxed and at a distance from the hole, will encourage the rat to attempt an

escape. Being instinctively possessed with a confidence in her own power, the cat will leap upon her prey and exterminate it. So should the basketball guard know his own physical powers and the territory that he can successfully control. Such a guard will have poise and power and confidence and a contagious enthusiasm that bodes ill for an opponent who attempts an offensive thrust into his territory. A versatile and aggressive guard will combine all the qualities of leadership at his command to ward off the offensive thrusts of two opponents. Only when outnumbered in manpower is the guard in danger.

A highly successful coach uses neither a straight man-for-man nor a strictly zone defense. He uses a combination of both because a straight man-for-man has its weaknesses, but not as many weaknesses as a zone, and a straight zone has weaknesses that are easily overcome. But a man-for-man defense with the zone principle will pay splendid dividends.

When a single guard is forced to play two offensive men he learns to play the principle of the zone defense, yet he plays the man with the ball and also keeps a weather eye for the other potential scorer.

I prefer to teach my defensive fundamentals through competition. We place this guard seven feet in under and in front of the basket. He can thwart any close drives to the basket and at the same time harass his opponents should they attempt to shoot.

The two offensive men in Diagram 1 are to locate themselves in any favorable position they prefer before the ball is tossed to one of them by the coach. They are expected to dribble, pivot, pass and cut in and endeavor to draw the guard out of position before shooting. Five tries are permitted these offensive men. If either one of the offensive men illegally starts a dribble, commits a violation or makes a foul, then one point is scored for the defense. As long as there are no fouls by either side, play continues. If the guard fouls, one point is scored against the guard. There are five points counted for five tries.

If the guard is successful in breaking up the play of the two offensive men without a field goal being scored upon him, the guard wins. If the offense scores two goals out of the five, the offense wins. A tie score would be when the offensive side scores one goal out of five tries. Naturally the more goals scored by the offense the more emphatic would be the offensive victory in the five tries.

The men are rotated, each man on the squad taking the guard's position. This rotation also includes the offensive men until every man on the squad has had both offensive and defensive training on attack and defense. The scores of each performer's effort should be recorded. Consistently outstanding performers will invariably attract attention. There is no better method of teaching team fundamentals than through such competitive practice drills.

During the defensive drills the coach centers on defensive pedagogy teaching that the defensive guard is a wary performer. Never will he let either of the two forward slip in behind him, nor will he go out too deep and leave his goal undefended. As new situations arise he will know just when to advance or to retreat. Should the offense attempt a shot from out in front he will constantly project his physique and his personality into both the visual and the mental paths of the shooter. Neither will he ever turn his back upon either opponent for a moment. As an aid to efficient footwork he will interchange between the first baseman's step and the boxer's stance, as occasion demands.

The plan of teaching defense using five separate competitive scrimmage tries conforms with recognized principles of teaching, and it is consistently carried out in each of the following set-ups.

Diagram 2. Second stage, three offensive men on two defensive men. In this situation the two defensive men are being opposed by three offensive players, according to the principle of a strata of man-for-man defense and a

strata of the zone principle. The front guard is placed seven feet in front of the guard shown in Exhibit 1. This is a tandem defensive formation. The rear defensive guard has dropped back to a position about five feet directly in front of the basket and the front guard plays about seven feet in front of his teammate. The expectant attitude of the defensive players should be stressed. This is the formation that I use always against fast breaks. It will be noted that the most vulnerable point of the basket is protected, namely, directly in front, and the two defensive players shift to meet an offensive three-man thrust.

Whether the offense attempts a shot or a pass, the defensive players will always shift the spearhead of their defense in the direction of the ball. These men will constantly be shifting positions in their endeavor to stop all offensive shots. Furthermore, both of the defensive players will be using every talent at their command to hurry and confuse the offensive ball handlers. Naturally the guards must be taught to expect the offensive men to shoot, but when a shot is made by the offense then the defensive men are in an ideal position to recover the ball. It must be stressed that the three men are to dribble, pivot and pass to jockey the two defensive men out of position.

The coach handles the ball on each try, and during the interim he lectures the defensive men on teamwork, in shifting for rebounds, and strategic defensive moves.

The two guards are constantly hounding the three opponents and the ball. Their facial expressions should reveal their militant attitude. As the rear defensive guard shifts over to block a shot the front defensive guard shifts slightly back and away as he menaces the front offensive man and discourages his idea of a return pass. When the two defensive guards are drawn out of position they will re-form in the anterior-posterior guarding position as quickly as possible.

The weaknesses of two defensive men against three offensive men are in the corners to the right and left of the rear defensive guard. If the ball is passed from the offensive man out in front to either one of the two offensive men in the corners, the rear guard shifts toward the offensive man who is able to receive the ball in the corner and the front guard slides back equidistant between the two guards' former position. In using this formation as a defense against the fast break, the front man parries a thrust in front of the basket and the rear guard underneath the basket shifts to meet the oncoming offensive man with the ball, while the third defensive man moves in on the weak side away from the ball, thereby setting up the third stage of defense in three defensive men in a triangular position, one in front of the basket and two on either side.

Third stage, five on three. Five offensive men are waging a scoring attack against three defenders. The defensive men are arranged in a triangular formation with the front defensive player in the apex position and the other two defensive players in their regular guarding positions. This is the defensive formation assumed with the third man comes in from the weak side after a fast break to reinforce the two defensive men who were in an anterior-posterior position. When more than three offensive men attack, the triangular defensive is imperative. The most vulnerable positions of the basket attack are where these three defensive men form their triangle.

The coach handles the ball and hands it to the attacking five men who start down from the center of the floor with the defense line up in the triangular position. Five trials are used in this competitive fundamental drill the same as in the others. If the offense scores one basket out of the five it is a tie. If they score two or more, the offense wins, and if the defense shuts the offensive out without a basket the defense wins.

As the offensive men begin their scoring attack by passing the ball about vigorously from one to another, the defensive men shift accordingly, ever aware of the vulnerable points of attack. Each of the defensive men evinces alertness, courage, and confidence. They all stamp their feet and menace continuously with their arms in fighting attitudes. In their desperate attempts to make their opponents muff the passes and ultimately to recover the ball, they shift back and forth and to the side and stamp and yell. Thus, by stimulating the auditory and optic nerve centers of the offensive goal smiths, unfavorably, these outnumbered defenders are rendering them less potent than before. A desperate and determined three are these defensive-area basket musketeers.

The defense must know that the offensive men near the basket are creating the most perilous situation and that it is upon these men they must concentrate. Should one of the offensive men out in the court attempt a shot, the defensive man nearest him, while feigning calmness for the moment, will be checking with himself for reassurance that he has covered all loopholes for passes, by or through his own defensive area, and to an offensive teammate under the basket.

Then, just as this offensive forward raises the ball in the act of shooting, this defensive man will feign a gigantic attempt to jump at him, at the same time will emit a startling yell that often brings the desired results. His bent arms will fly ^{up} threateningly and his bended knees will clamp his feet to the floor, emphatically and noisily.

Through the hundreds of thousands of years that men have been clutching at each other's throats, instinctive fears have been built up in every individual. And it is not easy for this highstrung offensive man to inhibit these disturbing stimuli.

As the ball leaves the offensive man's hands, the defensive man will whirl

and swing back at top speed toward the basket for rebound work. They know that the law of averages is against the success of the long shot and that they, by recovering the ball, may profit thereby.

The coach is spending his time on the defensive man, primarily instilling in them good defensive teamwork and pointing out constantly the weakness and the strength of the defensive play as it progresses from scrimmage to scrimmage.

Fourth stage. Five on five. Here we have the defensive situation as it should be with five offensive men met by five defensive opponents. These game drills follow all former regulations and should always follow and never precede those of the first, second and third stages of defensive drill. The five man defensive teams should have no trouble in stopping their five man offense in these practice drills. Each of the defensive men specifies a certain opponent for whose movements he will be personally responsible during these regular game situations. These defensive men are taught to slide and trade and switch, so there will be no excuse for permitting an offensive opponent to score because he shook his opponent loose.

The same ratio that has been used in five trials at the basket is used in this drill. The defense should many times shut the offensive team out without a basket because three defensive men played five heretofore, and it should be an easy matter now to hook up the five defensive men into a well-knit organization that should many times turn the offensive back without a single goal in five trials.

In Exhibit 5 the cut back of the forwards is emphasized. The moment that the ball passes a defensive forward, this player should angle back into the area into which the ball was passed and make a one-two pass near impossible. You will note that the offensive guards are handling the ball and one of the guards has just passed into the right forward.

Defense—the Stabilizer

By Everett Dean

Director of Basketball, Stanford University

THE technique of guarding is the backbone of good defensive play, regardless of the type of team defense. The success of any defense is first dependent upon individual defensive ability. Defense is a more constant factor than offense, which accounts for the stabilizing influence of good defensive play. It is like good free-throwing for keeping a team in the game when the offense bogs down. A weak defense places a great burden on the offense, hence the importance of a dependable defense.

Mental Defensive Qualifications

The mental requisites for good individual defense play are equally as important as the physical. Without doubt, determination is about fifty per cent of defense. Fine skills and technique in defense are valueless without the mental quality of determination. The determination of a player to out-play his opponent, to shut him out, to be a fine rebounder, to be a great ball "hawk", and to do more than his part toward a good team defense is the thing that brings about his maximum development.

Mental alertness and aggressiveness are the mental factors determining defensive efficiency. Offensive players always have the guards at a disadvantage because they know the next move, while the guards are forced to anticipate the play and to react to it. Most players like to play an aggressive defense which gives them an opportunity to cut loose. Big players like to be aggressive on the defensive boards, while small, fast forwards like to rove and gamble in the front line by playing for interceptions, both of which are plausible defensive attitudes.

Physical Defensive Qualifications

One of the main physical requisites for individual defense is the mastery of a good fundamental defensive position. Illustration 1 shows this position with the weight low and well distributed. The boxer's step is demonstrated, showing the player's readiness to retreat to an even stance for his shuffle steps, if necessary. The knees are bent which help maintain this alert position. The arms are in a position to guard a pass or shot. The arms are to be extended at all times and should be kept moving, since stationary hands, and arms are not the least disconcerting to the opponent. Illustration 1, shows good hand position against the shot. Illustration 2 shows the hand position in attacking the ball. Illustration 3, shows

the arms outstretched to the side in the act of "windmilling" to knock down or discourage passes.

Defensive footwork and balance are so interrelated that they cannot be separated. The proper stance may call for a different spread for each individual. The stance must be comfortable and natural, with the weight balanced and slightly forward on the balls of the feet. The boxer's step with the shuffle is the most commonly used footwork. The shuffle is used well with the wrestler's stance. The best defensive fakes are combined with the boxer's step. This step permits a safe and quick approach to the defensive man.

Much time should be spent on this fundamental defensive position, for it is the first essential in individual defense. Diagram 1 is a mass drill which we use early in the year to develop good defensive form. This drill calls for the squad to follow the leader. Balance, agility and quick reactions are developed. The accompanying list of forty-five defensive

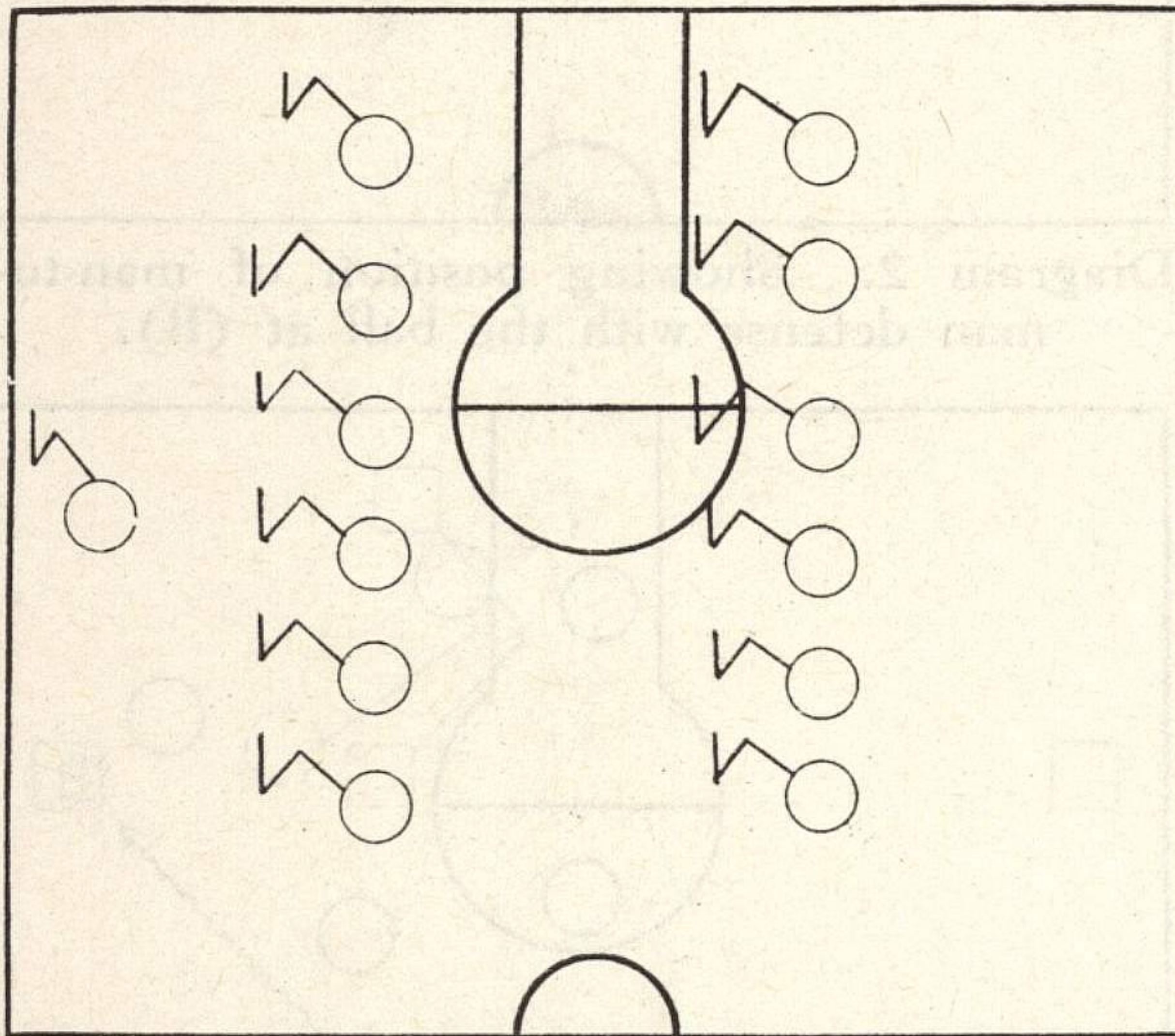


Diagram 1. A drill for the defensive fundamental position.



pointers and fundamentals is placed in the hands of the players, when we start defensive work. The most fundamental of those points are drilled on, before the defense is assembled.

The type of defense to be used will be determined by the following factors: The training of the coach, the kind of material available, the floor conditions in that conference, and the type of offenses to be encountered. There are many styles and variations of defenses, the working principles of which are correct under certain playing conditions. It is the job of the coach to familiarize himself with each principle and to apply it under the right condition. While it is not a common practice to use a variety of defenses or their variations it is very effective, if the players are sufficiently experienced.

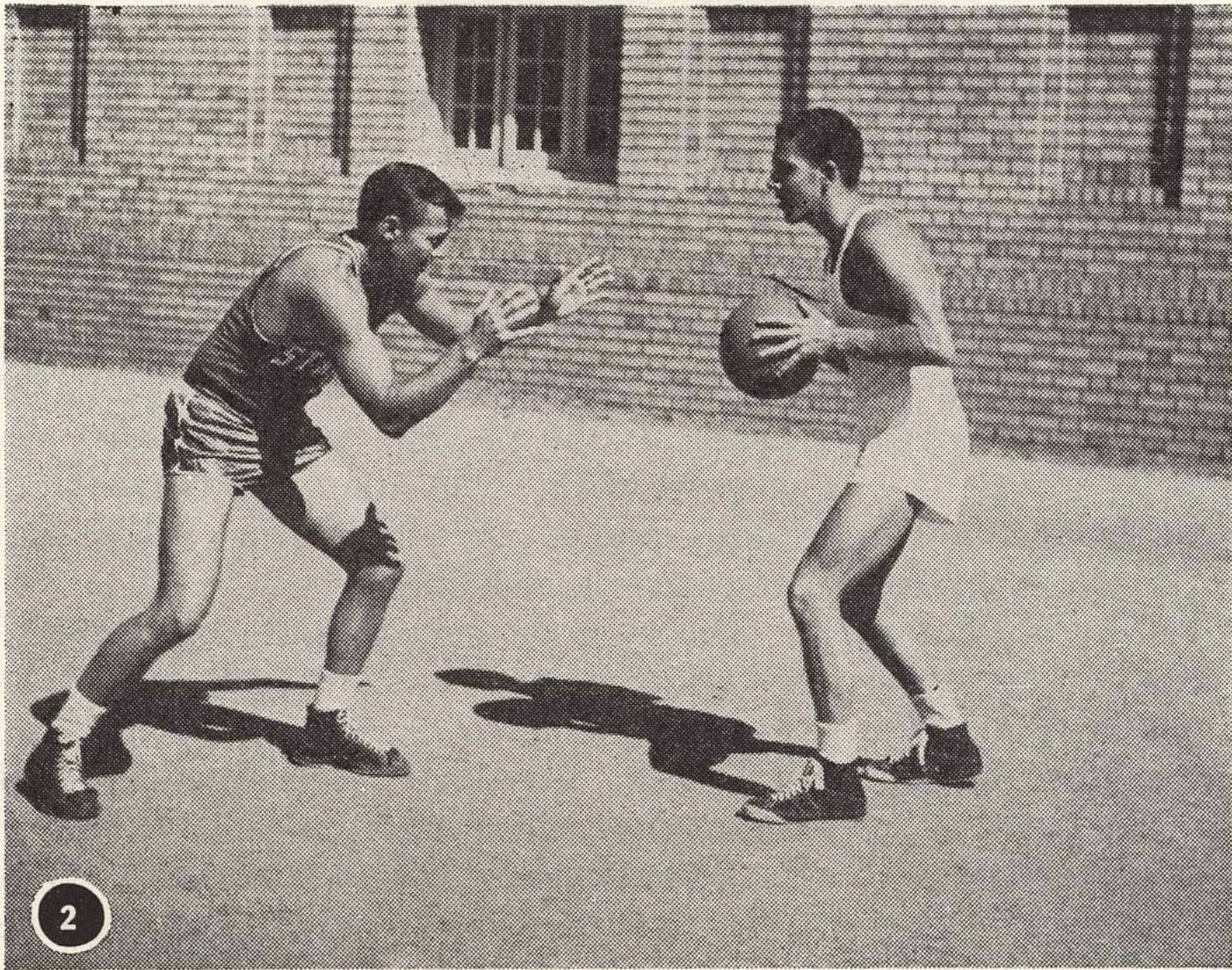
There are several broad fundamentals of defensive play that must be coordinated in assembling a team defense.

Balance: In these days of ultra-fast breaking and fancy, effective one-hand shooting, defenses have suffered. Therefore, the balance between offense and defense has widened in favor of the offense. Fundamentalists will continue to advocate that the ratio between the two should run something like 51:49 or 55:45 or 60:40 in favor of the offense. The material factor will govern that ratio. The stronger the defense, the less efficient the offense need be. Any ratio below fifty for offense, however is not good for the game. Sound defense is such a good stabilizing agent that it looks like a wise insurance against bad nights. Defense should be constant as compared to the many variable factors in aggressive play.

Team Play: A talking defense makes team play much easier. Defensive situations arise where suggestions to another in the defense will clear up plays that would otherwise grow into real problems. Pointing is another form of communication with your team mates. Such signals as "Defense, Defense"; "Follow, Follow"; "I have this man"; "Shift, Bill"; "Scissor, Tom"; "Watch the block, Ed"; "Arms out"; "Cover tight"; "Sag off, Jack"; and others, are helpful to the players if they have practiced and developed the habit of these expressions during daily practice.

Some defenses call for more team play than others, but all defenses to be effective, must be tied together with co-operation and understanding.

Individual Fundamentals: All in all, the team defense should be as strong or as weak as its individuals. To have a good team or organization, it is first necessary to master individual defense. Sometimes



basketball sins can be covered up in a strong team defense, where a good defensive player might help a poor one. If this defense is spread, it cannot hold up, due to individual weaknesses.

The Break from Offense to Defense: A quick reaction to the loss of the ball and the ability to get back on defense quickly is one of the first fundamentals. This break cannot be as fast as the offensive break because of the starting positions of the men. By stressing this fundamental, however, in practice through team play and talking, it may be developed efficiently.

Formation of Defensive Lines and Positions: The placement of the players in the defense is predetermined in some cases by the requirements of the position. Big men are immediately placed in the back line for rebound duty, while the smaller and faster men are placed in the front line for various reasons. The man sagging off in the front line should be smart, a good ball "hawk", a good rebounder on long rebounds, a good passer, and dribbler. Tall active men are best suited for this position.

The front line defense is placed at varying distances from the center line, according to the ideas of the coach, his material, and the opponents' offense. Some front lines are even with the front line, some three feet in front, others half way, and still others all the way to the center line.

Alternating Defenses

The policy on alternating defenses has great psychological and practical possibilities. Members of the Northern Division of the Pacific Coast Basketball Conference are a progressive group in the use of many defenses. A coach in that conference never knows what kind of defense he will meet in the next game. The Stanford team has used as many as three defenses in one game. In three games at Kansas City last March, we used a zone defense against Rice, a shifting man-to-

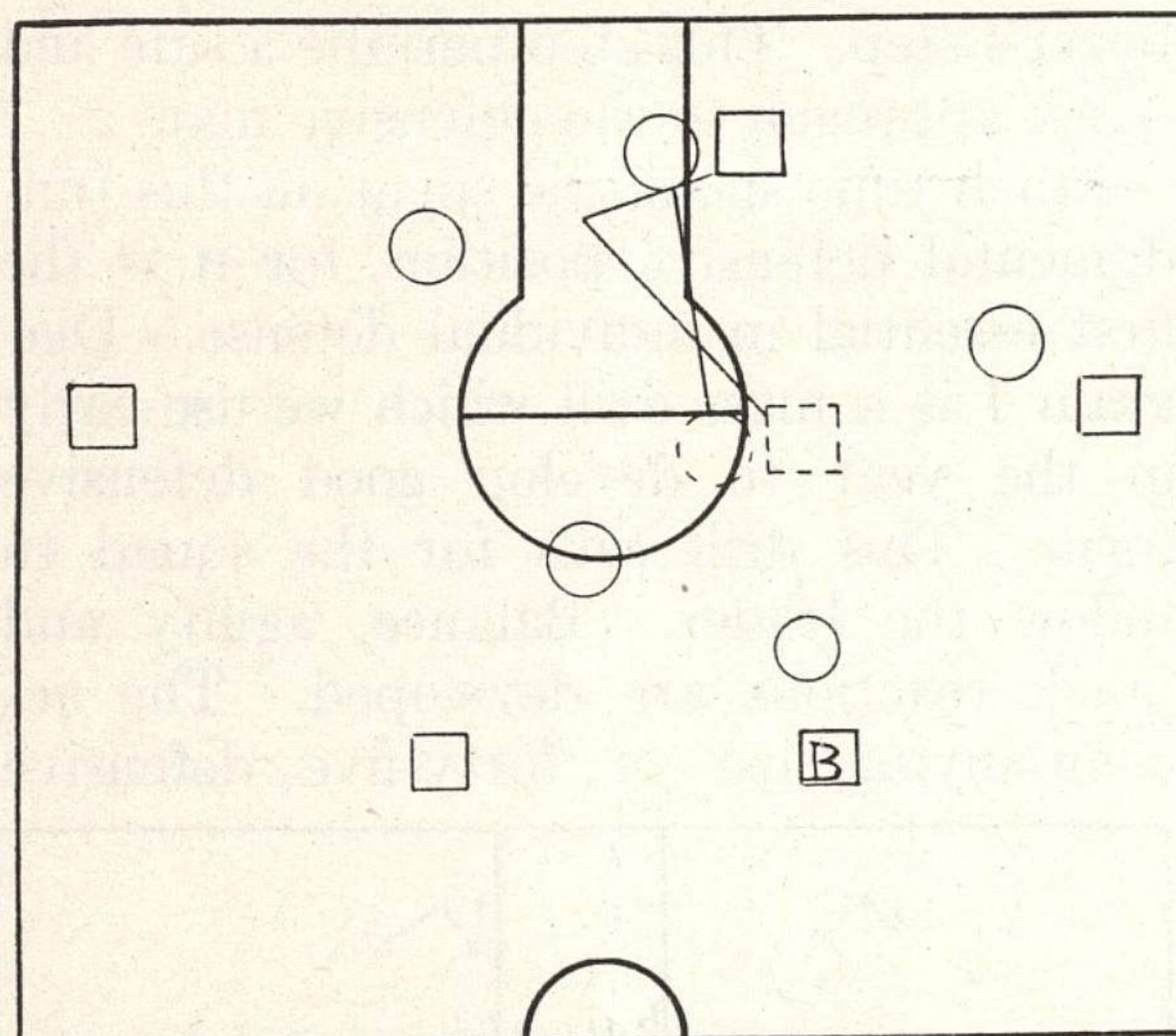


Diagram 2. Showing position of man-to-man defense with the ball at (B).

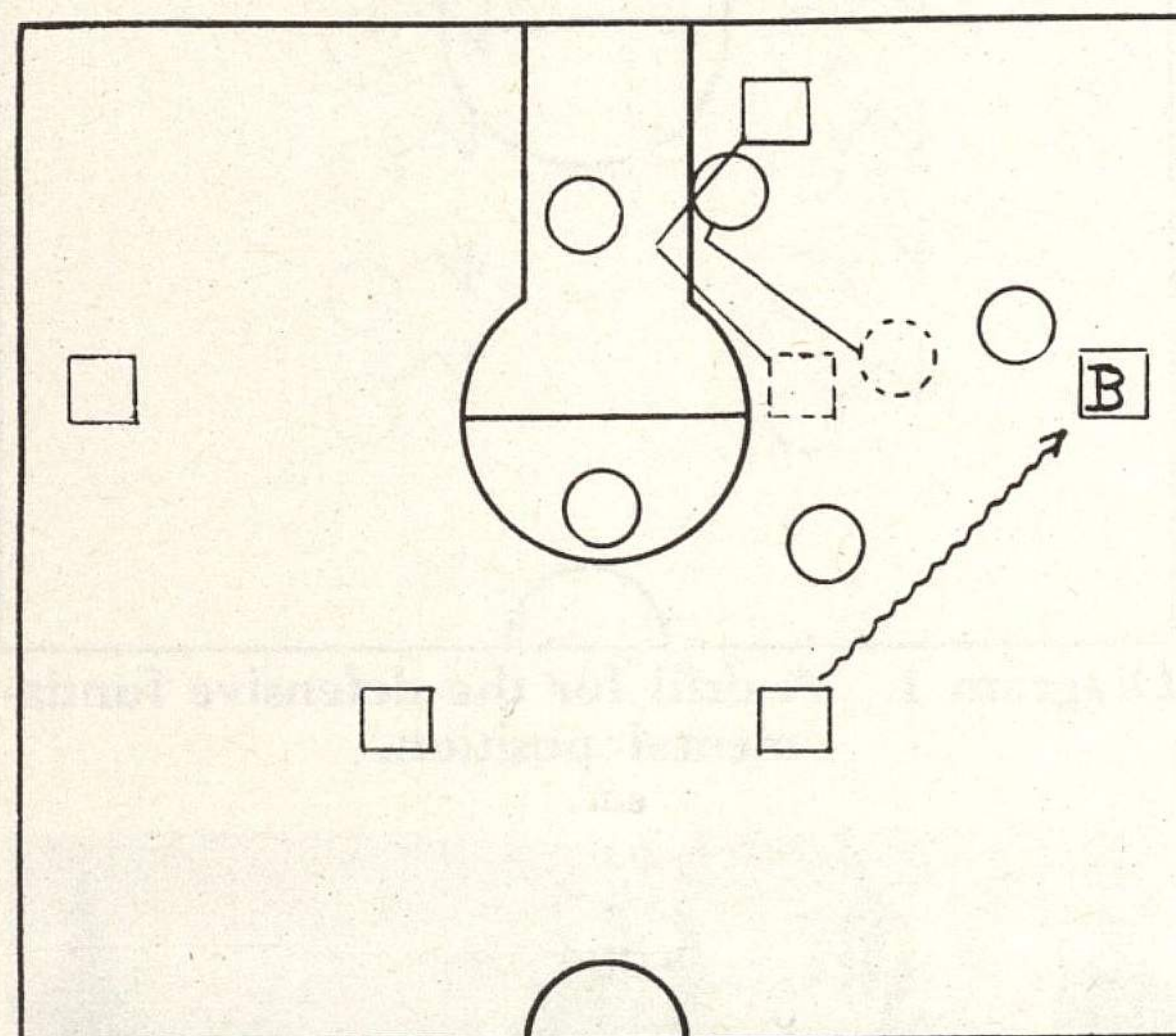


Diagram 3. Showing position of man-to-man defense with ball at (B).

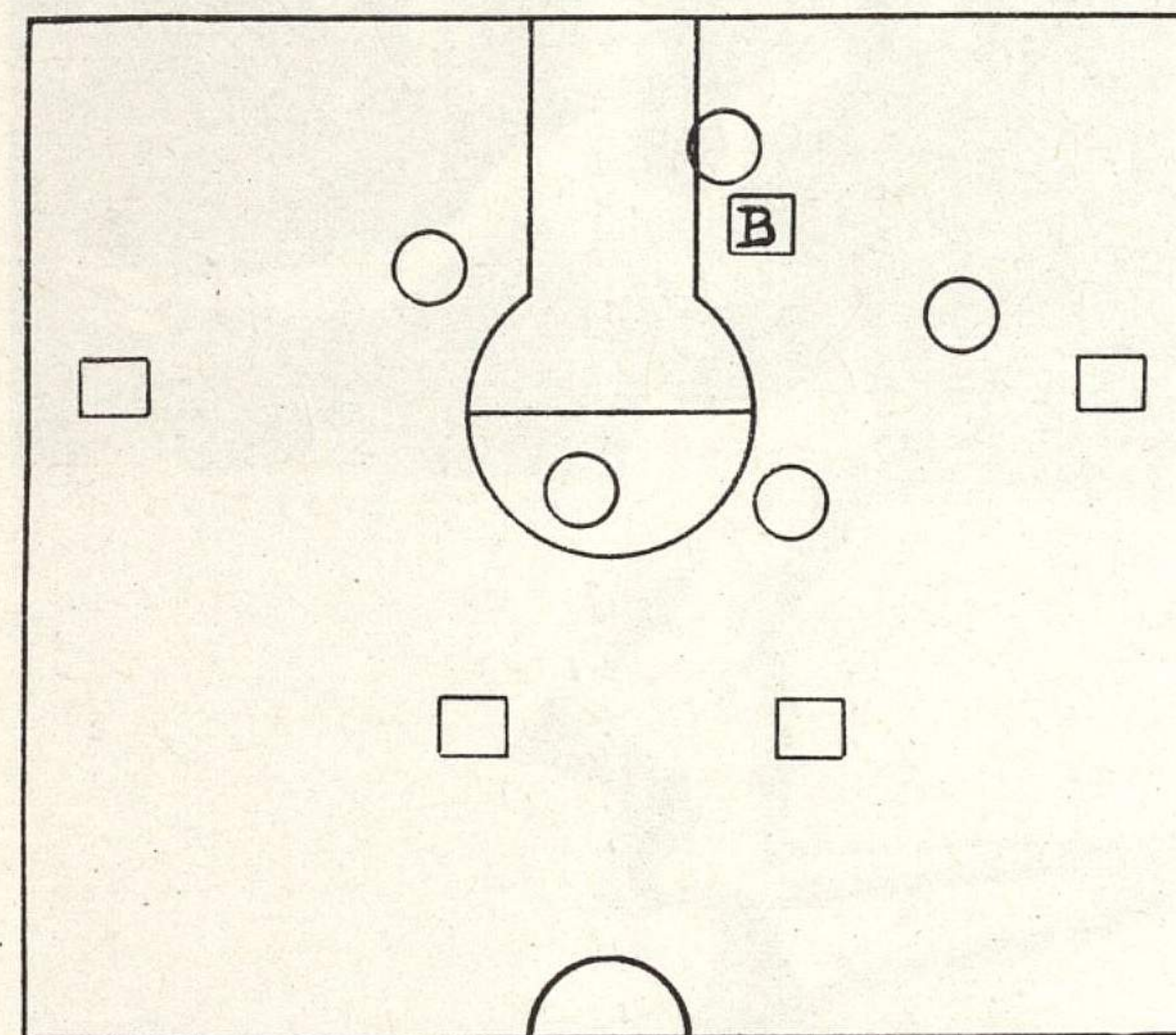


Diagram 4. Showing position of man-to-man defense with ball at (B).

man against Colorado, and an assigned man-to-man with necessary shifting against Dartmouth. We may not have played each defense equally well, but I believe we gained more than we lost by changing our defenses. It is not advisable to follow this policy unless the players are fairly experienced.

The Assigned Man-to-Man Defense

In our discussion of defense, no effort will be made to cover all defenses as one would for a text book. Instead, we will try to cover only those defenses which we have used in recent years. The following is a description in detail of the features of the assigned man-to-man defense. After we have had practice on most of the individual fundamentals, we are then ready to assemble the defense as a team unit.

The type of defense we have used a great deal is the assigned man-to-man defense with zone principle. Experience has proved it a reliable and all-purpose defense.

Execution: Since the players have had considerable practice in 2 versus 2 and 3 versus 3 offensive and defensive practice, it is easier to put together the team defense with its phases of team play. We try to show them these phases by placing a regular defense against a dummy offense. We familiarize the defense with the passing lanes and show how the defense must change position with each pass, in order to close those lanes partially or completely. As the ball moves around the "horn", all players shift and change position with each pass very much as in the zone, hence the zone principle attachment to the name. Diagrams 2, 3 and 4 show various positions of the defense according to the locations of the ball. B indicates the position of the ball. The weak-side guard and forward drop off as much as in a regular zone. The use of hands and arms should be the same. Talking by the back line and, especially, by the center

and weak-side guard is necessary. Much can be done in this early team defensive practice to show the players the effectiveness of over-sagging, of over-playing the passing lanes which will do much to make their opponents shoot over the defense. Shot charts may substantiate the coaching points in this defense.

The type of material will determine the shifting policy of a coach; we have shifted freely one year with this defense and very little the next year. The converging feature of this defense is hard on the pivot play.

Like all man-to-man defenses, the assignments are matched according to the ability of one player to guard another. In making the assignments, the factor of keeping good offensive and defensive balance is very important.

Advantages: 1. More efficient because of equal matchings as to size, speed, and cleverness. 2. Can place responsibility on each player. 3. Possesses strong motivating influences such as pride in good performances; placing one star against another brings out a desire to out-play his rival. 4. Strongest defense against delayed offenses or "stall" game. 5. Easy to teach. 6. Adaptable for two-timing stars. 7. Adaptable to an aggressive pressing defense. 8. Easier to learn strong and weak points of the opponent. 9. Regarded as the best all-purpose defense.

Disadvantages: 1. May commit more fouls—more fouls lose more games. 2. Uses energy in chasing the man. 3. Not as adaptable to the fast break as the zone. 4. Danger of playing the man too much. 5. More susceptible to blocks. 6. Necessitates more shifting. 7. Must be good individual guards.

The Shifting Man-to-Man Defense

This was the main defense used by the Stanford team during the 1942 season. It was more adaptable to our material which averaged six feet, four inches in height. Any team with men of that size should use some defense other than a strict man-to-man. The players were fast enough to play a good fast break which was aided by excellent defensive back-board play and a constant front-line defense.

Execution: This defense was massed in zone fashion as much as possible. It was hard to distinguish this defense and a zone defense, except in cases of diagonal cuts where no shifting was possible. We shifted whenever possible, in order to prevent the large men from chasing the smaller men as in the man-to-man. This defense resembles the old five-man defense with free shifting. Our assignments are more definite than in the five-man defense. In scouting our opponents, we learn their strength and weaknesses and know how much shifting will be necessary. Our assignments for a game are as fol-

lows: Center versus center, guards versus the forwards and the forwards versus the guards. The forwards may change sides or positions according to their opponent's offense. Usually our guards are temporarily matched in this way, the big guard will take the big forward, regardless of which side he came down and the smaller guard the smaller forward. This necessitates the guard being able to play either side of the floor. This type of assignment permits the players to start off with a matched assignment. Many times there is no advantage in this plan because of

frequent shifts, while at other times the play develops in such a way that there is a decided advantage. The guards shift with the forwards on all longitudinal blocks and with the center or other guard on all lateral plays. The defensive forwards shift with each other on all lateral movements, thus maintaining a constant position in the front line which serves as an energy saver and also gives us a fast-break advantage. The sagging-off and converging-to-the-ball feature is equally strong in this defense as it is in the zone. Converging on rebounds is a strong point also.

Advantages: 1. An energy saver. 2. Conducive to strong convergence. 3. Strong fast-break features. 4. Strong against the blocking game. 5. Players like it. 6. Strong against a short-shot game. 7. Keeps defense compact. 8. Will commit fewer fouls than in the man-to-man defense.

Disadvantages: 1. Weak against cut-away plays. 2. Weak against diagonal cuts through defensive forwards. 3. Makes for mismatched conditions on defense. 4. Inefficient shifting leaves men open. 5. Requires more team play than the man-to-man. 6. Harder to coach. 7. Requires players of same height and ability.

The Zone Defense

During the seasons of 1941 and 1942, the Stanford team alternated a zone defense with the man-to-man and shifting man-to-man. This plan was based on the theory that changing the defenses at intervals in a game would be confusing to the opponents and force them to play at a lower rate of efficiency. In most games the results correlated with that statement.

Execution: We used a 2 out of 3 in defense as illustrated in Diagrams 5, 6, and 7. The principle of the defense is simple, yet the defense is ineffective, unless there is high degree of team play. All players must shift in unison on every pass with arms outstretched and they must be alert to play the ball. It is necessary to talk to one another and help team mates on the borders of the zones. The arms should be kept *outstretched* to block passes, and *up* to block shots, in order to get the most out of the rebounders.

In our defense the center is the key man, since he is responsible for the zone in front of the basket and for the end line and corners. That sounds like a big assignment, but there is only one ball and the center goes to that side, in case there is an extra man there. See Diagram 7 for that play situation. When he leaves his position on that play, the weak-side guard sags into the center's zone in front of the basket. The weak-side forward slides back into the edge of the center's zone, taking anyone slipping in from the weak side or cutting into that part of the center zone.

Defensive Fundamentals

1. *Shift quickly from offense to defense.*
 2. *Locate the ball without lost time.*
 3. *Be alert for interceptions.*
 4. *Keep between man and goal.*
 5. *Maintain good balance with arms spread.*
 6. *Keep knees bent and weight forward and low.*
 7. *Wave hands to disconcert shooter.*
 8. *Use voice.*
 9. *Yell at shooter if he gets away.*
 10. *Talk to team mates.*
 11. *Play the ball through the man.*
 12. *Never let a good shooter take a deliberate shot.*
 13. *Play ball as it comes off the floor to break up the dribble.*
 14. *Chase the dribbler to sideline or corner.*
 15. *Be alert to shift for blocks.*
 16. *Watch the ball, the man, and blocks.*
 17. *Anticipate plays.*
 18. *Always shift to loose man.*
 19. *Block shooters away from rebound.*
 20. *Recover rebounds.*
 21. *Point to your man.*
 22. *Follow detailed movements of opponent.*
 23. *Don't commit yourself easily.*
 24. *Don't leave feet on fake shots.*
 25. *Make offensive man commit himself.*
 26. *Hurry passes.*
 27. *Crowd offensive man after his dribble.*
 28. *Drop in hole when your man hasn't the ball. Retreat.*
 29. *Don't watch passes too closely.*
 30. *Dominate the opponent.*
 31. *Master defensive fakes.*
 32. *Get rebounds if you have a fifty-fifty chance, otherwise stick to man.*
 33. *Encourage side-line passes. Stop middle passes if possible.*
 34. *Protect position against quick cut by opponent, by dropping off.*
 35. *Determination is half of defense.*
 36. *Good position makes defensive play easier.*
 37. *Don't foul—it loses too many games.*
 38. *Know how to scissor.*
 39. *Know when to shift and when not to.*
 40. *Go with the dribbler and use inside arm to play the ball.*
 41. *Play your man loose in the corners.*
 42. *Sag off plenty on the weak side.*
 43. *A guard should be well versed in offensive tactics.*
 44. *Be an offensive threat—it will worry your man.*
 45. *Take a mental inventory of the abilities of your man.*
-

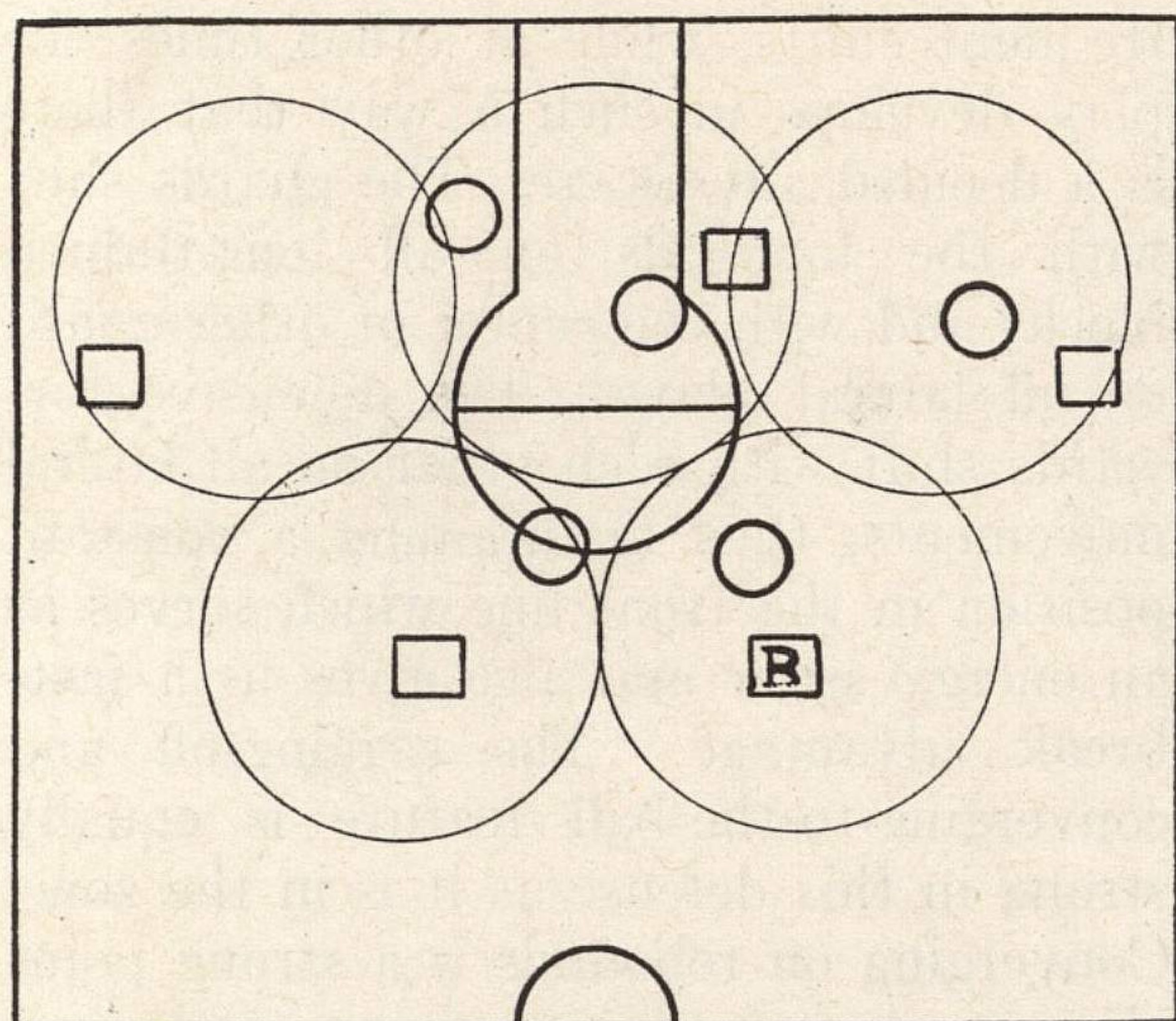


Diagram 5.

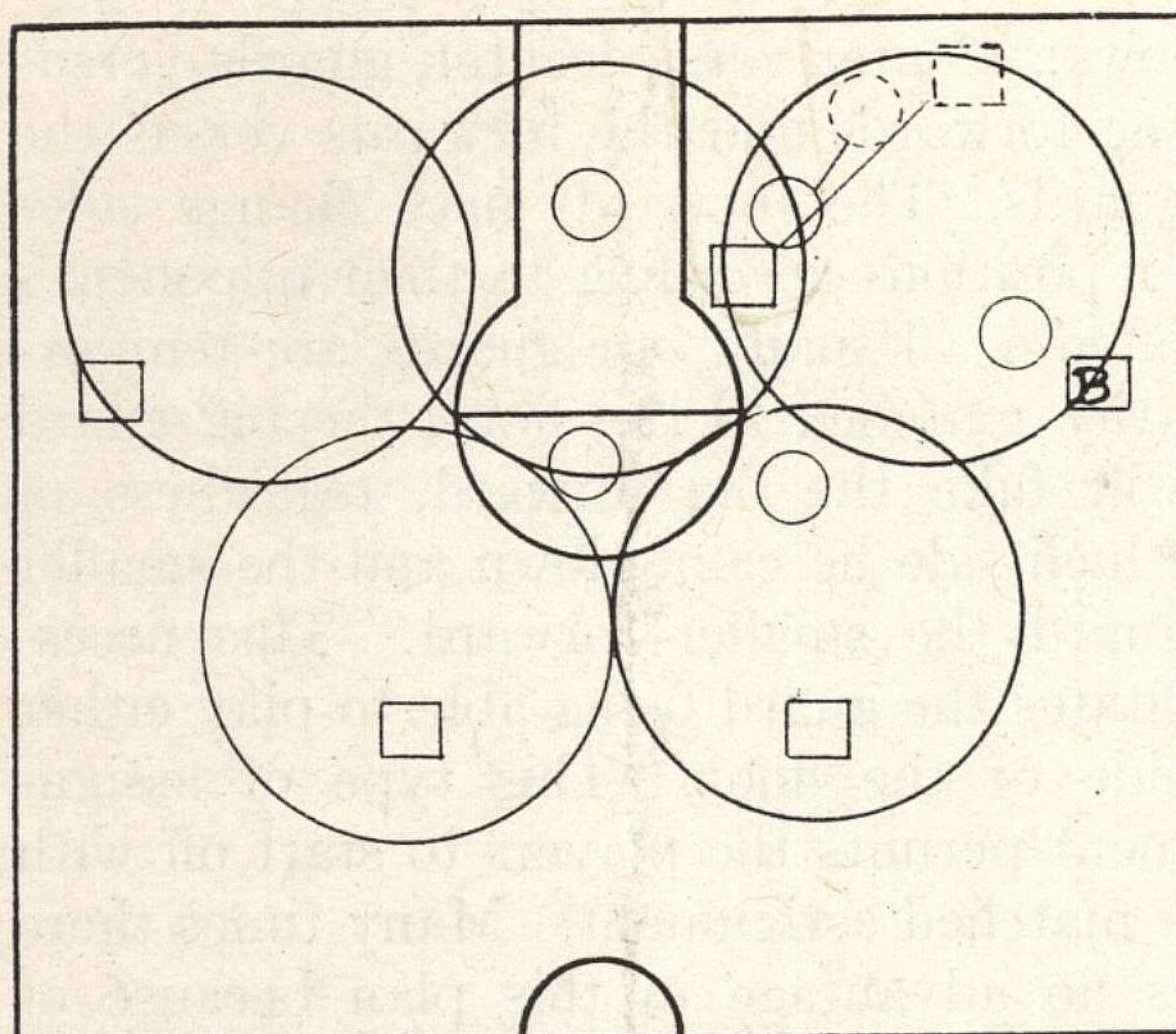


Diagram 6.

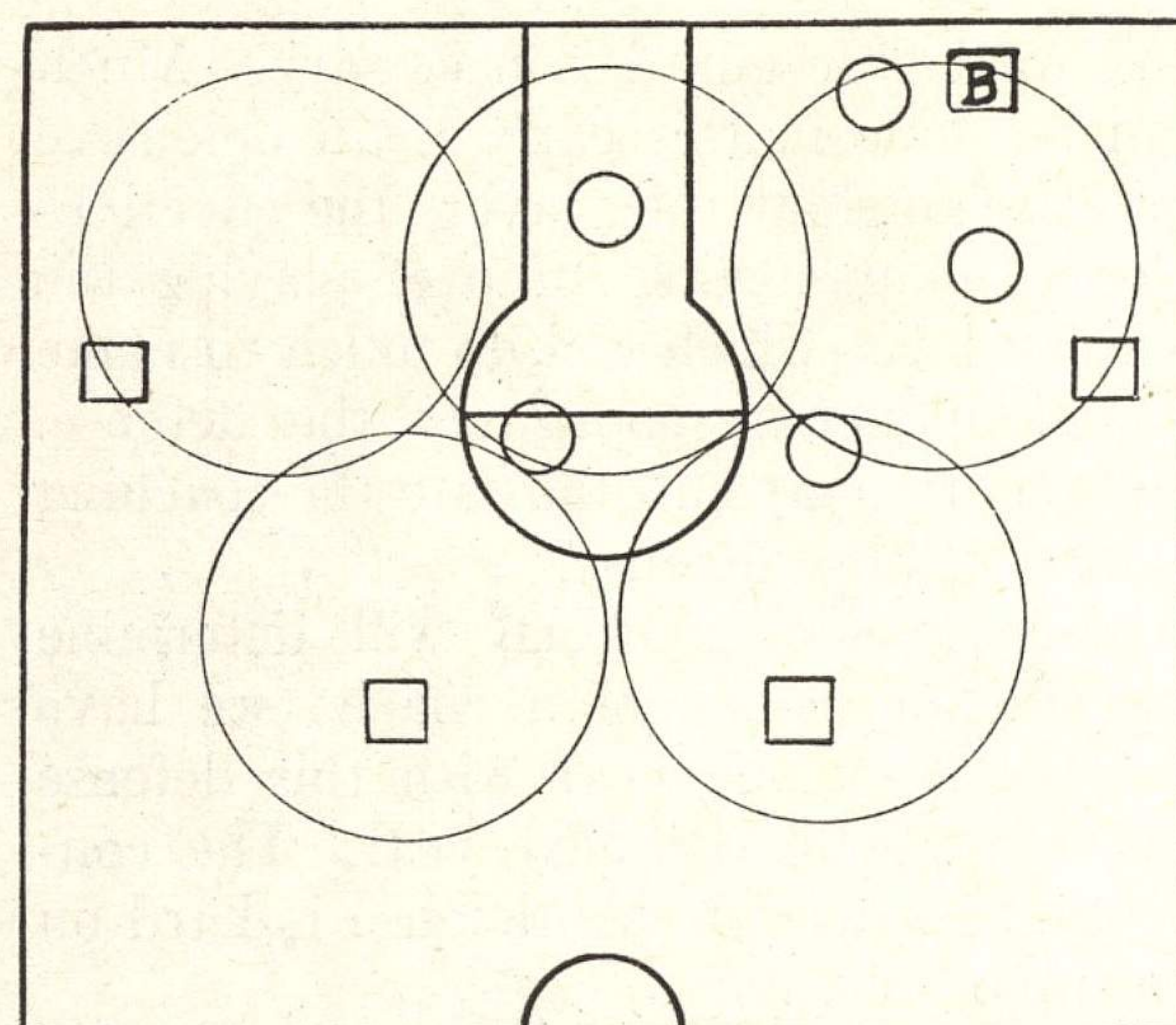


Diagram 7.

Advantages: 1. Stops a blocking game. 2. Saves energy of players. 3. Presents strong rebound positions. 4. Makes for a good fast-break formation. 5. Playing the ball makes for pass interceptions. 6. Especially effective on narrow floors. 7. Especially effective against weak-shooting guards. 8. Easy to coach. 9. Conducive to team play. 10. Big, tall, slow, defensive men can be developed into an effective

zone team, whereas in other defenses they would be less effective. 11. Less fouling means keeping the line-up intact longer, and less free-throws for the opponents. 12. Develops ball "hawks." 13. A strong defense against short shots. 14. A strong defense against a driving team.

Disadvantages: 1. Weak against a good-shooting team. 2. Weak against good side-shots and long shots. 3. Weak

against two men in one zone. 4. Weak against a delayed offense. 5. Requires more team play than man-to-man defense. 6. Prevents two-timing the opponent's star player. 7. Becomes less effective on larger floors. 8. Clever passing teams find the weak spots. 9. The type of player used in this defense is often very weak in the man-to-man defense.

It Can Be Done, It Is Being Done!

The Objectives of the South Carolina Physical Fitness Program

By John K. Cauthen

Director of Publicity, South Carolina Council for Defense

STARTING from scratch about six months ago, South Carolina has advanced its college and public school physical education program to the extent that it, today, includes seventeen colleges and three hundred and fifty high schools in which *compulsory physical training* has been inaugurated.

Special instructors, brought up to date at training clinics conducted by the army and navy, are directing the work in all forty-six counties of the state under the general supervision of the state director, A. P. (Dizzy) McLeod, football coach at Furman University, Greenville.

The first state in the union to adopt a compulsory program, South Carolina's efforts are being sponsored by the State Council for Defense and the State Department of Education.

Fifty-five South Carolina instructors, including Director McLeod, attended the recent clinic held by the naval pre-flight school at Athens, Georgia. The pre-flight methods of training have been adopted as official for South Carolina schools and colleges.

Aims and objectives as listed by Di-

rector McLeod follow:

"To give a well-rounded program in physical training and conditioning for all high-school and college boys of the state; to develop in every boy co-ordination, sense of timing and sense of balance so that he will be able to handle himself under the most trying conditions.

"We are resorting to various forms of athletics, such as boxing, track, natural gymnasium tumbling, wrestling, football, basketball, hand-to-hand and military drills, first-aid, calisthenics and other skills.

"Our plans have the full approval of the State Department of Education and of individual school and college heads throughout the state. Public school superintendents and principals readily adopted resolutions endorsing the physical education program, which calls for *an hour a day, five days a week.*"

McLeod said that a special program now is being arranged for girls, which will place emphasis upon nursing, first aid and hygiene in addition to physical training.

"So many girls and women are being called upon in various ways to win the war, that we want our school and college girls in South Carolina prepared for future emergencies," McLeod explained.

The work so far has been largely voluntary on the part of instructors, with the State Council for Defense financing incidentals, but it is planned at the January, 1943, session of the State Legislature to propose special state appropriations, so that the director and his chief assistants may devote their full time to the program.

Enthusiastic support has been given the program by Dr. William P. Jacobs, chairman of the State Council for Defense and president of Presbyterian College, of Clinton.

Dr. Jacobs commended the "excellent progress already made" and paid tribute to "the unselfish work of Dizzy McLeod."

McLeod, who was a football star at Clemson College, has been head football coach at Furman for the past ten years and has been eminently successful. So great has been his personal enthusiasm for the work that he has taken special physical training courses to become better prepared for the vigorous campaign he is conducting throughout the state.

McLeod is among those who believe that the program should include boys and girls of thirteen and fourteen years of age who are still in elementary schools. In this connection he states:

"The younger we start teaching them the right kind of exercise and habits, the better men and women they will make, whether or not they are ever needed in winning the war. I think, as a matter of fact, that the physical training program should be continued as a permanent policy in our schools and colleges.

"We have in this country put much emphasis on 'spectator' sports. I think it is great to have enormous crowds enjoying football, baseball and the other sports as spectators, but at the same time we should encourage participation in actual play by more of our boys and girls. I believe that the program we are now getting under way as a war measure

November 4, 1944.

Mrs. Alice K. Griffith,
The Athletic Journal,
6858 Glenwood Avenue,
Chicago 26, Illinois.

Dear Mrs. Griffith:

Yes, ma'am, I am planning to write on the various defenses. I believe that I can present a pretty good article for you. I had in mind that I preferred an article on how to meet the fast break, razzle-dazzle offense when they pick you up all over the floor. But your article that you now have is entitled "How to Combat a Pressing Defense".

Yes, it is sometimes called a "forcing defense", but I believe pressing is better. That means, of course, when they pick you up all over the floor. As soon as "A" team loses the ball, "B" team members immediately pick up their opponents without the retreating defense which is so much in vogue.

I expect to come to my office tomorrow, Sunday, to work on the article and I will have it polished and ready for you in the prescribed time.

I want to congratulate you upon your effort to unify the basketball nomenclature. The Athletic Journal has contributed much to the nomenclature. So many coaches still use the term "block" when they mean "screen". Screening is legal, and blocking is a foul, but a majority of the coaches use the wrong terminology even to their boys when they are coaching as well as in writing articles.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

P. S. You know, Mrs. Griffith, I have something that I could show the coaches that I think would be worth while if it didn't get in on the field

of the article that you already have, namely, how to thwart the defense when they pick you up all over the floor. It is an orderly article and I approach it by showing the set plays in the offensive half of the court. Then I show the principle of eluding the defense when they try to pick you up far down the field.

I lecture on this at the Iowa State High School Athletic Association Coaching School at Boone, Iowa, this summer, and also at the Kansas State Athletic Association Coaching School in Topeka, Kansas. It is something that has never appeared in print and this might be a better article if it is not too much like the one you have.

I am wondering if you would be averse to sending me a galley proof of the article that you have so that I could read it, and if it doesn't touch this article I think it is something entirely new to the coaches of the country, generally speaking. It is my own invention and I have never published it heretofore. So many teams are upset by this razzle-dazzle game that an orderly way of meeting it would be, I am sure, appreciated by the majority of coaches. What do you think?

F.C.A.

THE ATHLETIC JOURNAL

6858 GLENWOOD AVENUE
CHICAGO 26, ILL.

October 31, 1944

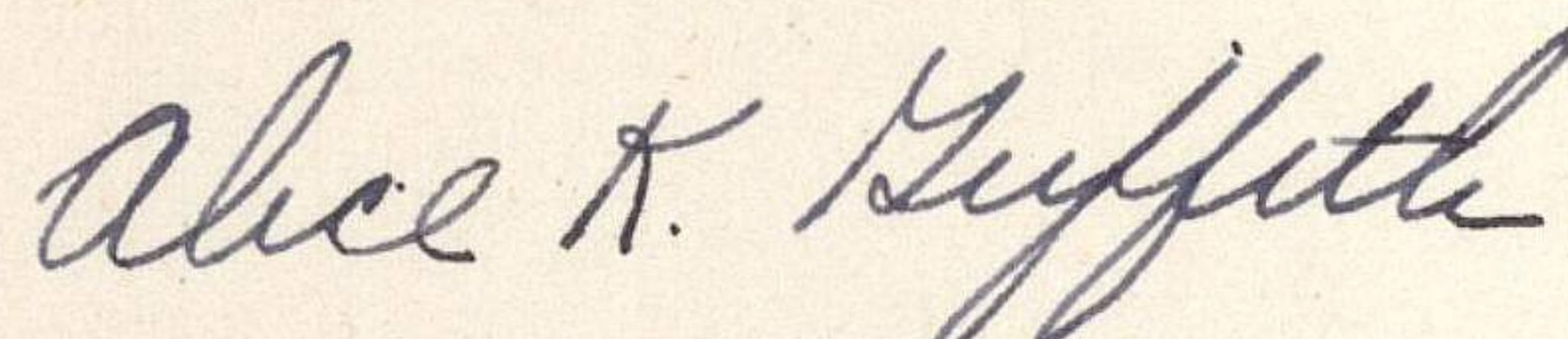
Dr. Forrest C. Allen
Basketball Coach
University of Kansas
Lawrence, Kansas

Dear Dr. Allen:

Thank you for your letter of October 19th, and so there will not be a slip-up, I am writing you to advise that I am counting on you for an article on or before November 15th for the December issue. Are you planning to write on the various defenses?

I have promises of three very fine articles - one by Frank Keaney of Rhode Island State on fundamentals and one by Everett Dean. We should be pretty well represented nationally.

Yours very truly,



Alice K. Griffith

AKG:MA

October 19, 1944.

Mrs. Alice K. Griffith,
The Athletic Journal,
6858 Glenwood Avenue,
Chicago 26, Illinois.

Dear Mrs. Griffith:

Our Homecoming game is with Nebraska here on Saturday, October 21. Therefore, I think it would be wiser for me to plan to have the article in to you on or before November 15th.

I will be very earnest in getting you the best possible article that I can create.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

THE ATHLETIC JOURNAL

6858 GLENWOOD AVENUE
CHICAGO 26, ILL.

October 17, 1944

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

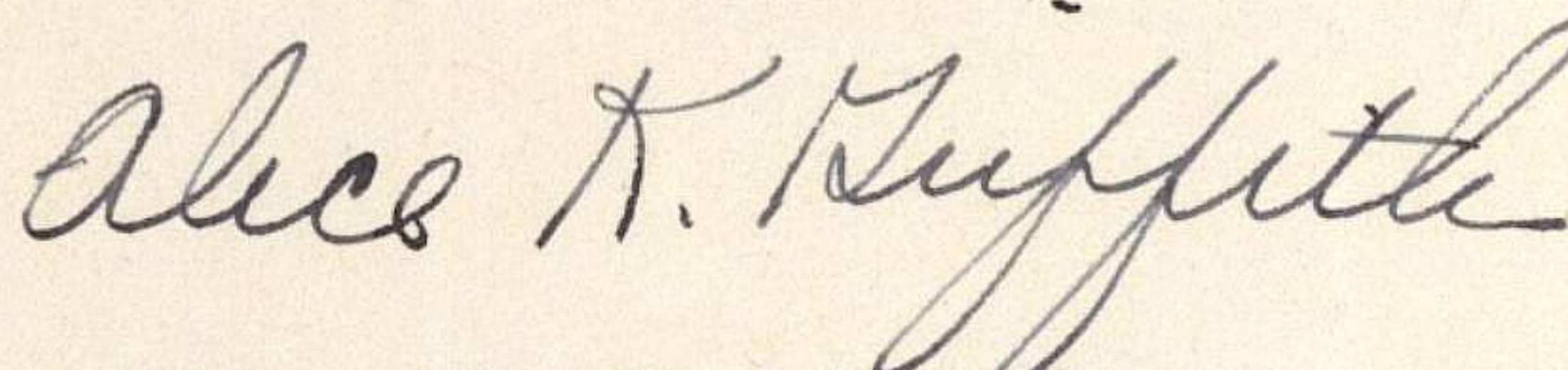
Dear Dr. Allen:

Thanks for your willingness to write another article, according to the letter from your secretary.

I had hoped to have this for the November issue, but I do not want to hurry you too much. For the November issue, I should have the copy by October 23, for the December issue, on or before November 15.

I will leave it to you as to the issue.

Yours very truly,



Alice K. Griffith

AKG:MA

October 12, 1944.

Mrs. Alice K. Griffith,
The Athletic Journal,
6858 Glenwood Avenue,
Chicago 26, Illinois.

Dear Mrs. Griffith:

Dr. Allen has received your check and letter of October 3rd, and asked me to acknowledge them in his absence. He will return to his desk in a day or so, and at that time expects to answer your letter in full.

Do you have a deadline on the article on basketball? Dr. Allen will take the assignment you suggest, and will appreciate it if you will tell him how soon you need this material.

Sincerely yours,

Secretary to Dr. Forrest C. Allen.

DOUBLE TROUBLE FOR POOR FUNDAMENTALISTS

Forrest C. Allen

The #1 and #2 troubles for inexperienced and non-versatile coaches are the fast-break offense and the offense working through the so-called zone or territorial defense. Before a team can fast-break successfully, it must master the fundamentals of dribbling, passing, catching, pivoting, and ball-handling. During such fundamental drills, the practicing players should move only at three-quarter speed. A common mistake among coaches is to permit their players to move at full speed. Such practice increases hyper-tension and fumbling.

Most players dribble too much. A player should dribble only when he needs to break into the open for a good pass. Dribbling is comparable to a broken field run in football. A dribble should be used to get into an open area. Then a pass or a cut is indicated. By thoughtlessly bouncing the ball to the floor without bettering his position, frequently a player uses up his dribble without results. A clever guard will be quick to cash in on such a dribbler and will play the thoughtless dribbler excessively tight when the ball comes to a rest in the dribbler's hands.

In close contact, only the low dribble should be used. The drag-dribble is useful when the dribbler must expose his hip and shoulder to the defensive guard-- when an immediate necessity forces him to keep his body between the ball and his opponent. A clever dribbler, with versatile repertoire, will frequently employ the hook-pass combined with the pivot and back-pass.

A good passer is more valuable to a team than is an expert goal shooter. And five good passers on one team should insure a championship outfit. When an offensive player with the ball in his possession passes to a teammate in an unguarded position and the passer automatically moves to an unguarded position, all the while timing his cut and pass, we have a beautiful demonstration of perfect offense.

A passer should lead a team mate, who too is moving rapidly down the court, with a pass elbow high and one-half an arm's length to the front. Any offensive player, moving down the court, should be at least six feet from the sideline and always converging toward the center. He should pass at angles and run in curves--always converging inward. Should a fumble occur, a player who runs closer than six feet to the sideline will lose the ball, on out-of-bounds, to his opponent.

The ball should always be passed zig-zag across the court. When in the center of the court a player should pass forward and toward the sideline to a player cutting in. If the offensive player is six feet or more from the sideline, the pass should always be forward and toward the center or across the court. The ball should always be moving forward and, if possible, at an angle. A pass, made lengthwise down the court, is easily intercepted and requires less guarding than the zig-zag or cross-court pass. A crafty team will always use fast-break plays on opponents when it has them outnumbered. But when the defense equals the offense in number, set plays should be used.

A ball the size of a basketball should be caught easily. The chief cause of fumbling, I believe, lies in the tendency of the player about to receive the ball to shift his eyes to the area to which he hopes to pass or to shoot, instead of following the ball's flight until it rests snugly in his hands. A player catching a ball should always shift his body directly back of and in line with the flight of the ball rather than to reach out and endeavor to pull the ball toward him. Eyes on the ball until the ball is actually caught, is the thing to remember constantly during the heat of battle.

The pivot should never be used when the player can pass the ball forward. When pivoting the head and shoulder on the pivot-foot side should be brought back and down. Then the weight of the body will naturally give in that direction. Many feints and shifts do not materially affect the body impetus. Feints should be made with the head and shoulders and not with the hands and forearms. If a player is driving down the court and is unable to pick out a team mate in front of him, he should pivot and look for an opening for a back-pass to a team mate, who can follow with a forward pass or a drive toward the basket.

Shadow-dodging and stopping are invaluable practices in perfecting shifty footwork. The dribble, the pivot, the side-step, the feint, and the dodge have revolutionized the game of basket ball. Before the dribble was permitted, the player could advance the ball only by passing it or batting it forward. Now, the game is not unlike checkers, but instead of jumping over the man, as in checkers, the

successful basket ball strategist will legitimately draw the guard out of position by dribbling , and then by pivoting and back-passes at a different angle,- thereby reversing the defensive effort. A forward pass following the back pass permits a strategic thrust with a scoring effort in the offensive area. A great player will never, for a single instant, ^{forget} this admonition: If a player cannot pass the ball forward to ^a team mate, a pivot will introduce him to the other one-half of the court where he is almost certain to find a team mate open for a release pass.

As a monkey handles a cocoanut so should an expert ball handler handle a basket ball. After catching the ball, head work and foot work combined with ball handling are prime essentials. A skillful ball handler will keep his knee constantly bent so that he may protect the ball with the most advanced parts of his body. He will keep his head and shoulders back and away from his opponent. By keeping his head back, his peripheral and depth visions are accentuated. In such versatile position the player can pass or hook the ball forward. He can readily pivot off his rear foot and feed off at any angle. Or, when finding his opponent drawn out of position, he can swing into a low fast dribble to free himself from his converging opponent. In the interesting family of fundamentals, ball handling, pivoting, catching, passing, and dribbling are all first cousins.

The #2 trouble maker for young and inexperienced coaches is their inability to teach a team to work through a set or a stratified zone defense, which incorporates a part man-to-man and part zone defense. Most coaches are well acquainted with the procedure of working

through a set man-to-man defense. Therefore, we shall not take
added print space to discuss
added print space to discuss this matter here. There are ways to
chart an offense through any defense, if the offensive team is
both intelligent and crafty. For a coach to decry a team for using
any type of defense that does not violate the rules of the game, is
an admission of his own weakness.

Too many basketball coaches teach rapid movements of the ball
to beat a zone defense. This is only part of the answer. There are
passing and moving lanes through a zone defense, and all players must
be on the move while the ball is being manipulated from place to
place, - quite the same as traffic is moved in a congested zone. A team
^{intelligently}
By/working through a zone defense quite the same as it works through
a man-to-man defense, will win a fair percentage of its games.

Everett Dean, coach of Stanford's N.C.A.A. champions of two
years ago, said that many of his contemporary coaches did not under-
stand how to break through a zone defense. Kentucky defeated Illi-
nois Whiz Kids two years ago, and this year defeated Ohio State with
a combination man-to-man and zone defense. What one coach calls a
combination of man-to-man and zone, another may call something else.

A few years ago, Coach Johnny Bunn of Hank Lusetti-Stanford
fame, was watching Jim Kelly's DePaul University work-out in Chicago
before the National Association of Basketball Coaches. A prominent
coach remarked to Bunn that Kelly was using a straight man-to-man
defense. Coach Bunn replied, "I use the same type of defense and I
call it a combination of both." So it goes.

The coach who refusesto let his team try to penetrate a zone type of play frankly admits that he has not mastered this phase of basketbball. If a zone type of team is behind in the score, it is a cinch that it will have to come out after the ball. If such a team doesn't it will not have to worry long. Next game, there will not be many cash customers out to see them play. Coaches owe ~~to~~ their public, a colorful and scoring team of action. When players move systemati- cally over the floor, action results. And when coaches teach their charges the paths of the scoring lanes and skillful passing, scoring will result.

Herewith, we list two diagrams which call for movement of the men and movement of the ball with a synchronized nicety *in penetrating the zone defense.*

Key to Symbols:

Defense-- □

Offense-- ○

Player with ball-- ⊗

Players moving to new positions-- □ ○

Diagram I:

*Diagram 80 - Play 1
Better Basketball
p. 292*

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 ~~the~~ guard, ①. At this juncture, ① cuts out in front of 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 manipula-

tion 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 be passed back easily 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.

Diagram II:

Diagram 82, - Play 3
Better Basketball
p. 294

Here, the same setup is used as in Diagram I. The offensive guard ④ snaps the ball to ③ and then ④ cuts across the court diagonally, at the same time calling for a return pass from ⑤. In reality, he is continuing on for the apparent purpose of screening ①'s guard. As soon as ③'s passing lane is cleared by ④, ③ snaps the ball to ②, who comes up quickly from his position to receive the ball. ③ drives to an unguarded spot and receives the return pass from ②. ④ floats off to his own side of the court as he did in Diagram I. He receives a snap pass from ③, who by this time has worked himself into a position to shoot for the basket. The rapid and artful manipulation of the ball has caused the defense to

become flattened or to retreat. This new situation will enable ③, the man in the center offensive position, to get a close-range shot for the basket. If he is not in a favorable position for the shot, he can pass back to ⑤, who slides for the pass-out. For the rebound work, ② covers his side of the court. Now, ① can swing ~~down in front of~~ the basket and cover that rebound. ④ can swing down and in toward his own left side of the basket to cover his territory. In this way, all three sides of the basket are covered, and, should ③ follow in after he shoots, ① can slide out and trade places with ③.