Arthur Lonborg (Northwestern University)

in basketball as the elimination of the center jump. In the first place, as I see it, the center jump is definitely a part of basketball and quite properly so.

I am opposed to working the boys any harder than necessary and that is exactly what doing away with the center jump would mean.

Every one knows that basketball is it is played today is one of the most strenuous sports. Take away the center jump and you'll make it even more strenuous.

The pause that follows every score while the players line up for the next jump gives every man a chance to catch his breath and to snatch a moment's rest.

College boys are young these days and they need that added instant of relaxation. Putting the ball into play from the side lines would extend the average actual playing time of a game almost five minutes and that is asking too much of the players."

All these quotations are from Associated Press articles carried in the Newark Evening News. They support the arguments against the irrational awarding of the ball to the opponents out of bounds after a success ful foul goal.

THE REWEDY

Retain the center jump as usual after each goal, but take time out while the ball is being returned to center. Time would be out from the time the ball entered the basket until it reaches its height when thrown up at center. Time out to be taken during return of ball to center, after each field goal, or foul goal.

The "pall-bearers walk" back to the center circle cannot rightly be considered as a part of the playing game; it is more like the
lull between plays in football or innings in baseball. That little rest is needed and is good for the players, but it should not
be counted as part of the playing time, for no playing is being done
then.

These time-outs after scores would have considerable playing time. Teams and spectators both would thus benefit.

How much time would be saved? In an experimental game of 32 minutes (4 quarters of 8 minutes each) the time saved was

of 9.6 seconds by stop-watch timing were saved. In a 40 minute game more time could be saved.

The above results compare favorably with those of others: Coach Bunn of Stanford said that the return to the centre circle uses 9-12 minutes (of the 40) playing time. 7-12 seconds can be saved after each goal.

Madison Square Garden Statisticians state that time wasted for centre jumps, held balls, and out of bounds plays vary from 3-13 seconds, 10 min. of playing time was lost in 1 game. Coach Edwards of Missouri claims 4-8 minutes could be saved.

A New York Sun newspaper stated that "Experiments have shown that with the other system in use (no centre jumps) the time actually devoted to play is increased by about 15 per cent." This time could be saved of course by merely stopping the timing device. Coach Lonborg has results which show that 5 minutes can be saved. 5 minutes seems, therefore, a conservative figure.

The score of the game enters into the consideration. The smaller the score the less the time saved of course, but the more valueable too. In a close game a few minutes may mean everything. The larger the score, the more time saved.

In my own experimental game the score was 42-21, resulting from 26 field goals and only 3 fouls.

This time-saving idea applied to other games would work out as follows:

| Games | | Goals | Goals | Goals | Saved each | Saved |
|---|---|--|---|---|---|--|
| 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 12. 13. 14. 15. | 26-19 24-23 31-30 35-23 36-31 58-41 36-34 45-26 22-20 28-23 36-20 42-36 34-31 44-27 26-24 | 18 15 24 21 26 36 55 77 17 17 25 22 28 18 | 9 17 13 16 15 20 16 17 22 21 15 14 | 27 x 32 x 37 x 41 63 x 45 x 29 x 34 x 39 x 53 x 43 x 43 x 32 x | cn. jump 10 sec. | 4.5 min. 5.3 6.1 6.8 15.0 7.5 4.8 5.6 6.5 8.1 7.1 5.3 |
| | | | | | Total Average | 104.0 6.9 Min. |
| H. School Games | Score | Field | Foul | Total | Av. time Saved each | Time Saved |
| 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. | 43-14 33-32 28-21 30-19 19-11 35-14 24-9 33-30 36-10 36-10 | 21 22 18 21 28 13 25 23 19 | 20 21 37 4 13 7 13 9 19 | 41 x 43 x 33 x 28 x 22 x 31 x 20 x 38 x 38 x 38 x | in. jump lo sec. Saved each on. jump lo sec. | 6.8 Min 7.1 5.5 4.6 3.6 5.3 6.3 6.3 |
| | | | | | Average | 54.9 5.49 Min. |
| | | | | H. School and College | Grand Total Average | L 158.9 .6.4 |
| | | | | | | |

Total

Av. time

Time

Foul

Score

* 20 ... 21.

Field

College

Saving an average of $6\frac{1}{2}$ min. is convincing evidence. So, retain the centre jump but take time-out while the ball is being returned to centre. No better and fairer method of putting the ball in play has as yet been devised.

To lessen criticism of the center jump, to remedy the "giant-dwarf" situation at center, to make more fair and just the jump, have all five men on a team take their turn at the center jump.

Rotate the players clockwise; center first then L. F., R. F., R. G., L. G., etc.

Several good reasons present themselves;

- 1. Rotation would de-emphasize elephant-itis of centers. Teams would have five "players", instead of four and an "Eifle Tower."
- 2. Less wearing on centers who even now are called upon to jump, at center alone, after field goals only, approximately twenty times. That is too many for one player, centers now are left with less energy for playing. If rotation were adopted, they would have more.
- 3. Gives all five men a chance at that phase of the game just as is done in foul-shooting, and ordinary jump balls.
- 4. Spreads the "work" of jumping. Even when there is a center jump ball after each goal, field and foul, the average number of jumps which each player will have to make is only 3 or 4. Approximately 1 jump each quarter! These figures come from the same games as were used to calculate time saved.
- 5. The average size of two teams probably is more nearly equal than is the size of the two opposing centers. Exceptions, of course.
 6. One team would not always control the tap-off.

The Rotation Notion is merely complementary to the time-out after goals idea, not inseparable from it. They can be combined, but need not necessarily be. Each can be used independently of the other. But to me they belong together, both working toward the same end, a better ball game for player and payer.

Now, gentlemen of the press, if you think there is something to the criticisms and suggestions just given, may I ask three things:

1. Publish the stuff

with them the way a section of the court of

- 2, Let it soak. Alow those interested time enough to fermulate their own opinions.
 - 3. Ask the prominent coaches their opinions.

Possibly a fourth will follow. If the reactions are favorably inclined, the ideas could be put to a clinical test. A test game could be put on at the end of the present season, to which all coaches, officials, etc. could come to see how the ideas work out in a game.

Sincerely yours,

H. Carl Sailer, Dartmouth 125

Coach Orange High School
Orange, New Jersey

In view of the fact that I have been a very close follower of basket ball, for many years, and, in my own humble way, have tried to make a study of the game, it seems to me that any radical changes in the rules are considerably out of order. I base this opinion on the fact that the game has grown in popularity with the fans in general, by leaps and bounds. By reason of the fact that I attend many games, I have come in contact with all classes of fans, and the only criticism of the present game, that I hear voiced generally, is with reference to fouls. Outside of the fact that some officials call them too close, and some not close enough, which condition is difficult to remedy, I am of the opinion that the game could be greatly improved in the following manner:

Classify all fouls, except technical, as either major or minor fouls. This should not complicate the game whatever, as some definite standard signals could be made for officials to flash to the scorer. In the major foul class I would place any that have a tendency toward roughness, for example, charging, blocking, tripping and shoving. Minor fouls should include hacking and holding.

Allow a player to participate in each half, until he has three fouls called against him. In this manner, both teams would start the second half of the game with a clean slate, so far as fouls are concerned. It is very obvious that a player having three fouls, under the present rules, does not play the game he is capable of, particularly on defense.

compel a player to leave the game permanently, after committing three major fouls, the same as he does at the present time on four, - major fouls to carry over from the first to the second half; in other words, at any time that a player commits his third major foul, he is out. In this manner, the penalty for roughness would be greater than it is at the present time, but would be less for minor fouls. After all, allowing a player two free throws for being held or hacked while shooting is already quite a penalty, when the percentage of successful shots is taken into consideration.

The only additional burden resulting from this change in rules covering fouls would fall on the scorer, and even this I would not consider a burden, as he would simply be compelled to have some foul classification in his markings. Obviously it should not make a particle of difference to the officials, as even now they must know immediately what foul they are calling on a player.

In addition to the suggestion on the change in the foul rules,
I am certain that the elimination of the "center-jump" would not prove to be
popular with fans in general. I believe, as I have often read, that taking
the center-jump out of basket ball would be like taking the "kick-off" out of
foot-ball. It would eliminate the air of uncertainty, which I believe a very
interesting phase of the game. Another reason, which I consider a more
important one, for keeping the center-jump, is to give the players that slight
pause after every score is made. Altho: it is of short duration, nevertheless
it helps, in view of the fact that basket ball is a very fast and tiring game.

This suggestion for change in the foul rules is submitted with the thorough conviction that it will meet with popular approval. I hope it will be given sufficient consideration to at least be brought up for discussion.

As a result of its record the Minot team accepted the invitation to play the champion of South Dakota in the first Dakota championship at Aberdeen, South Dakota, on Thanksgiving Day, to be reported on this page next month. The Sombrero Day affair, so called because the governor of the state on the losing side will present the governor of the winner with a new 10-gallon hat, is the first of its kind to be held and has done much to add interest to the football season in both states.

Coach L. C. McMahon's "Braves" of Mandan enjoyed a good season with no defeats but with two ties on the books, and one game left to play as this is written. Marty Engh's Wahpeton team turned in a similar record, no defeats, two ties. The Lidgerwood H.S. team, coached by Leo May, had an unusually good season, with no losses, one tie. Leo Schweinfurt's Grafton team and Minot Model, coached by W. D. Allen, had only defeats by the Minot Magicians to mar their records.

8-semester rule

At a recent meeting of the State H.S. League in charge of athletics the following rule was passed: "No student having attained the eighteenth anniversary of his birth shall participate in any interscholastic contest after his eighth semester in high school or after the seventh if this eighth does not follow consecutively after his seventh." The rule will take effect with the start of the basketball season. Another important ruling passed at this meeting extended the membership of Class A schools to all high schools with an enrollment of 250 or more. This will increase the number of entries in Class A from 8 to 12. This necessitates a three-day basketball tournament and marks the first time that more than eight teams have been allowed in the state championship play-off. Schools that will come into Class A under the new arrangement are: Williston, Grafton, Dickinson, and Wahpeton.

To have six-man football champs

Six-man football promises to become a popular sport in the small towns of North Dakota. The Barnes County League, organized by Jim Morrison, coach of Valley City Teachers College, has enjoyed a successful season. The Northwest North Dakota Conference has a committee to start "the ball rolling" next fall. The Consolidated High School League has taken steps to name a state champion of six-man teams next fall, either on a percentage basis or in tournament play.

L. A. White, superintendent of Minot Schools, was recently re-elected by the High School League to his position on the Board of Control. He has been on the board and secretary of the League for a period of eleven years.

The Coaches' Association is organizing units in each of the 16 basketball districts. Northwest North Dakota has already set up such a group with officers as follows: President, H. L. Robertson, Minot H.S.; vice-president, J. W. Coleman, Minot Teachers College; and secretary-treasurer, Glenn Iverson, Berthold. It is the intention of these sectional groups to hold regular meetings of coaches and officials to discuss rules and the technique of officiating games.

A committee of coaches has been selected by the North Dakota H.S. League to investigate the possibility of maintaining a list of approved officials for the state.

HARVEY L. ROBERTSON, Minot H.S.

Texas

HE University of Texas Interscholastic League, recognized as one of the most efficient high school organizations in the nation, supervised football in 531 Texas high schools this season, all playing interscholastic ball.

The teams are grouped in three classes: Class A, with student bodies of 500 or more; Class B, with student bodies of 150 to 500; and Class C with less than 150 students. Any team is permitted to play in a higher bracket than its enrollment indicates but may not play in a lower class.

The Class A teams are divided into 16 geographical districts, the championship of which is decided entirely by the district committee by the Saturday after Thanksgiving regardless of ties or anything else. These 16 district champions play an elimination tournament (three successive Saturdays), with the final being played during the Christmas holidays.

The Class B elevens are divided into 40 districts. Four districts are then combined into a region, and a re- [Continued on page 26]









A VARIATION OF THE MANEUVER ON THE OP-POSITE PAGE. As 5 crosses over with outstretched hands, 3 again fakes the pass to him. Noting that the guards show some signs of switching, 3 and 5 will pull a play out of the hat that will free 5 from nine out of ten switching guards. 3 makes a 3/4-pivot on his left foot, as 5 swerves around close to 3, who holds the ball between them in concealment. 5 receives pass, cutting.

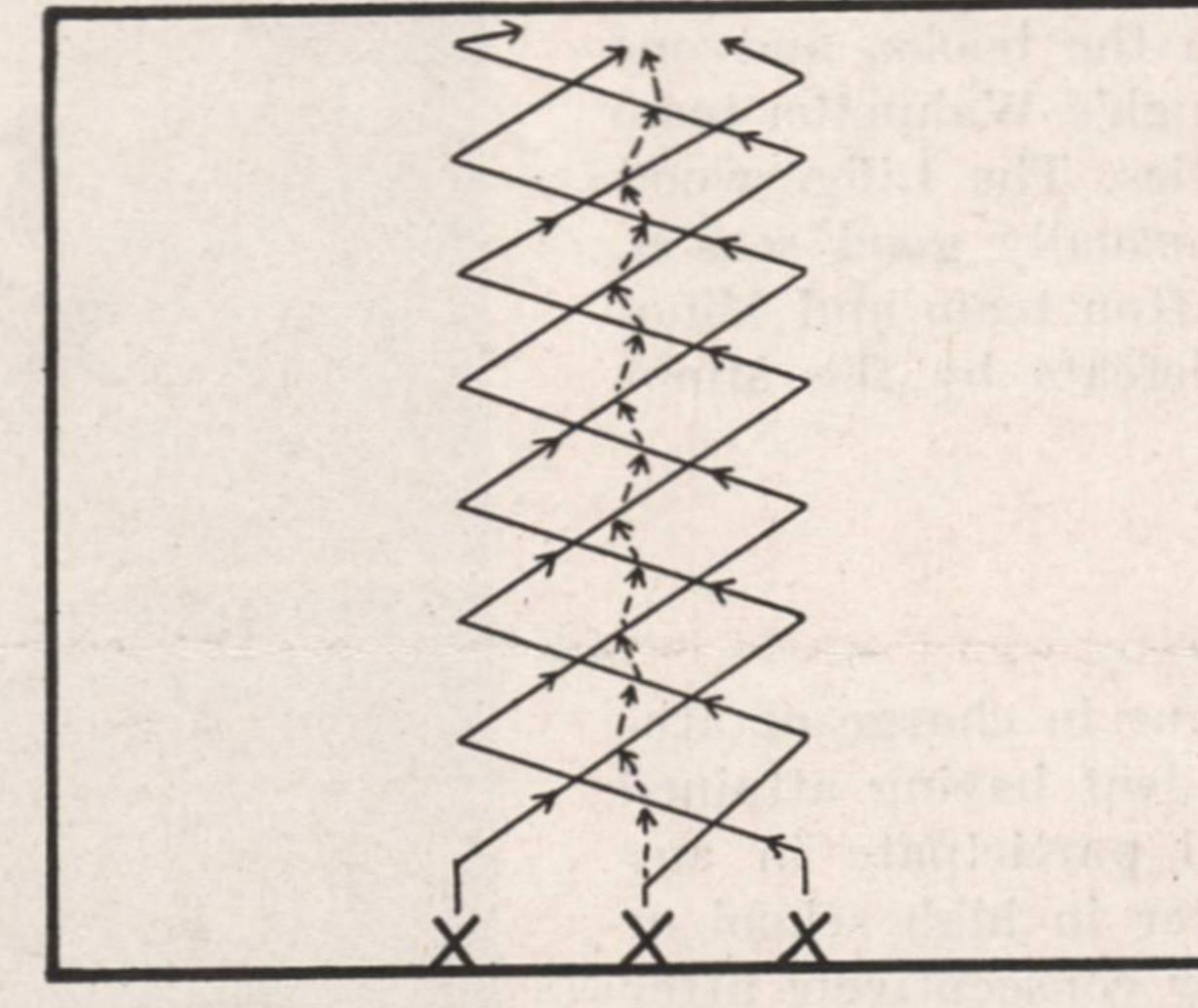
BUILDING THE BASKETBALL MACHINE

By Archie R. Chadd

The coach of the Indiana state champions gives the details of his early work-outs

Mr. Chadd's Anderson High School team won the 1935-36 championship of basketball's "capital state"—Indiana. The author got his basketball schooling under Tony Hinkle at Butler University, with whom he has continued association, helping him put on the Hinkle system at summer coaching schools. Mr. Chadd will have another article next month, and in this he will explain the workings of the machine, complete and in operation.

BASKETBALL machine is built on the same basic princi-||| ples as all other machines: each component part must be evened and tempered to carry efficiently the load of its individual assignment. This is somewhat of a contradiction to the usual advice that coaches should "make the system fit the players, not the players fit the system." I believe that, with boys who have an aptitude for basketball and respond favorably to coaching, they can be "evened and tempered" to fit into the system in which the coach and they have confi-



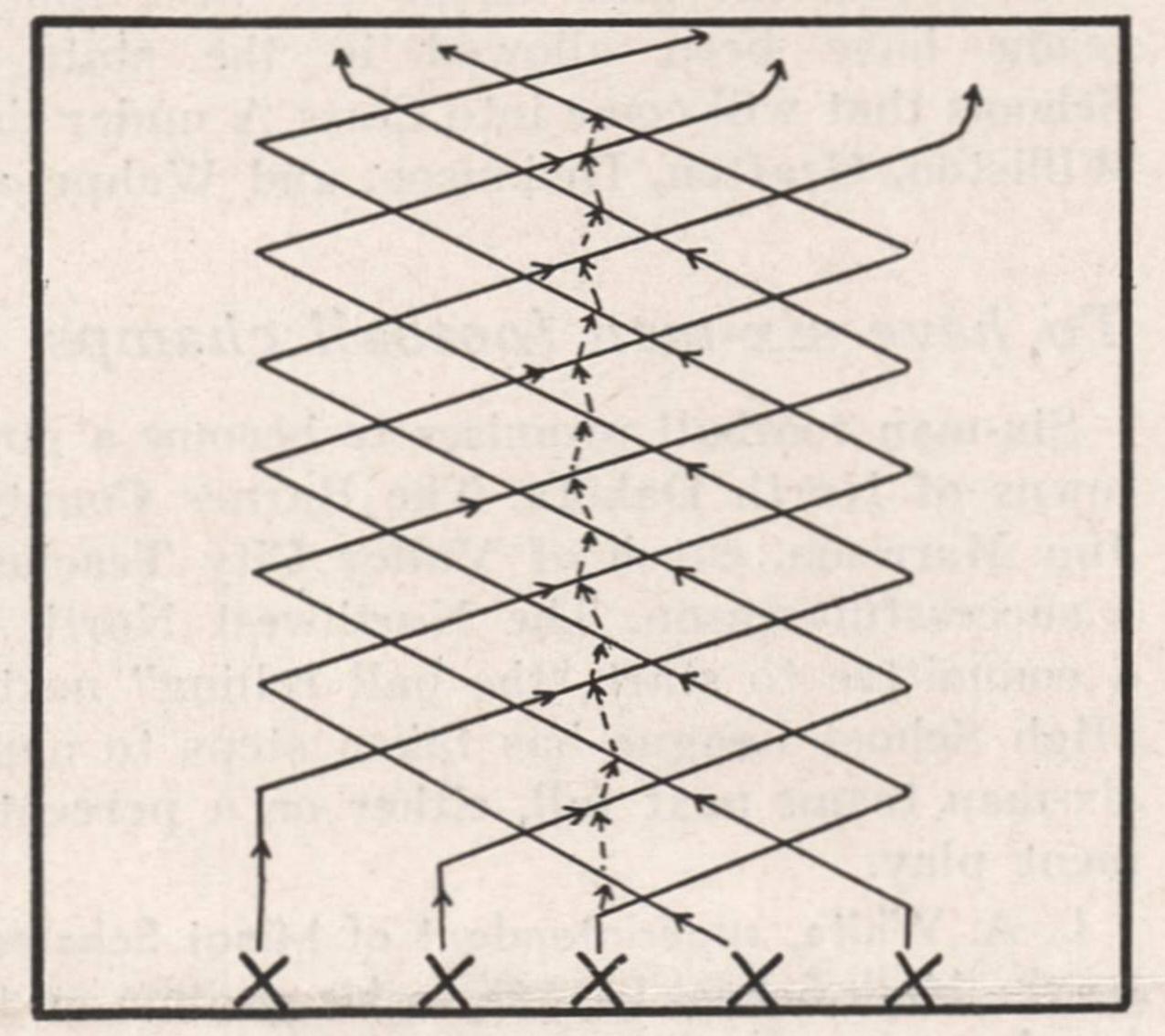
DIAG. I. Well-known practice drill for inculcating habits of passing and ball-handling at top speed, and timing of cuts. The center man has the ball at the start at one end of the floor, and passes to either of the side men cutting in front of him: in this case the one to his right. The passer then cuts diagonally behind the man he passed to, and then cuts back into the line of play, timing his cut so that he comes in in stride to receive the ball from the third man. A shot is taken at the end by the man cutting closest to the

Drag dribble

In the drag dribble the dribbler keeps his body between the opponent attempting to guard him and the ball. Through this medium competent dribblers can advance the ball close to the basket under circumstances when openings for other options have failed to present themselves. The dribbler "dragging" does not have for his objective a shot at the basket for himself, but a position from which he can initiate a renewed and closer passing attack. In these pictures the dribbler is dribbling with his right hand because of the angle at which he is moving from the left side of the court through his freethrow arc. A right-hand dribble here affords him much better protection than would a left-hand dribble. The latter would be used were he moving in the opposite direction at a similar angle. In Diag. 3 at the top of the facing page the dribblers going in from the left are to dribble with their left hand: they would be guarded on their right side because of the direct line they are beating to the basket. Below the dribbler is off at another tangent, and his objective is a pivot-post position on the right side of his freethrow lane. Note his use of the left arm. It is being made to serve for protection while it is kept free of contact with the defensive man. Drag-dribblers are usually not so observant of this point, for they know that this is the sort of foul easily concealed from the referee. Even more important than in the unguarded dribble is the need for keeping the bounces low.

dence. This is the only sense that I have in mind in the use of the term "machine." I don't mean to suggest that our players, after I am through with them, have no thinking to do. Indeed, they have a lot more to do, and fourfold more choices and decisions to make in the flash of basketball's moments, than they ever would be called upon to make were they to play their basketball untouched by "machine methods." Enough theorizing. Let us get down to business.

We don't permit our basketball players on the floor until football is out of the way, early in November. This eliminates overlapping the sports with the danger of dividing the interest.



DIAG. 2. Here five men are brought into the drill, the passer cutting behind two men. The ball moves in a more or less straight line (broken lines show path of ball, solid lines paths of players), and the players must cut toward the sidelines and regulate the distance of their cut so as not to retard the speed of the drill. When the ball is fumbled or dropped, the same players should be required to pick up the drill from that point, the advance men returning in line and the drill resuming from the point of the fumble.

The basketball men report for the first practice about November 8. They report as their respective classes are called, such as sophomore, junior, and senior, giving every boy in school an opportunity to report. Each class works for 90 minutes for two days on ball-handling and shooting at the basket before a cut in the squad is made.

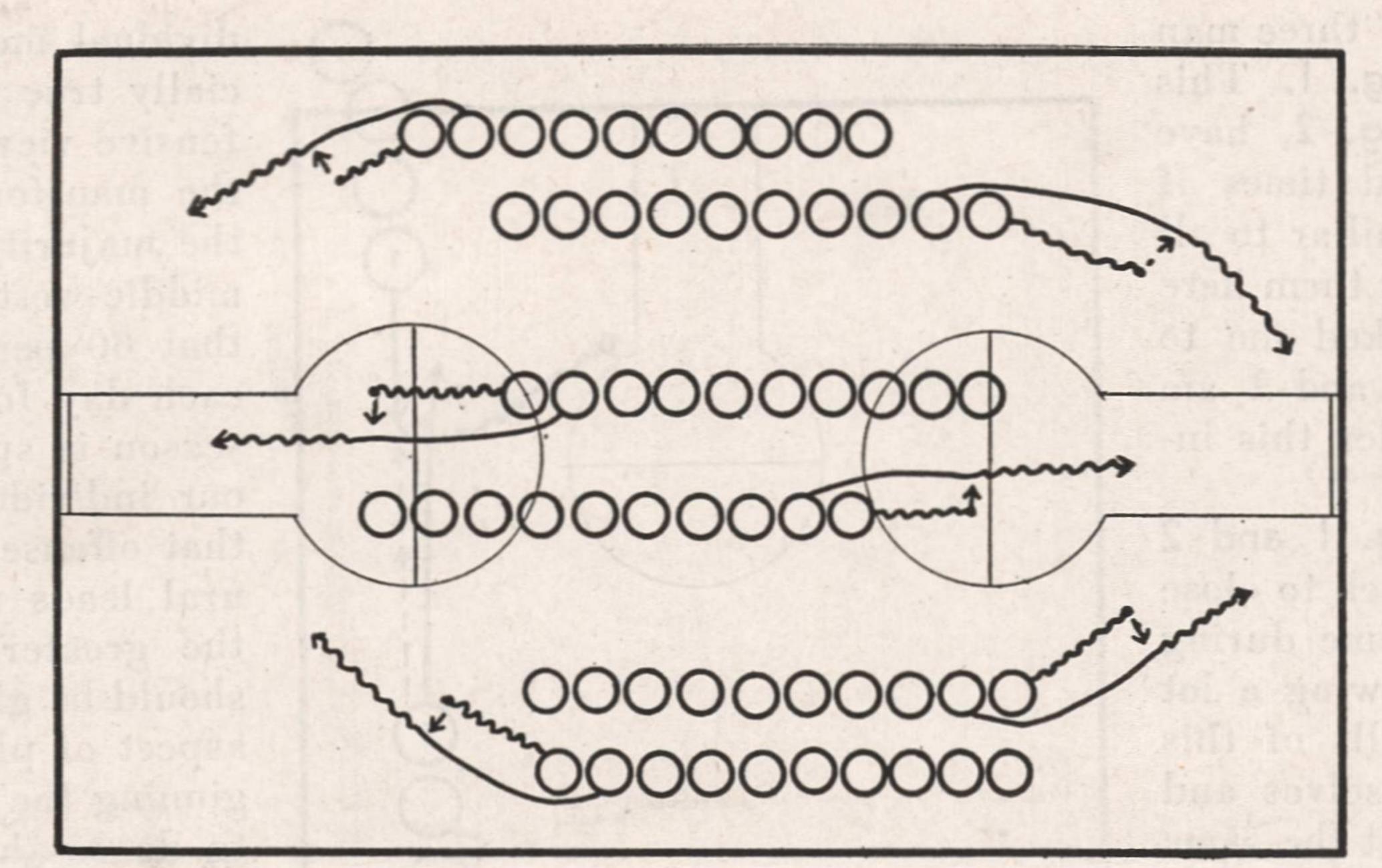
The first two days of practice we spend in ballhandling and footwork, organizing a group of fifty to eighty boys in the manner shown in Diag. 3.

We use four groups of ten boys-two groups on each side of the floor utilizing each basket, and sometimes we put an additional twenty boys in the center of the court, ten working at each bas-

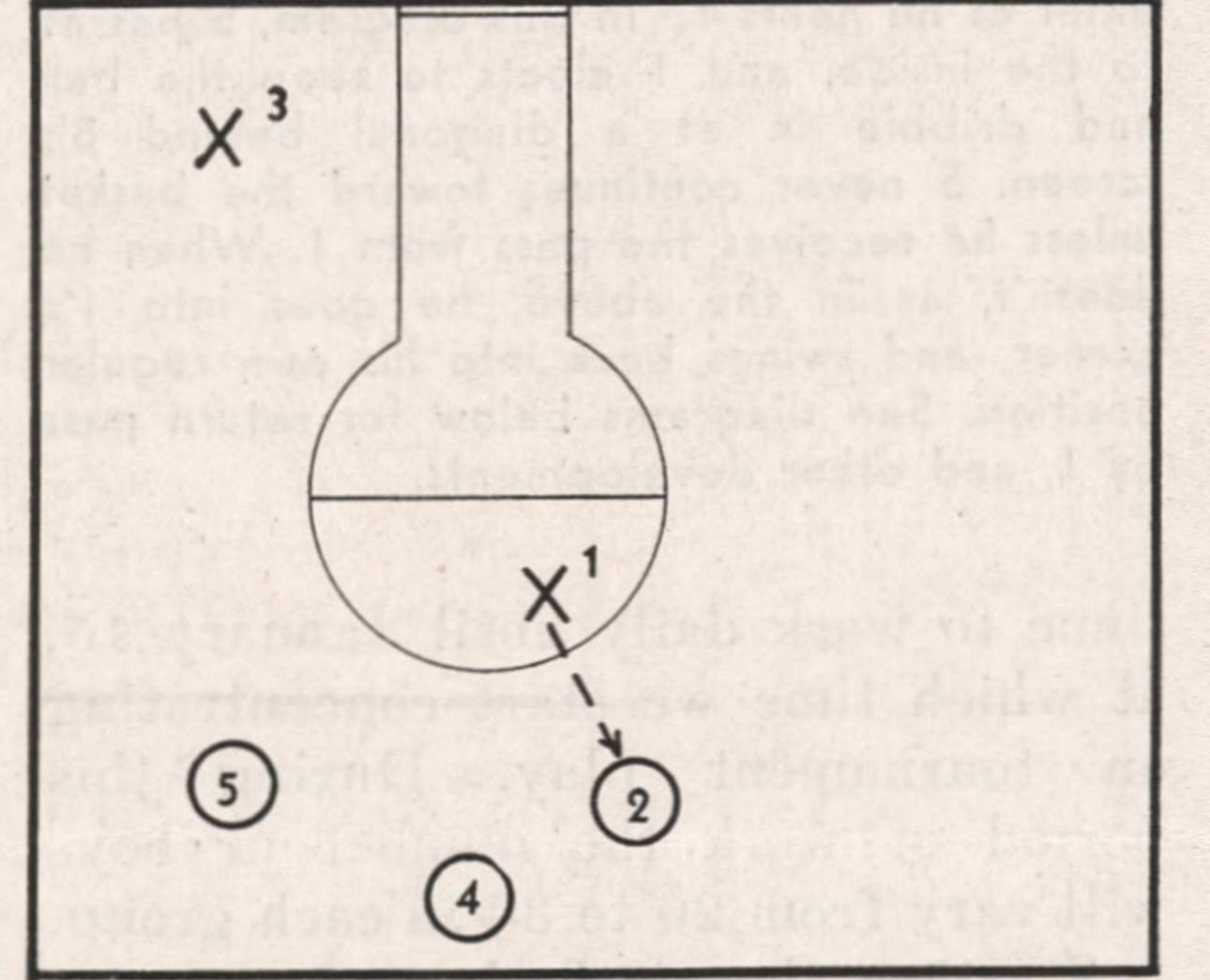
ket, thus using thirty boys at each basket, putting in action sixty boys, as Diag. 3 shows. Ball-handling and footwork show up in this drill. As the more efficient boys stand out, their names are checked and at the close of the practice for the second day, the boys are told by posting a list on the practice bulletin board those who are to return for the third day.

Using thirty boys driving at each basket may appear dangerous but to date we have not had a boy injured in this work. I feel that perhaps the only advantage in using a large group at each basket is that the boys learn to protect themselves.

We use two assistant coaches while working fifty or more boys, as we want the mistakes corrected as they take place. We do not use student assistants.



DIAG. 3. Accommodating 60 players in a drill that brings into play skill in handling the ball and footwork. The players in each line work in twos. The first player, holding the ball in his position in line, fakes a dribble to the inside, then drag-dribbles toward the basket, coming to a stop halfway to the basket with his inside leg advanced. He pivots toward the sideline on his rear foot, and hands a quarterback pass to his trailer coming along at top speed. The trailer drives right through the ball, taking in from the first man without stopping, and drives right on to the basket as fast as he can dribble. Players in lines on the left (as they face the basket toward which they are moving) should use the left hand in dribble; those in lines on the right, the right hand. This is to keep the ball removed from the imaginary guard, with the dribbler using his body as a screen between guard and ball.



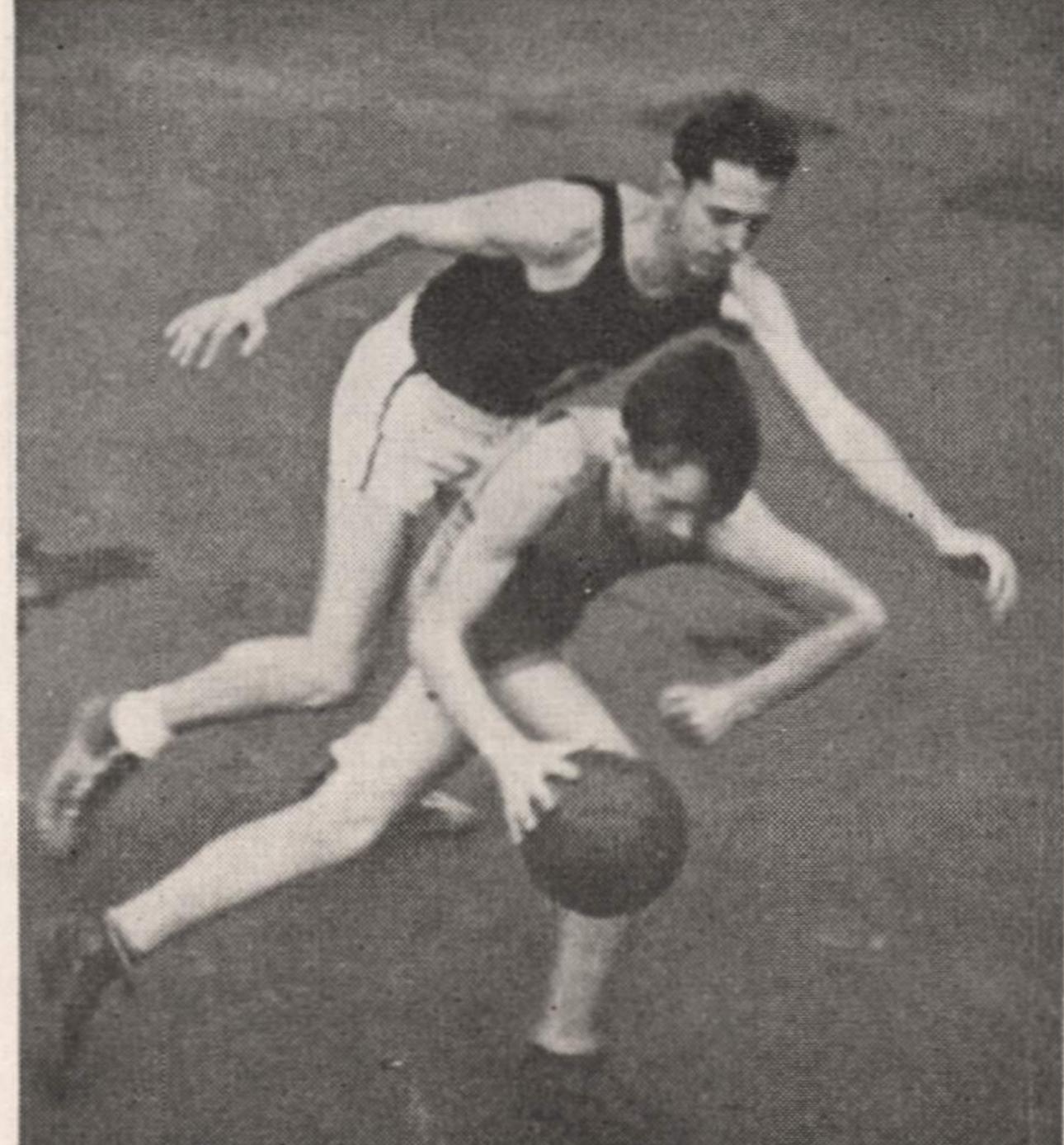
defensive men working on a man-to-man basis the one who receives the ball. While XI is against any two of the three offensive play- guarding 2, 4 and 5 are watching for mistakes ers, 2, 4 and 5. XI has the ball and, to start that 2 may make in attempting to score on the drill, passes it to 2, from a short distance XI. At the same time X3 is watching for misso that XI can be in a good defensive posi- takes made by XI. Only one basket is used tion on 2 when the pass reaches him. If XI in this exercise. Three offensive men are prethrows the ball to 2 from a distance, 2 will ferred to two in order to prevent the defenget his shot away and XI will derive no good sive men working against the same offensive from the exercise. If the ball is passed from men throughout the exercise.

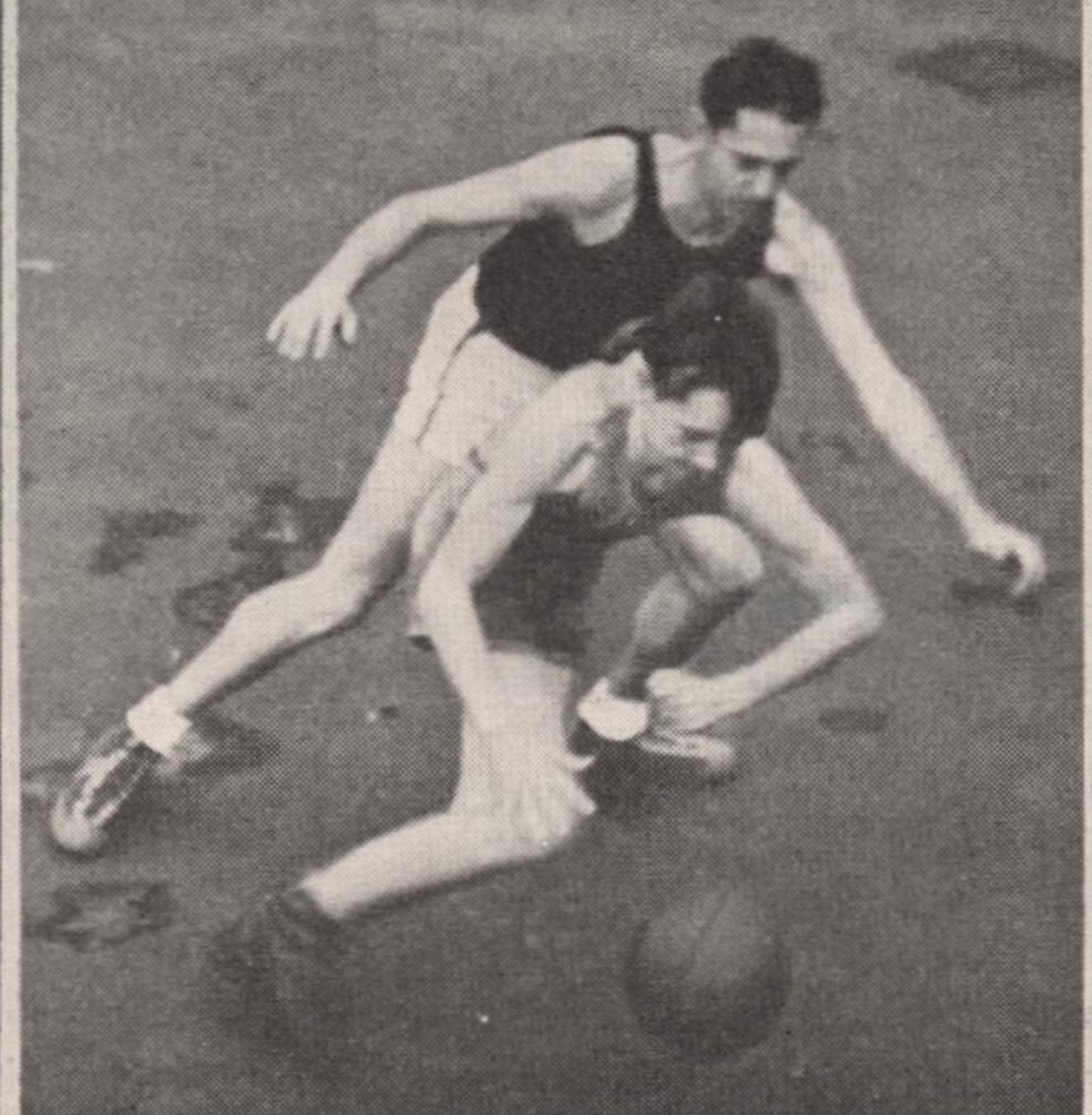
In making this first cut of the squad we disregard the size of the boys entirely. We are most concerned with individual cleverness and basketshooting ability. This first select group will number approximately 85 to 100 boys, necessitating three practice periods for the third day with approximately 30 boys working each period.

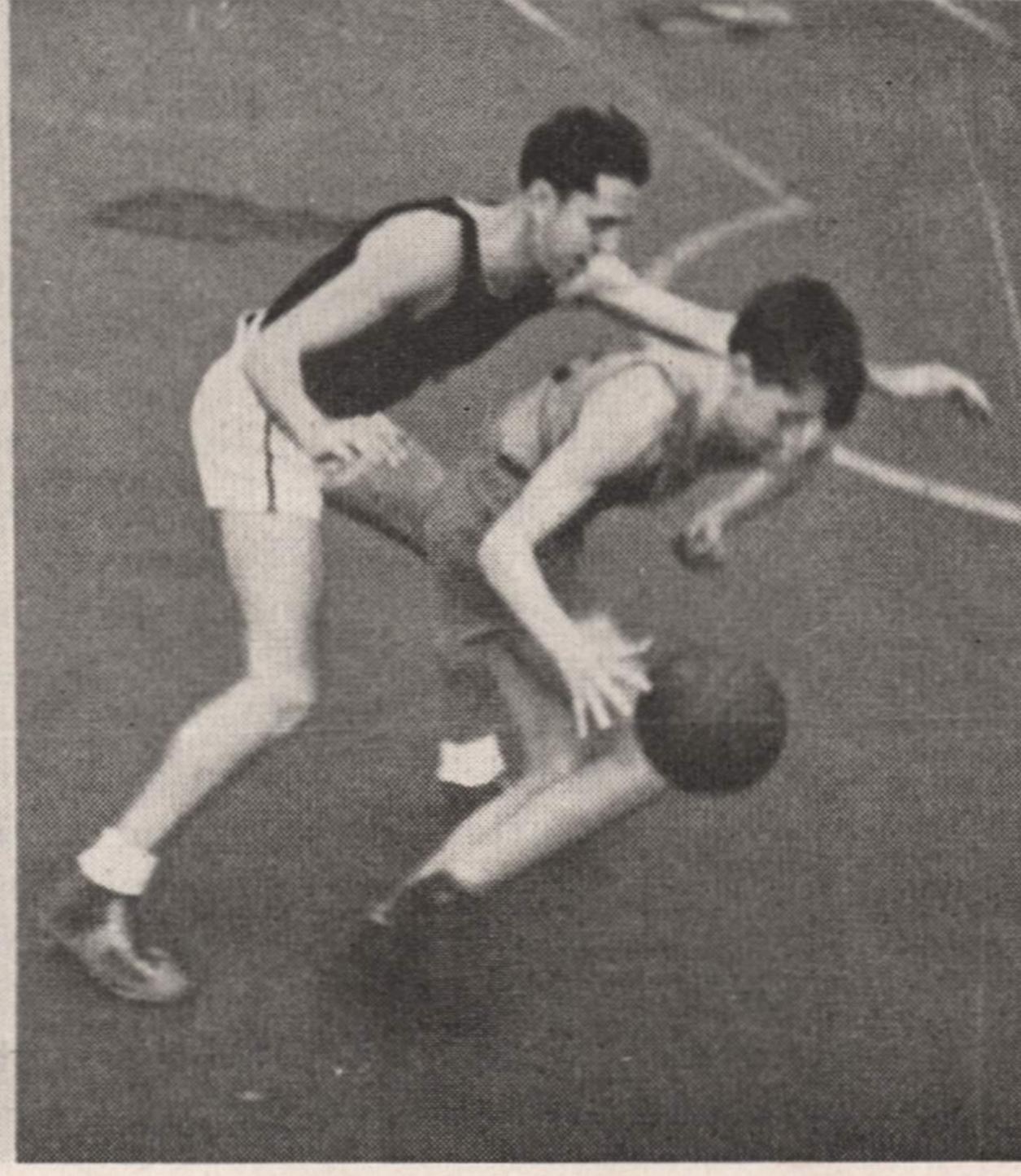
This third day of practice should be a strenuous one. With only 30 boys to handle, each boy should be kept moving with special emphasis on cutting for the basket from various angles. On this day, if the practice has been successful at the close of one hour of real work, the boys will show fatigue with a tendency to run lightly-not slow up, but rather lighten their steps,

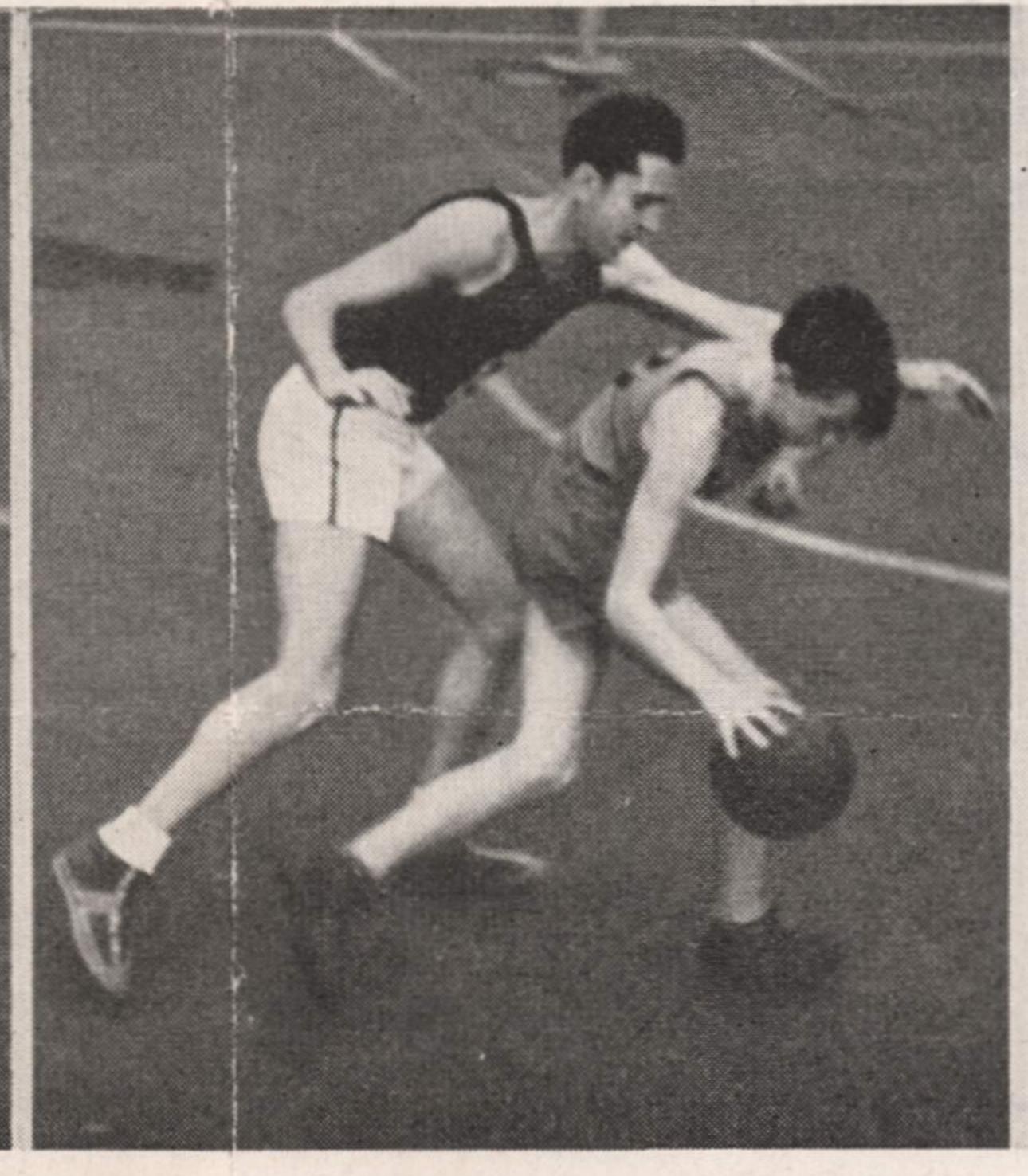
which is an indication of tender feet. This is the time for some teamwork rather than individ- [Turn to next page]

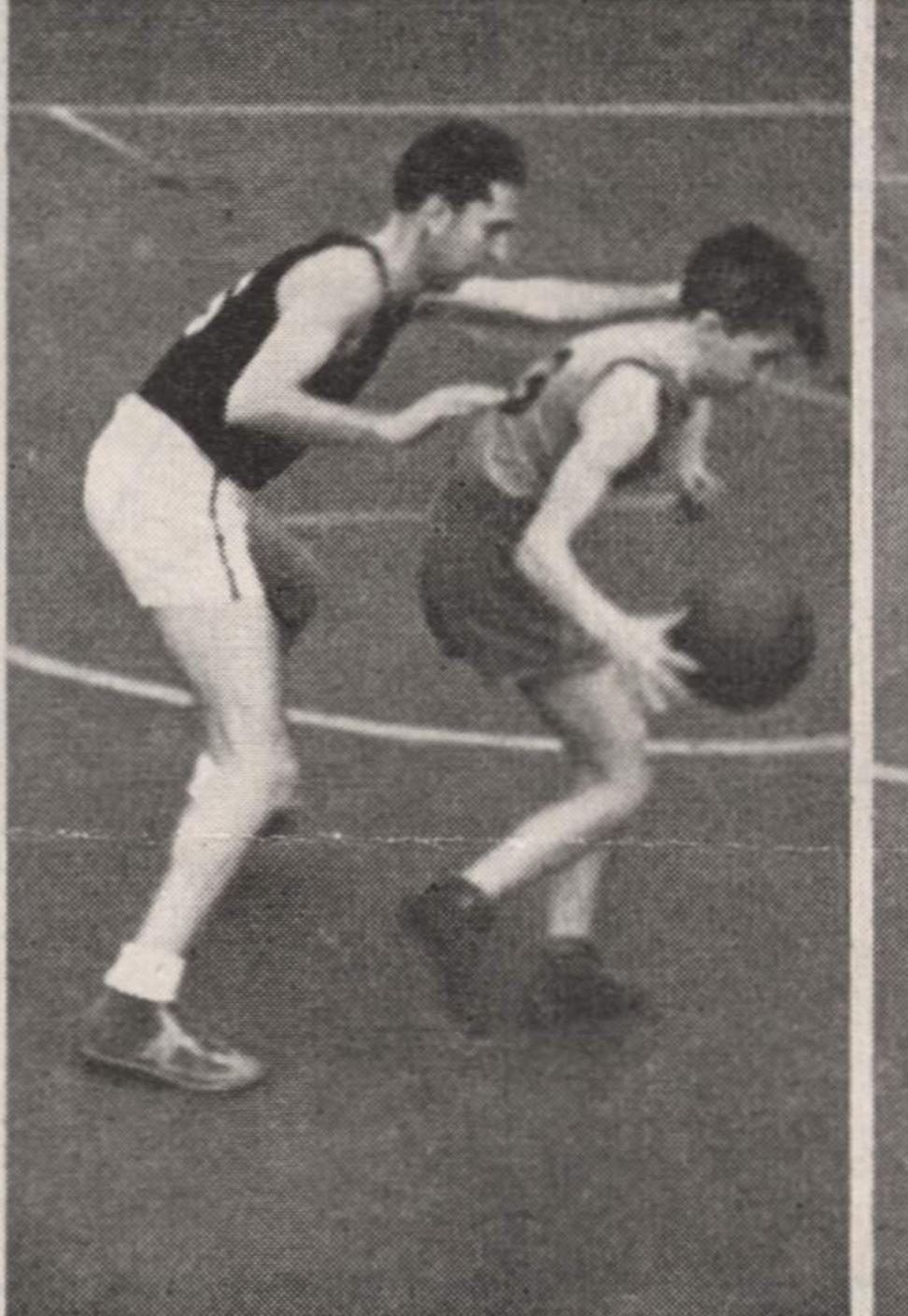
XI to 2 at close range, 2 has an opportunity to shoot long, fake a shot and dribble to basket going around XI on either side into the basket or going around on either side starting a dribble to basket, stopping suddenly and shooting if XI has a tendency to overrun his position. XI tries to recover the ball before 2 makes the basket. If XI recovers the ball, he passes to X3 who is calling for the ball as he would if he were the teammate of XI in a regular game. If 2 recovers the rebound, 2 shoots again or passes to 4 or 5 who are his teammates and the exercise starts DIAG. 4. Defensive drill. XI and X3 are again involving X3 and 4 or 5 according to

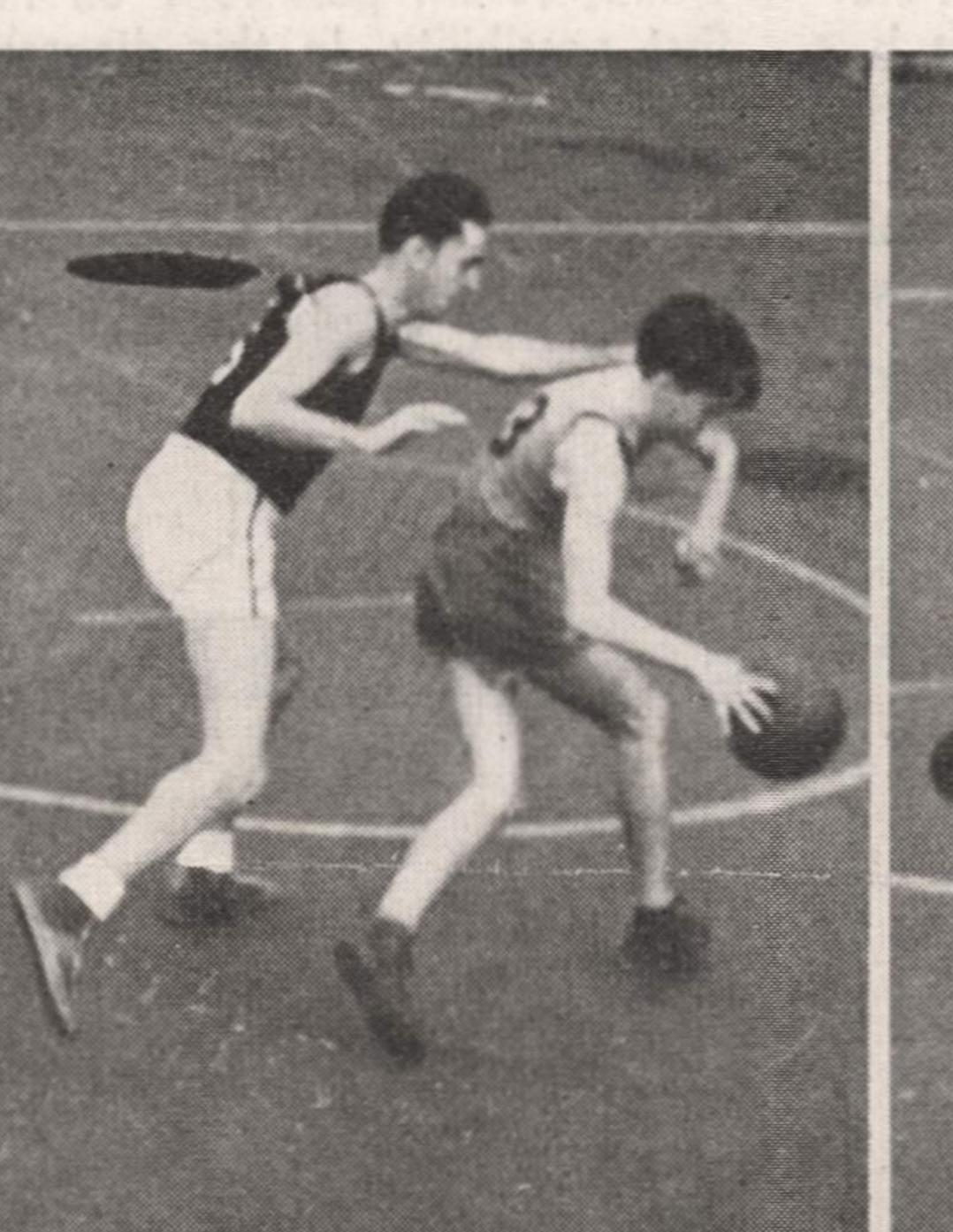














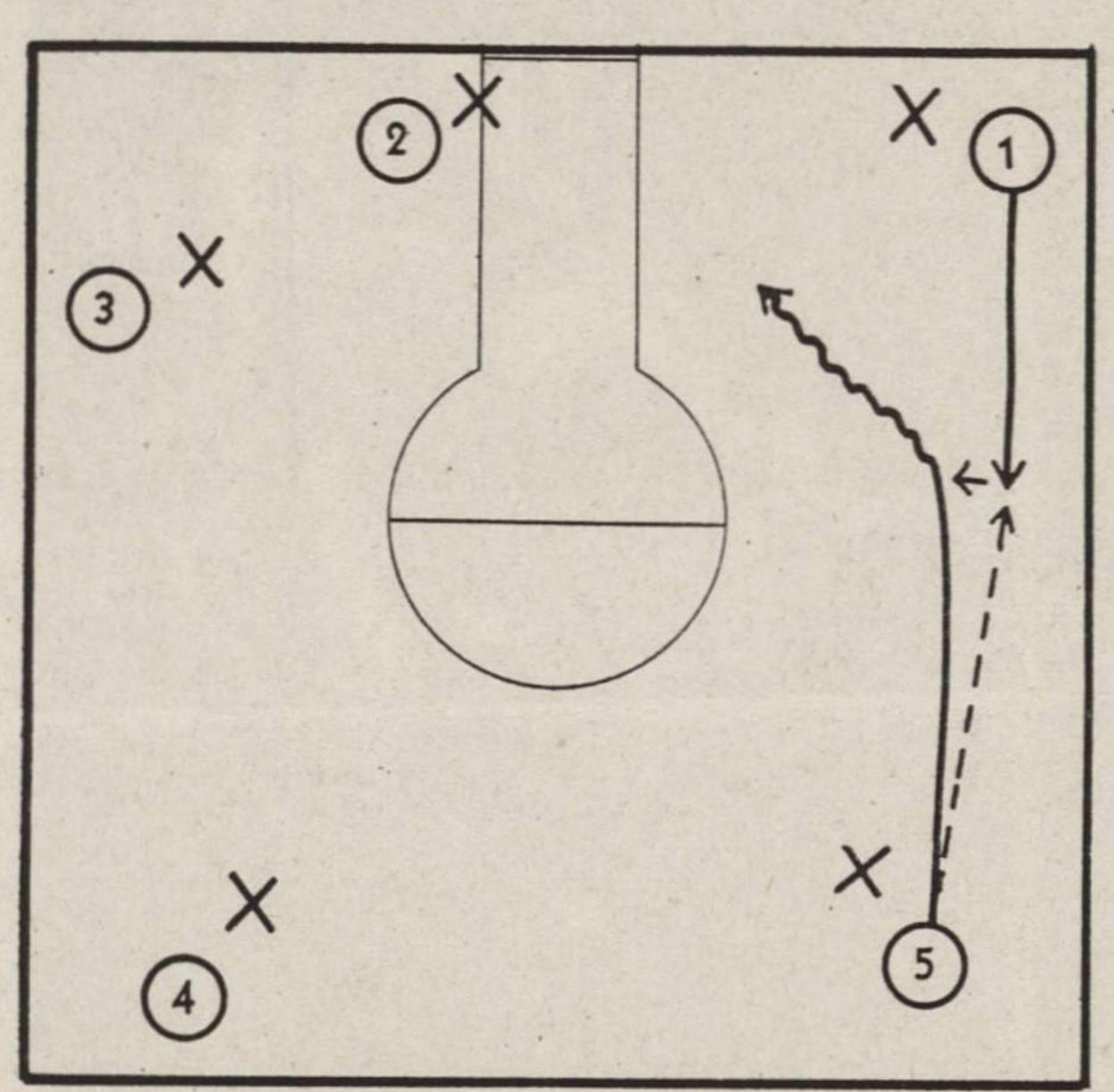
ual play so we bring in the "three man pass" drill shown in Diag. 1. This drill, and the one in Diag. 2, have been published a thousand times if once, and are no doubt familiar to all coaches, but I am including them here because the editor has asked me to "tell all" of what we do, and I am loath to omit anything under this injunction.

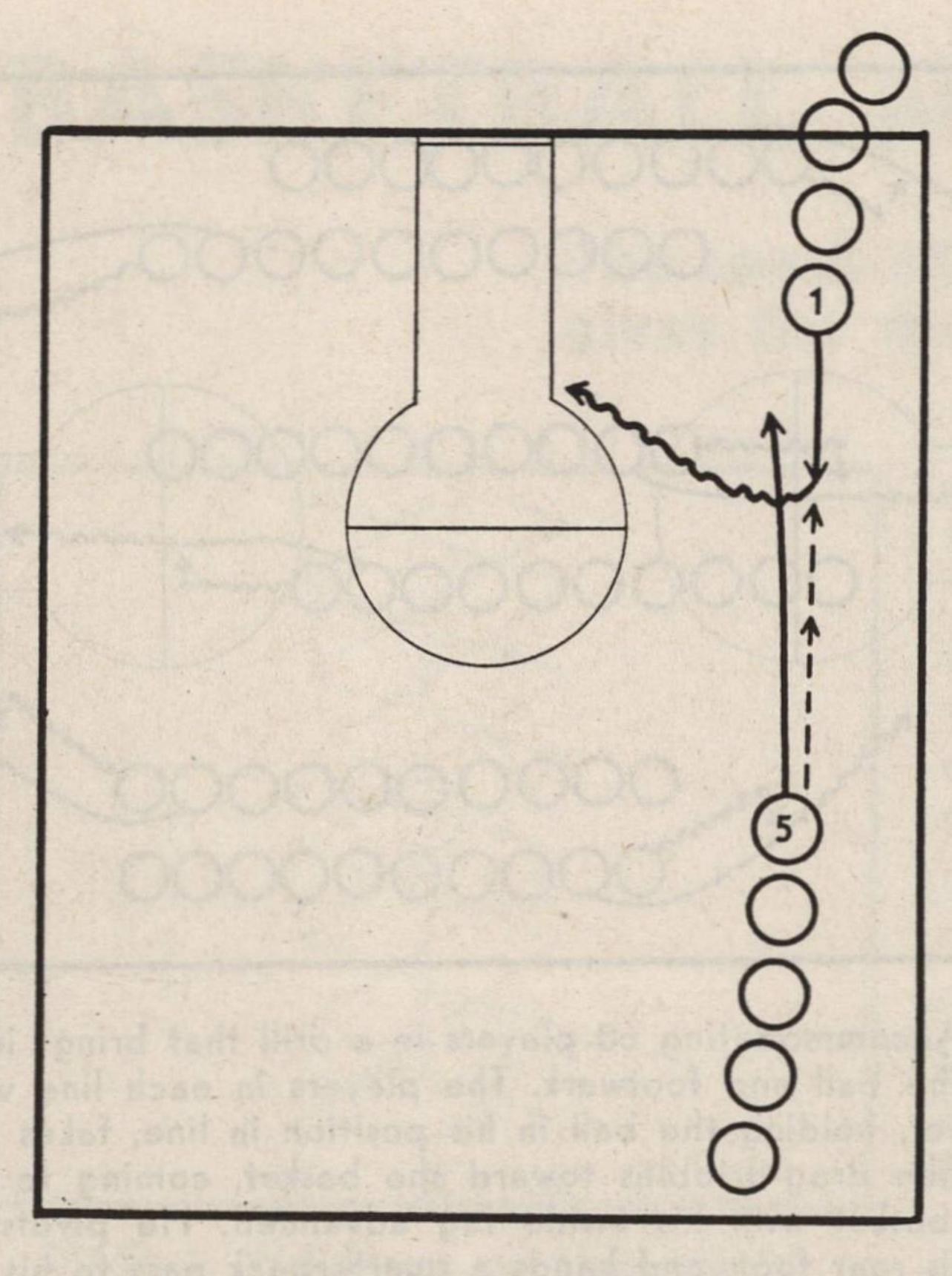
Drills as shown in Diag. I and 2 we find very good with which to close a strenuous practice any time during the season, especially following a lot of individual work. In drills of this type the boys forget themselves and think of the other fellow. At the same time they are handling the ball, cutting for the basket, timing their cuts. These drills also teach the boys to handle the ball at top speed. These are good drills for conditioning, for the loafer is easily spotted.

The same boys finishing the third day of practice report the fourth and fifth days to find an altogether different type of play in store for them, namely, volleyball. Many coaches may disagree with me, but we find that playing volleyball during our early season training is quite beneficial. It serves as a relief from the main business at hand, and, what is very important, gives the blisters a chance to heal. This is most necessary with us, and I doubt that our boys are more tender-footed than the next school's! We inspect the feet of our players regularly, and paint the soles with tincture of benzoin, then apply two thicknesses of tape before each practice. We never allow the players to wear two pairs of socks.

By the sixth day of practice we have made every effort to diminish the squad to 60 boys with two practice periods, two hours devoted to 30 boys in each group. These two groups con-

DIAG. 6. Here are the five floor positions for the system of interchanging the three front men, 1, 2 and 3, by screen plays, with the 4 and 5 men entering into the play but always returning to their stations. (See article). Having the players walk through the plays is a good method of teaching interchanging position play.



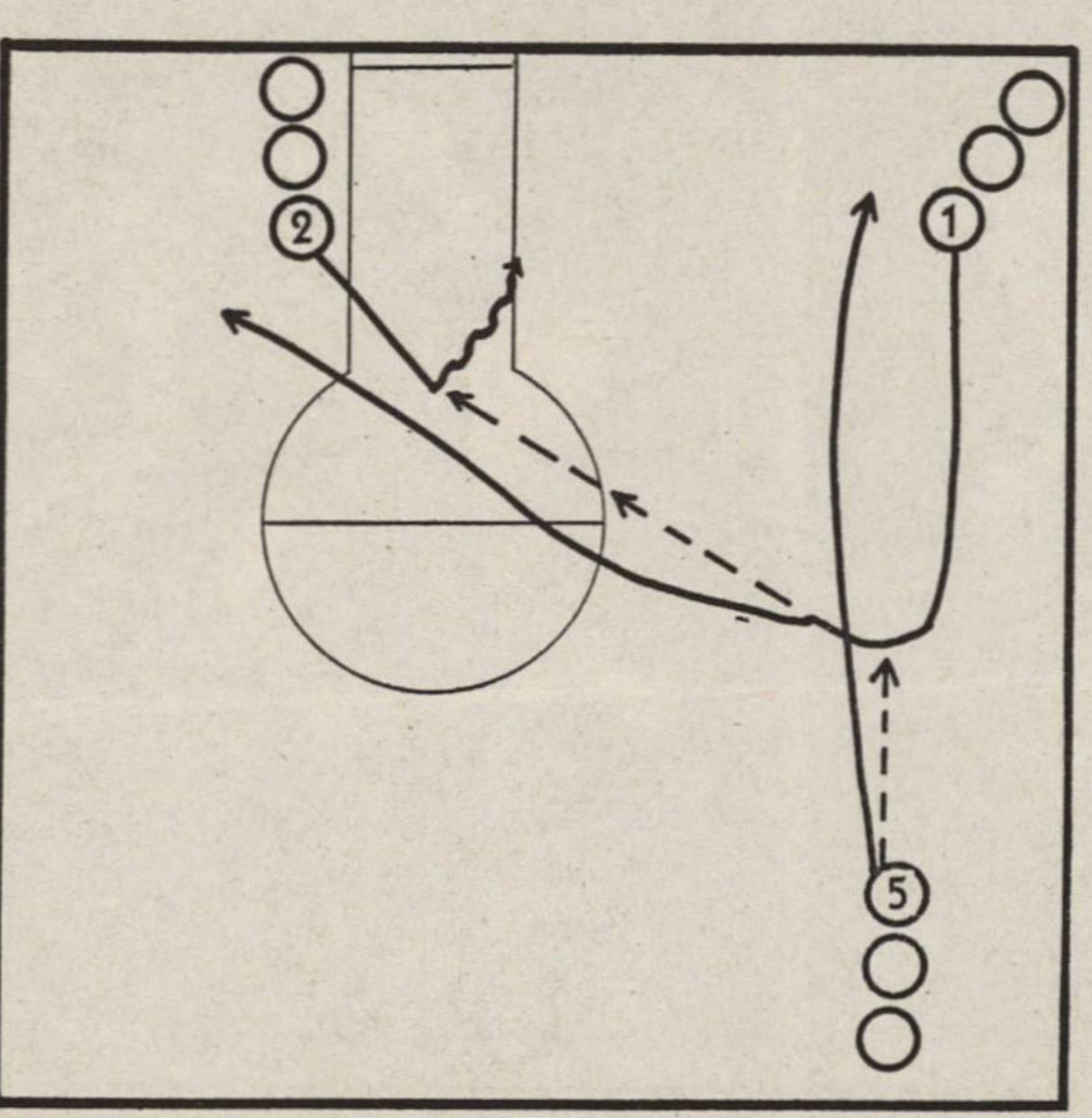


DIAG. 5. The I and 5 men are the first two men used in developing the system. Hence this drill to help pick the best men for the positions. No. 5 passes in to No. 1, and follows his pass. No. I's first option is a direct return pass (quarterback pass) to 5, either inside or outside. 5 can conceal the side on which he will pass I by heading in one direction, then suddenly cutting in the other as he nears I. In this diagram, 5 passes to the inside, and I elects to keep the ball and dribble in at a diagonal behind 5's screen. 5 never continues toward the basket unless he receives the pass from I. When he doesn't, as in the above, he goes into I's corner, and swings back into his own regular position. See diagrams below for return pass by I, and other developments.

tinue to work daily until January 15, at which time we start concentrating on tournament play. During this period of work the number of boys will vary from 20 to 30 in each group.

Starting the sixth day of practice we try to impress the boys with the value of individual cleverness, both offensively and defensively. The strength of a team is in the ability of each in-

DIAG. 7. The 2 man is brought into the proceedings, I having declined his first option on 5 and his second option of a dribble by himself. I, after passing to 2 who pulls out. 2 may return pass to I on the inside as a first possibility. In this diagram I passes to the outside and takes 3's position. (See article.)

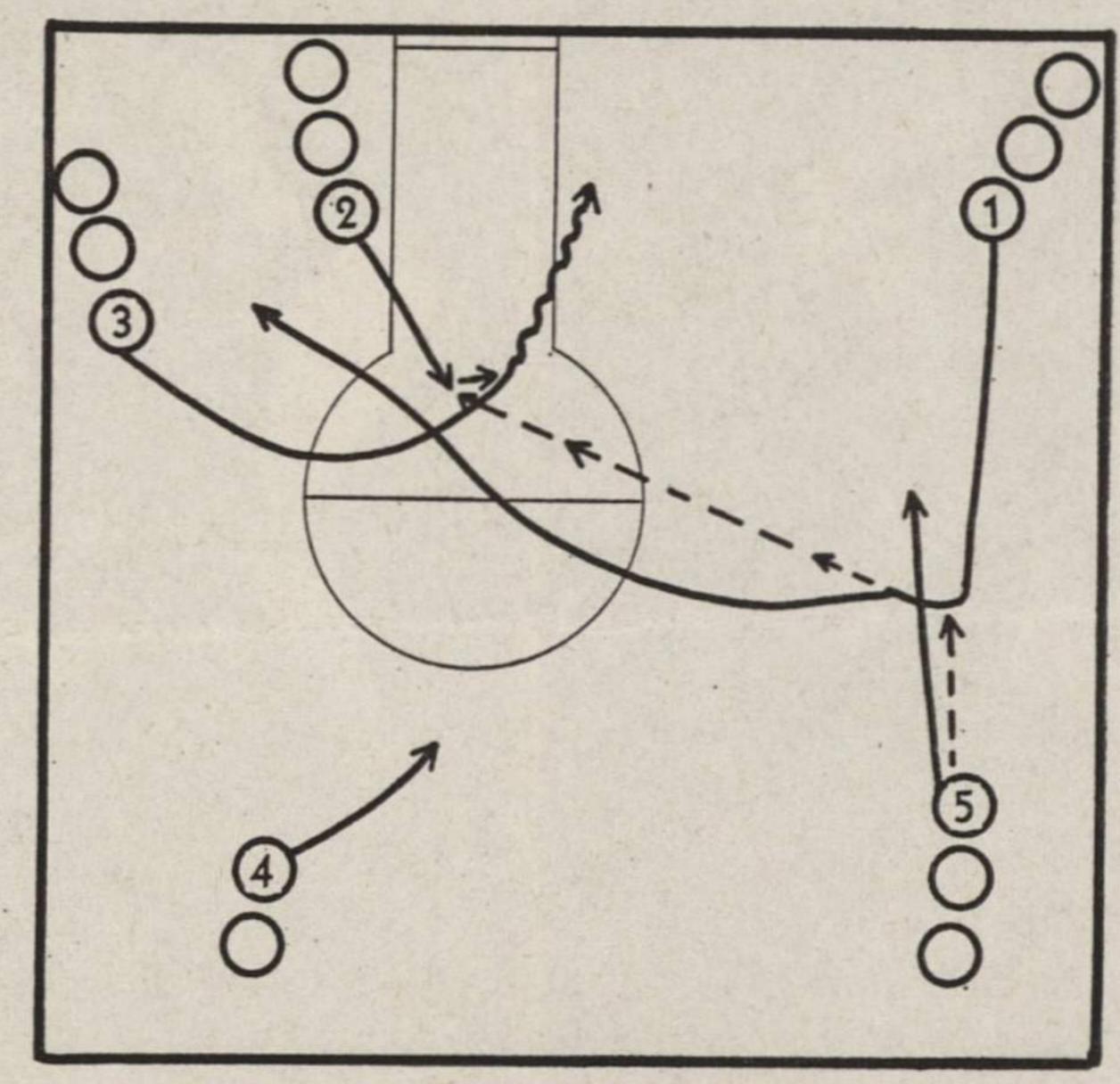


dividual member of it. This is especially true when speaking from a defensive viewpoint if the defense is of the man-for-man type as is used by the majority of teams throughout the middle-west. I am frank when I say that 60 percent of the practice time each day for the first 60 days of our season is spent working on drills for our individuals on defense. The fact that offense in any sport is more natural leads me to the conviction that the greater part of the time spent should be given to the more unnatural aspect of play. We stress defense beginning the second week and continue to do so throughout the season. The drill shown in Diag. 4 is used in our practice at least three days each week.

We teach the glide as a means of footwork for individual defense and emphasize the position relative to the opponent being guarded and his basket. The defensive man must always be between his opponent and the basket. The position of the defensive man cannot be emphasized too much. While working on our offensive drill which may include 2, 3, or even a 5-man interchange, defensive men are used to make the situation real, and we insist that each defensive man play his part as though he were in a real game.

The offensive style of play employed by the Anderson team of last season was designed from the pivot style, interchanging only the three men in the front court. Many coaches use a system of interchanging five men but I am convinced that the five-man interchanging system requires too much time for development for the average high school boy. In this system too much time is required for execution of detail, and the system becomes too complicated for the amount of time that can be devoted to it aside from ball-handling and development

DIAG. 8. Bringing into the offense the 5 man is the most intricate part of the play, and should not be undertaken until the use of the 2 man has been mastered. The 3 man cuts to the right of 2 after 2 has failed to play on 1. The developments from this point are explained in the article.



CONFERENCE

Game Summary Review

Jumping Situations:

| Kansas vs.: | 1. Total number | 2. No. of warnings by officials to non-jumpers | 3. No. of fouls called on non-jumpers | 4. No. of violations made by non-jumpers | 5. No. of times a jumper taps ball out of bounds | 6. No. of times the jump results in held ball | 1 (1) | lent ent | |
|--------------|-----------------|--|---------------------------------------|--|--|--|-------|-------------|--------------------------|
| Mansas vs | 23 | | | | | 1 | | | Center Jumps |
| Iowa State | 10 | | | | | | | | Free Throws |
| | 6 | | | | | | | | Floor Jumps |
| | 22 | | | | | | | | Center Jumps |
| Nebraska | 22 | | | | | 1 | 1 3 | 1 | Free Throws |
| | 1 | | | | | | | | Floor Jumps |
| | 35 | | | | 1 | | 4 | 2 | Center Jumps |
| Kansas State | 10 | 2 | | 1 | | | 2 | | Free Throws Line Jumps |
| | 5 | | | | 1 | | 2 | 1 | Floor Jumps |
| Oklahoma | 20 | | | | | | 1 | 1 | Center Jumps |
| | 3 | | | | | | 1 | 1 | Free Throws - Line Jumps |
| | 10 | | | 1 | 2 | 1 | 2 | | Floor Jumps |
| | 34 | | 1 | | 1 | | | | Center Jumps |
| Missouri | 14 | | 1 | | 1 | | 3 | 1 | Free Throws - Line Jumps |
| | 10 | | | | | | | | Floor Jumps |

NON-CONFERENCE

Game Summary Review

Jumping Situations:

| Kansas vs.: | 1. Total number | 2. No. of warnings by officials to non-jumpers | 3. No. of fouls called on non-jumpers | 4. No. of violations made by non-jumpers | 5. No. of times a jumper taps ball out of bounds | 6. No. of times the jump results in held ball | 7. No. of times the retriev- ing team works a play for an immediate shot | n play | |
|-----------------------------------|-----------------|--|---------------------------------------|--|---|--|--|--------|---------------------------|
| - | 33 | | | | | | | | Center Jumps |
| Ottawa University | 8 | | | | | 2 | | | Free Throws Line Jump: |
| | 7 | | | 1 | 1 | 3 | | | Floor Jumps |
| | 28 | | | | | | | | Center Jumps |
| Baker University | 19 | 2 | | | 1 | 1 | | | Free Throws Line Jump |
| | 7 | | | | 1 | | | | Floor Jumps |
| | 27 | | | | 1 | | 1 | | Center Jumps |
| University of Southern California | 8 | | | | 1 | | 1 | | Free Throws - Line Jump: |
| | 15 | | | | 2 | 1 | | | Floor Jumps |
| | 28 | | | | | | | | Center Jumps |
| Kansas State | 10 | | | | | | | | Free Throws Line Jump |
| | 7 | | | | 1 | | | | Floor Jumps |

CHART OF SUMMARIES

Conference Games - 1935-6

| KANSAS VS.: | Towa State | Nebraska | Kansas State | Oklahoma | Missouri | Total | Average |
|---|------------|----------|--------------|----------|----------|-------|---------|
| 1. Number of jump balls in center circle | ? | ? | 26 | 26 | 25 | 76 | 26 |
| 2. Number of jump balls in free-throw circles | 10 | 14 | 12 | 12 | 14 | 65 | 13 |
| 3. Number of center jumps | 20 | 28 | 35 | 32 | 34 | 149 | 30 |
| 4. Number of fouls resulting in multiple throw | 3 | 3 | 3 | 3 | 1 | 13 | 2.6 |
| 5. Number of times ball out of bounds at end of court | 12 | 13 | 20 | 20 | 10 | 75 | 15 |
| 6. Would it have gone out if goals were set in 4 ft? | 6 | 6 | 5 | 5 | 9 | 31 | 6 |
| 7. Would it have gone out if goals were set in 6 ft? | 5 | 4 | 4 | 4 | 7 | 24 | 5 |
| 8. Number of times out of bounds as result of personal foul | 14 | 15 | 11 | 11 | , 12 | 63 | 13 |
| 9. Number of violations of 3-second rule | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| 10. Number of times forced back over division line | 3 | 1 | 1 | 1 | 0 | 6 | 1 |
| ll. Number of times failed to bring ball over division line | 0 | 0 | 0 | 0 | - | | |

CHART OF SUMMARIES

Non-Conference Games, 1935-6

| KANSAS VS.: | Ottawa U. | Baker U. | Washburn | Kansas State | U. of S. Cal | Total | Average |
|---|-----------|----------|----------|--------------|--------------|-------|---------|
| 1. Number of jump balls in center circle | 1 | 2 | 5 | 1 | 4 | 13 | 3 |
| 2. Number of jump balls in free-throw circles | 22 | 18 | 9 | 8 | 6 | 63 | 13 |
| 3. Number of center jumps | 33 | 21 | 20 | 27 | 22 | 123 | 25 |
| 4. Number of fouls resulting in multiple threw | 3 | 9 | 4 | 0 | 0 | 16 | 3 |
| 5. Number of times ball out of bounds at end of court | 19 | 22 | 17 | 14 | 11 | 83 | 17 |
| 6. Would it have gone out if goals were set in 4 ft.? | 11 | 9 | 8 | 1 | 11 | 40 | 8 |
| 7. Would it have gone out if goals were set in 6 ft.? | 11 | 9 | 7 | 3 | 4 | 34 | 7 |
| 8. Number of times out of bounds as result of personal foul | 11 | 9 | 23 | 9 | 14 | 66 | 13 |
| 9. Number of violations of 3-second rule | 1 | 0 | *5 | 0 | 0 | 6 | 1 |
| 10. Number of times forced back over division line | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| ll. Number of times failed to bring ball over division line | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

SHOOTING SUMMARY

Home Games - 1935-6

| | Fi | eld Goa | ls | Free Throws | | | |
|------------------------|-------|---------|---------|-------------|------|---------|--|
| KANSAS vs: | Tried | Made | Percent | Tried | Made | Percent | |
| Iowa State | 52 | 15 | 28.8 | 12 | 8 | 66.6 | |
| Nebraska | 56 | 18 | 32.1 | 13 | 9 | 69 | |
| Kansas State | 61 | 20 | 32.8 | 19 | 12 | 63.1 | |
| Oklahoma | 59 | 18 | 30.5 | 20 | 15 | 75 | |
| Missouri | 65 | 20 | 30.7 | 16 | 11 | 68.7 | |
| Ottawa University | 60 | 23 | 38.3 | 8 | 7 | 87.5 | |
| Baker University | 47 | 12 | 25.5 | 14 | 10 | 71 | |
| Washburn | 39 | 13 | 33.3 | 20 | 11 | 55 | |
| Southern California | 44 | 14 | 32 | 11 | 6 | 54.5 | |
| Kansas State | 57 | 18 | 31.5 | 6 | 2 | 33.3 | |
| Conference Totals | 293 | 91 | | 80 | 55 | | |
| Non-Confer Totals | 247. | 80 | | 160 | 59 | | |
| Non-Confer Average | 49 | 16 | 32.1 | 12 | 7 | 60.3 | |
| Conference Average | 59 | 18 | 31.0 | 16 | 11 | 68.5 | |

NATIONAL BASKETBALL COMMITTEE of the UNITED STATES AND CANADA

| ANNUAL QUES | TIONNAIRE | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|--|
| This questionnaire is sent annually to representative basketball men of the country in order that their views may be presented at the annual meeting of the National Committee. The Committee will be grateful if you will check these answers and RETURN THE QUESTIONNAIRE PROMPTLY to | | | | | | | | | | |
| The Committee Member or State Athletic Officer whose name | | | | | | | | | | |
| 21 to H. V. Porter, 11 South LaSalle Street, Chicago, Illinois. | | | | | | | | | | |
| a. Do you favor the rule which eliminated the center jump after a successful free throw? Yes. No | 5. Concerning the three second lane rule (check one) a. Present rule is satisfactory. 4.7 b. Return to 1934-5 rule | | | | | | | | | |
| List desirable modifications on reverse side. b. Do you favor eliminating jumps after a field | 6. Would you favor making the free throw lanes wider? Yes. 4 No. 2 If you answer yes, check desirable width: 10 feet? | | | | | | | | | |
| goal? Yes. 4.7. No. 1.9 c. If b should be adopted ball should be awarded to opponent 1. At end of court. 5.0 2. At end of division line 7 | 7. Concerning the awarding of an additional free throw for unsportsmanlike conduct for a deliberate or flagrant foul (check one) a. Retain present rule | | | | | | | | | |
| 3. At the center circle | double foul? Yes | | | | | | | | | |
| 2. Concerning restraining circles: a. Do you favor retaining the restraining circles for jumps at the free throw lines? Yes. 6.3. No. 3 | a. Present rule is satisfactory | | | | | | | | | |
| b. Would you favor having a restraining circle at center? Yes. 43 No 2.2. c. If three restraining circles are used would you favor having all jumps at the nearest circle? Yes. 45 | 11. Concerning disqualification for four personal fouls (check one) a. Present rule is satisfactory. b. Disqualify on fifth foul. c. Disqualify for remainder of half for third foul in that half. | | | | | | | | | |
| No. 2./ 3. Concerning the rule which states that a fumble is not a dribble (check one) | 12. If any particular section of the rules needs improvement, give rule and section number | | | | | | | | | |
| a. Present rule is satisfactory. 5.3 b. Return to 1934-5 rule | Comment on reverse side. QUESTIONNAIRE COMMITTEE, J. H. CROCKER, E. J. HICKOX, | | | | | | | | | |
| 4. Would you favor removing the restriction on communication by a substitute? Yes 31 No. 3.5. | W. E. MEANWELL, OSWALD TOWER, Editor, H. V. PORTER, Chairman | | | | | | | | | |

COMMENTS ON ANNUAL QUESTIONNAIRE

National Basket Ball Committee.

I feel that the so-called "three-second rule" has not accomplished a thing and should be removed from rule book. Grimsley, Garden City, Kans. Jr. Coll.

I would like to see three-second rule changed. For example, player of team A has ball in corner or near side line when a team-mate enters free throw lane (player in lane facing basket) and remains in that position longer than three seconds. I am not in favor of awarding ball to opponent out of bounds. However, I am in favor of three-second rule when pivot-post play takes longer than three seconds in lane.

I suggest the following change: when player enters free throw lane, and is facing basket and making an honest attempt to enter into the play, the three second-rule should not be enforced against him.

Olson, Dana Coll, Blair, Neb.

Change rule to read, "try for basket must be made within three seconds," but make no time restriction if pivot man is used to feed or pass the ball."

Kralovec, Kemper Military, Boonville,

Allow the pivot man to assume the position between the free throw line and the forward arc of the circle. The three-second rule being in effect as soon as he gains possession of the ball.

Williams, U. of Iowa

If three-second rule is retained -- any offensive play that is started should be allowed to finish if it moves directly into an attempt to score -- even if a teammate completes the play while the post man over-stays his three seconds in the lane.

Bunker, Culver-Stockton Coll, Canton,

Personal fouls: Disqualify on second personal foul in each half.

Wells, K.S.T.C., Kirksville, Mo.

We need some stress placed on how to call the "act of shooting" fouls. Officials this year are very divided on this point.

Ward, Coll of Emporia, Emporia, Kan.

Rule necessary to standardize back boards.

This situation should be remedied. Ball handler is fouled but is clever or strong enough to take one or more dribbles and scores a field goal. He gets one shot and often misses the one free throw also loses the two points for the free throw.

Buschmann, Warrenton High, Mo.

I would favor a move of some sort to take the unmolested throw, or free-throw, entirely out of the game of basketball. With our present system of fouls and free-throws the official is too much an integral part of the game, in fact, almost a player. Perhaps some rule for fouling should be given consideration.

Trusler, St. Tchrs. Emporia, Kan.

Comments, p. 2.

7-Sect. 9, item 3-b. Permit lifting of pivot foot in the starting of a dribble. Roselius, Hebron Jr. Coll, Nebr.

Give the defensive player a break.

Smith, Eldorado, Kansas

If present center jump is retained suggest: Time out after the goal is made; the watch to start with the toss-up.

Browne, U. of Nebraska

The Iowa Conference, of which Penn College is a member, experimented this past season with the elimination of the center jump following field goals. All conference games were played under this rule. I feel that the rule worked very satisfactorily. There are about three points which need special attention when such a rule is adopted. These are:

- 1. Because of the terrific pace set in such a game there is a great strain on the players. A team with limited reserve material is handicapped quite seriously. As a result there is a deliberate slowing down of the offense. In the interest of both players and spectators it seems to me that it would be wise to require that the official handle the ball following a field goal.
- 2. Special note should be made of the opportunity for substitutions. The rules should specifically permit that substitutues may enter the game while, or before, the official has the ball following a field goal. We have found it necessary to allow substitutions following field goals in spite of the fact that the ball is not technically dead.
- 3. Even in small schools where the budget is limited it will be necessary to have two offcials. This will be taken care of by the respective conferences in the course of time but attention should be called to the dangers involved in attempting to get along with only one official. It has not been uncommon for scores to run over 100 for a game in our conference this season and in such case the job of an official is extremely difficult.

I trust these comments, growing out of our experience with the change of rules, will prove helpful to the committee. You will doubtless hear from other Iowa Conference coaches.

Sincerely, J. K. Rash,
Wm. Penn Coll, Oskaloosa, Ia.

It is my belief that the playing time of the game should be lengthened in order that the paying customers will get more for their money. I think that something could be worked out to lengthen the time to 15 minute quarters or 30 minute halves.

Johnston, Cameron Coll, Lawton, Okla.

Comments, p. 3.

Playing periods should be longer: 10-minute quarters for high school; 25-minute halves for college.

Ricketts, Parsons High and Jr. Coll,

Ricketts, Parsons High and Jr. Coll Kan.

It seems to me that the rules are now just fine; if we could only get some officials to call them.

Penson, N.E.O. Jr. Coll, Miami, Okla.

Personally, I would like to see a limit or restriction of some kind placed on "wholesale substitutions" at the end of games. The present method makes the game drag out and generally results in a mad scramble the last five minutes.

Ward, Coll. of Emporia, Kan.

I am emphatically in favor of the elimination of the center jumps after field goals, the ball to be put in play just as is done now after the successful completion of a free throw.

Also I am in favor of moving the backboards in two feet in order to comply with #9 even though this would shorten the court by that four feet.

H.R. Godfriaux, Marshall, Mo.

Briefly - we used no center jump after field baskets in the Iowa Conference this year and in my opinion it is a better game. It is not more tiring on players, they soon learn not to hurry unnecessarily, and yet can go when the demand is there.

G.A. Bingham, Iowa Wesleyan College Mt. Pleasant, Iowa

ORANGE HIGH SCHOOL

400 Central Avenue

Orange, New Jersey

March 3, 1936

Mr. F. C. Allen University of Kansas Lawrence, Kansas

Dear Mr. Allen:

As one of the country's outstanding coaches, you may be interested to read about a method whereby five to six minutes of playing time in a basketball game can be saved.

Take just a few minutes of your "leisure" time to read and think over the attached mimeographed material. See how such a large saving of time is possible.

Also in the same sheets you will find, in the first few pages, fifteen reasons why the present rule which awards to the opponents the ball out-of-bounds after a successful foul, is not reasonable. The proposed remedy (Page 7) corrects the evils of this rule.

I am extremely interested to know what you think about these criticisms and proposals. I should appreciate greatly a word about them from you.

Sincerely yours,

Coach of Basketball

H. Carles Sailes

HCS:AC Inclosure

NAME OF BRIDE OF STREET