

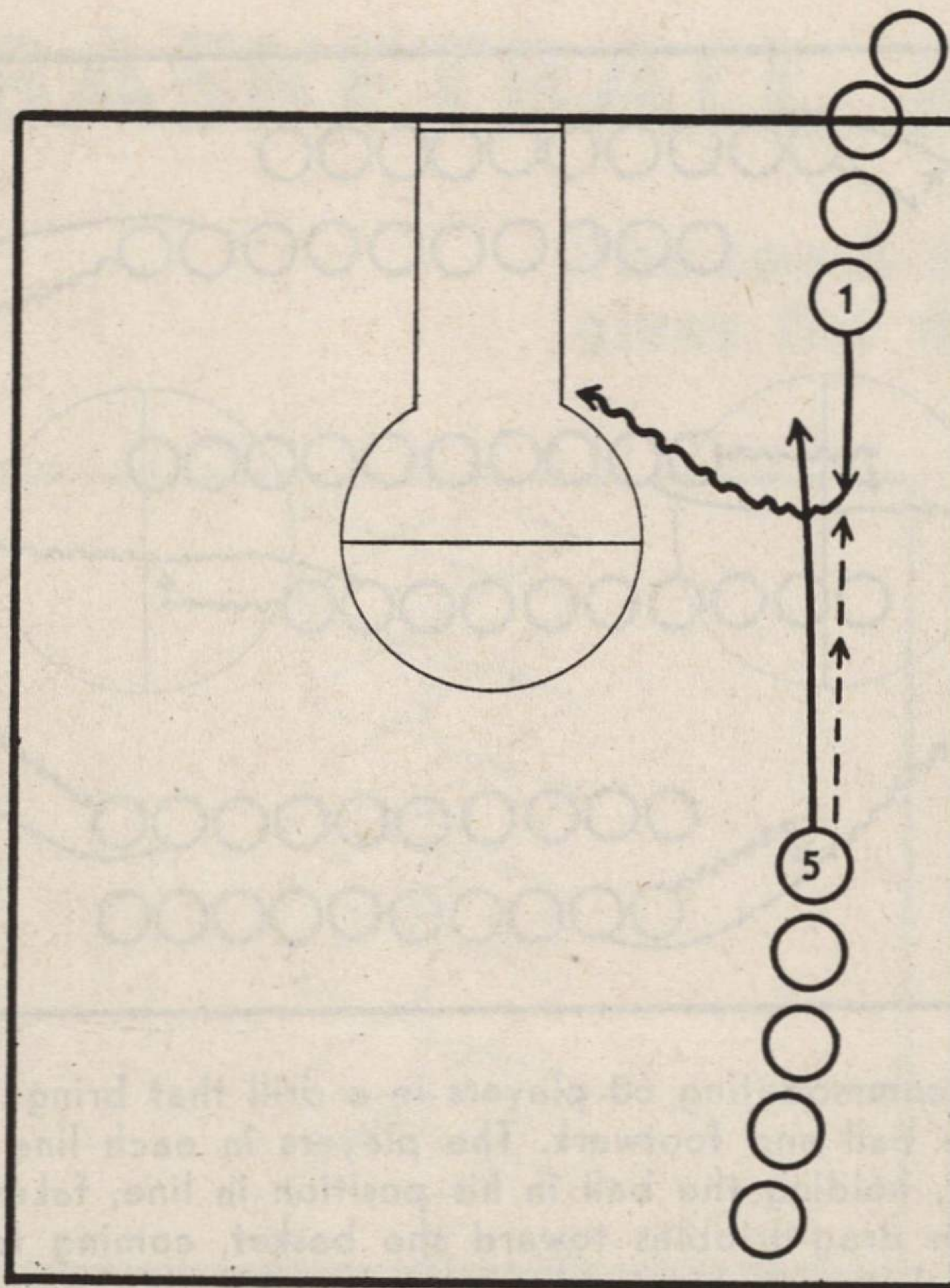
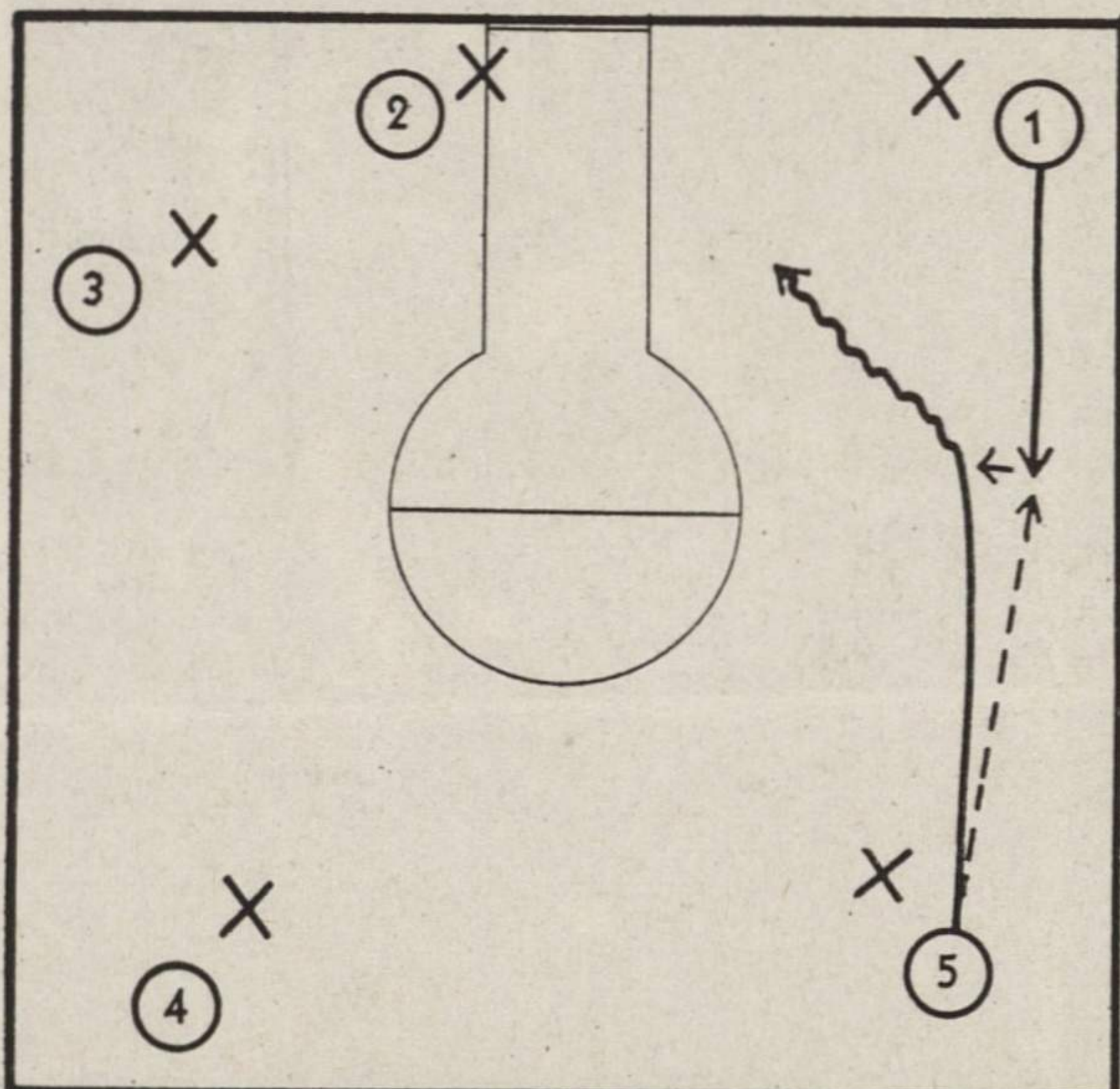
ual play so we bring in the "three man pass" drill shown in **Diag. 1**. This drill, and the one in **Diag. 2**, have been published a thousand times if once, and are no doubt familiar to all coaches, but I am including them here because the editor has asked me to "tell all" of what we do, and I am loath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

Drills as shown in **Diag. 1 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.

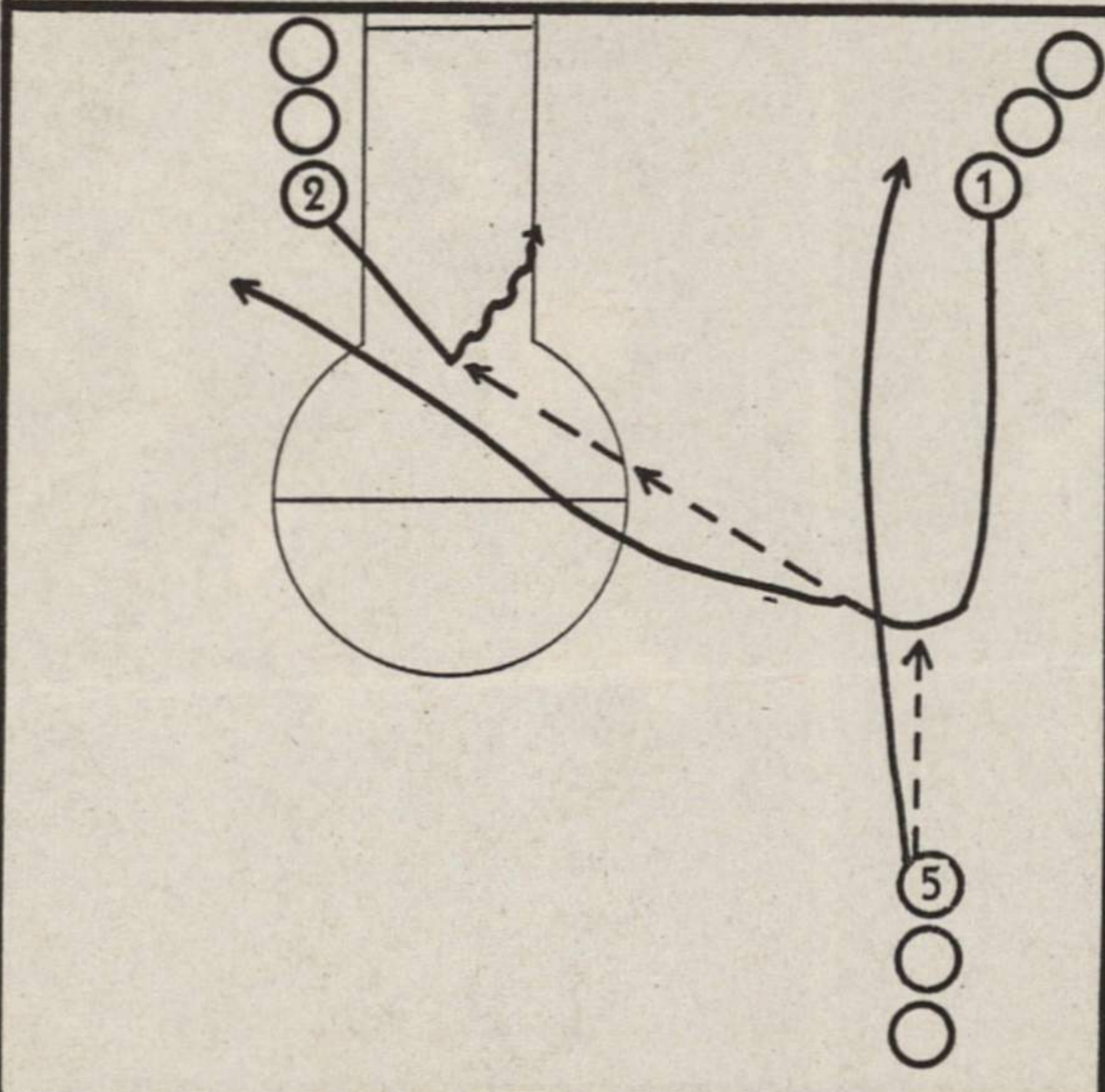


**DIAG. 5.** The 1 and 5 men are the first two men used in developing the system. Hence this drill to help pick the best men for the positions. No. 5 passes in to No. 1, and follows his pass. No. 1's first option is a direct return pass (quarterback pass) to 5, either inside or outside. 5 can conceal the side on which he will pass 1 by heading in one direction, then suddenly cutting in the other as he nears 1. In this diagram, 5 passes to the inside, and 1 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 1. When he doesn't, as in the above, he goes into 1's corner, and swings back into his own regular position. See diagrams below for return pass by 1, 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, 1 having declined his first option on 5 and his second option of a dribble by himself. 1, after passing to 2 who pulls out. 2 may return pass to 1 on the inside as a first possibility. In this diagram 1 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.

