How to Combat a Pressing Defense

By John A. Krafft

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HE first thing to do to combat a keep X2 covered. pressing defense is to build up individual cleverness. This can be done through a series of special exercises upon which we spend hours every month.

All players must learn to fake one way and go another. They must fake frontward, sideward, backward, and in all directions. They must learn to fake one, two, three, and even four times if necessary. Fakes may be made with the entire body or with parts of the body.

After the ball has been thrown in court to the player who is loose, the one receiving the ball must dribble low to control the ball. He must dart one way and drive another, one, two, or three times depending upon success. As he darts and drives to get around the defensive forward, the forward may back up. If he does, the guard will easily, and soon, get the ball past the middle of the floor. The dribbler with the ball may body-fake and feint to make his job more easy.

In order to teach the aforementioned fundamentals, we line up the players the length of the floor one against one, as shown in Diagram 1, to practice these stunts. O is on defense; X has the ball. X dribbles the length of the floor. O on defense tries to stop him.

In Diagram 2, we have an exercise in which we practice getting loose from our opponents. This exercise may be practiced on either side or in the middle of the floor. X1 passes to X2 after X2 jockeys and feints to get loose from O who guards him. O is on defense and attempts to

After the fundamentals mentioned have been learned, most any set-up will be successful in bringing the ball down the floor.

In Diagram 3, the guard passes in to his companion guard and rushes down the floor, receiving a return pass. This places four on three for a scoring situation. X1 passes to X2 who return-passes to X1 who drives down the floor rapidly.

In Diagram 4, the guard passes to the companion guard, and each guard blocks for each other until the ball gets across the middle of the floor. With the guard in possession of the ball, all players advance

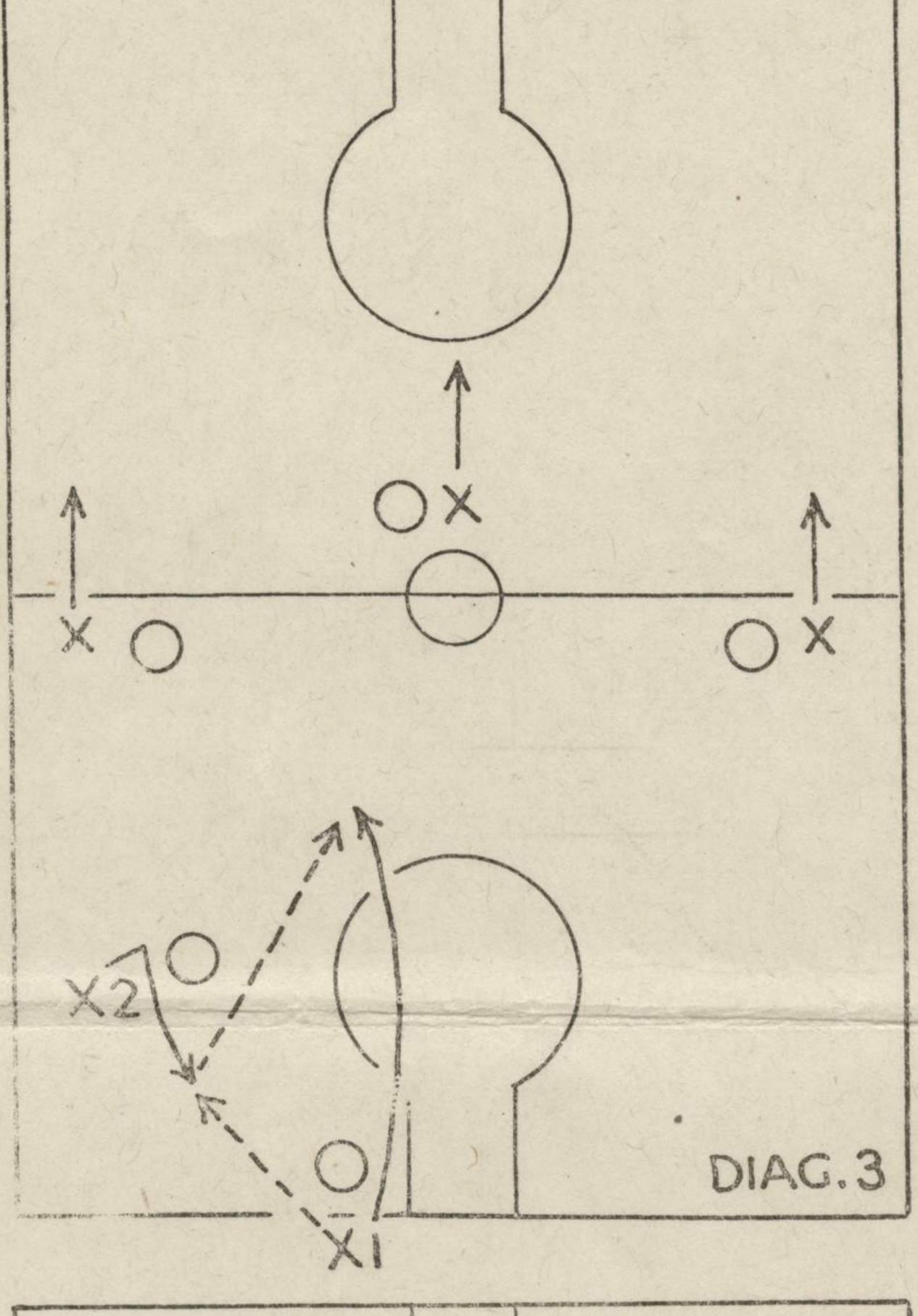
down the floor as rapidly as he progresses and proportionately. X1 passes to X2. X1 screens for X2 who keeps the ball, getting it across the middle.

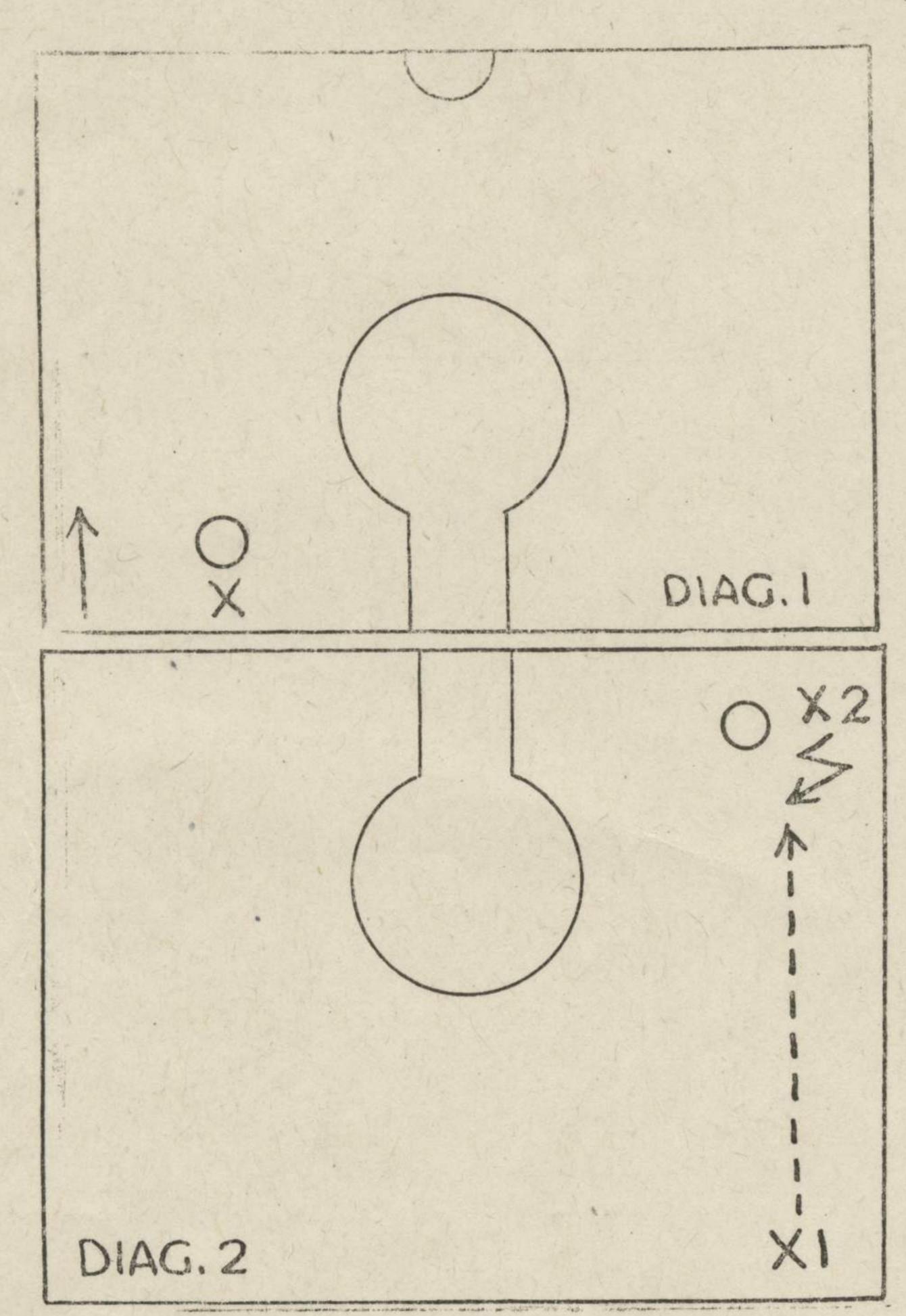
Diagram 5 shows what to do if a guard cannot get loose. He screens for the forward while he gets open to receive the ball, and bring it down the floor. X1 fakes a pass to X2 but passes to X3 after X2 screens the guard of X3. X2 then goes down in the forward position.

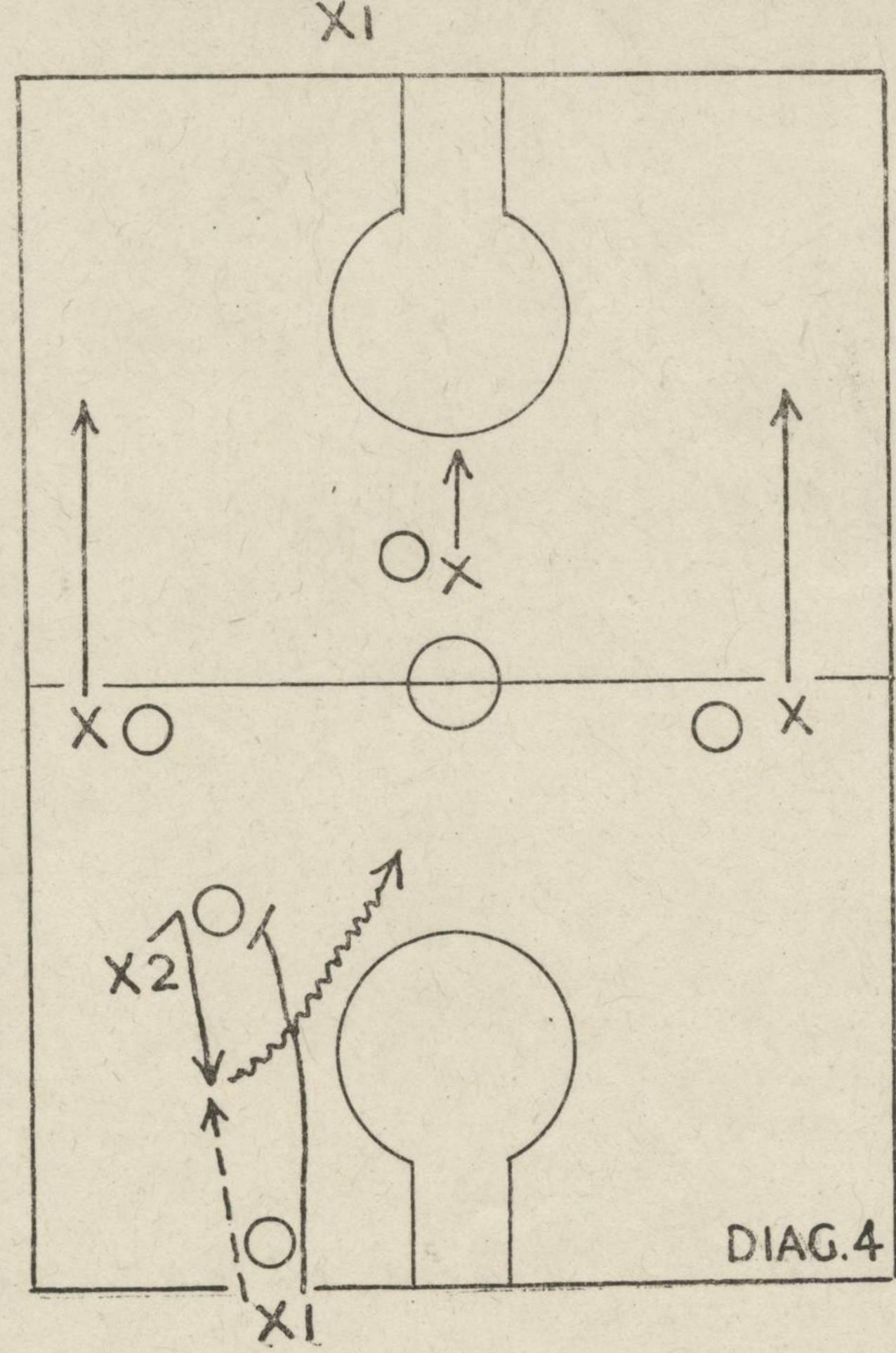
Diagram 6 shows that, if the guard and forward are both held up, they screen for the last forward who receives the ball and bring it down. X1 fake-passes to X2, who screens X3's guard. X3 comes up to get the pass but screens for X4. X1 passes to X4. X4 and X1 bring the ball down. X2 and X3 take corner forward positions.

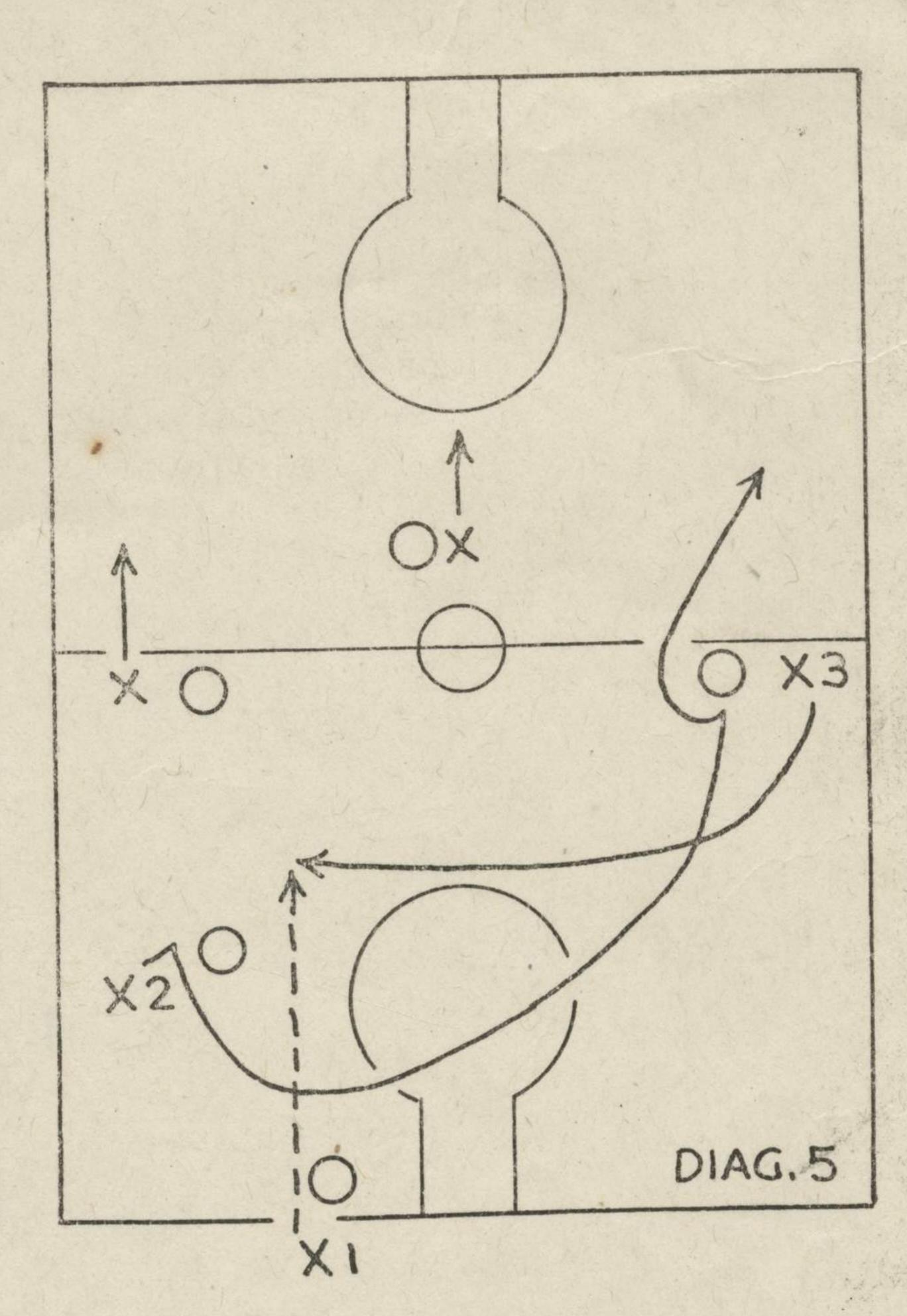
If both forwards and the guard are screened off, the center fakes and cuts to receive the ball as a last resort only. He then brings the ball down the floor or returns it to the guard to bring it down as shown in Diagram 7. X1 fake-passes to X2 who screens X3's guard. X3 comes over and screens X4's guard. X4 screens X5's guard. X1 passes to X5. X5 and X1 work together getting the ball across the middle.

As soon as the players get past the middle, they then set up the regular offensive maneuvers or drive in, if open, for a drive-in shot. The guard throwing in the ball from out of bounds must be careful not to pass in the ball to his companion under the opponent's basket where inter-



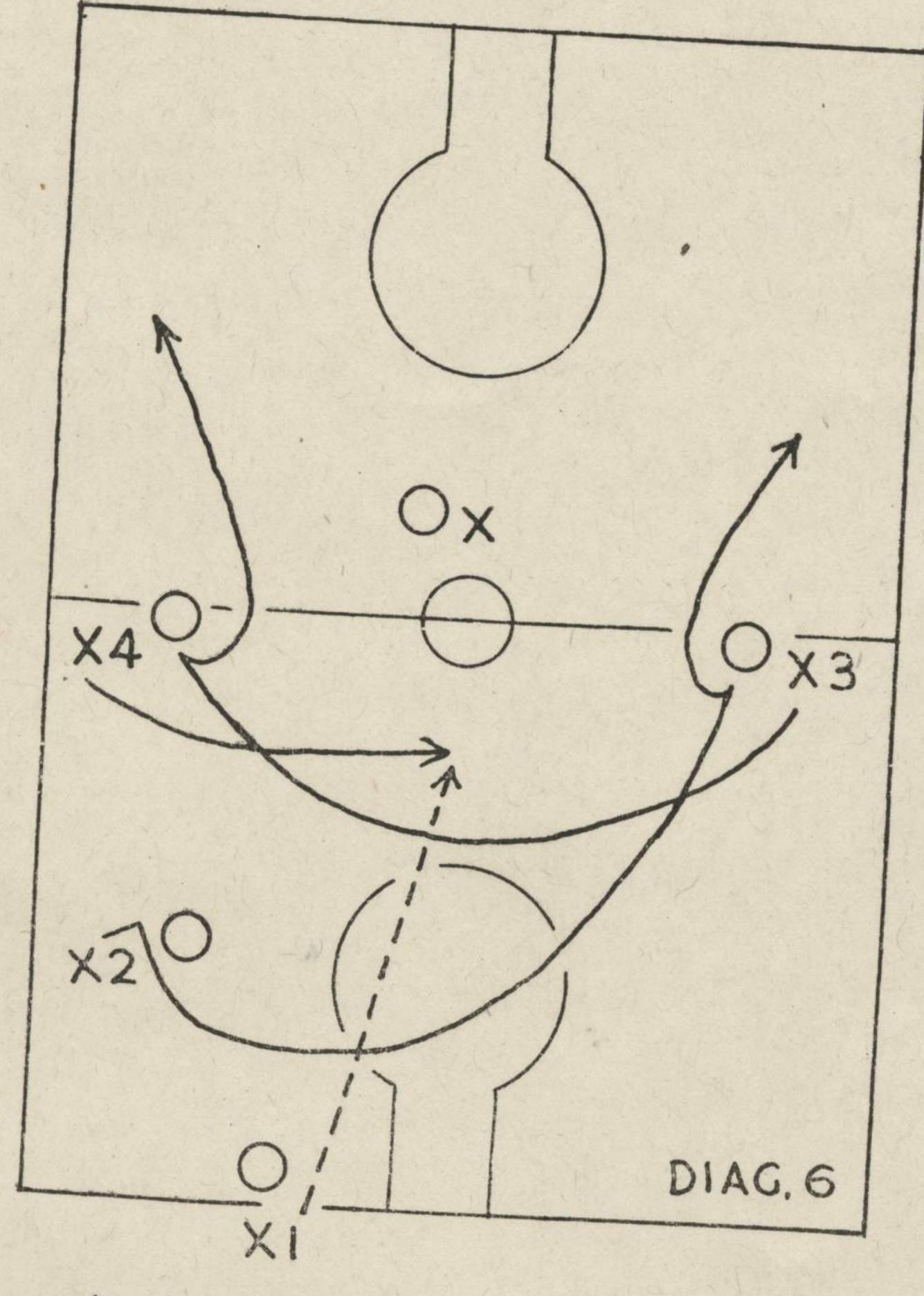






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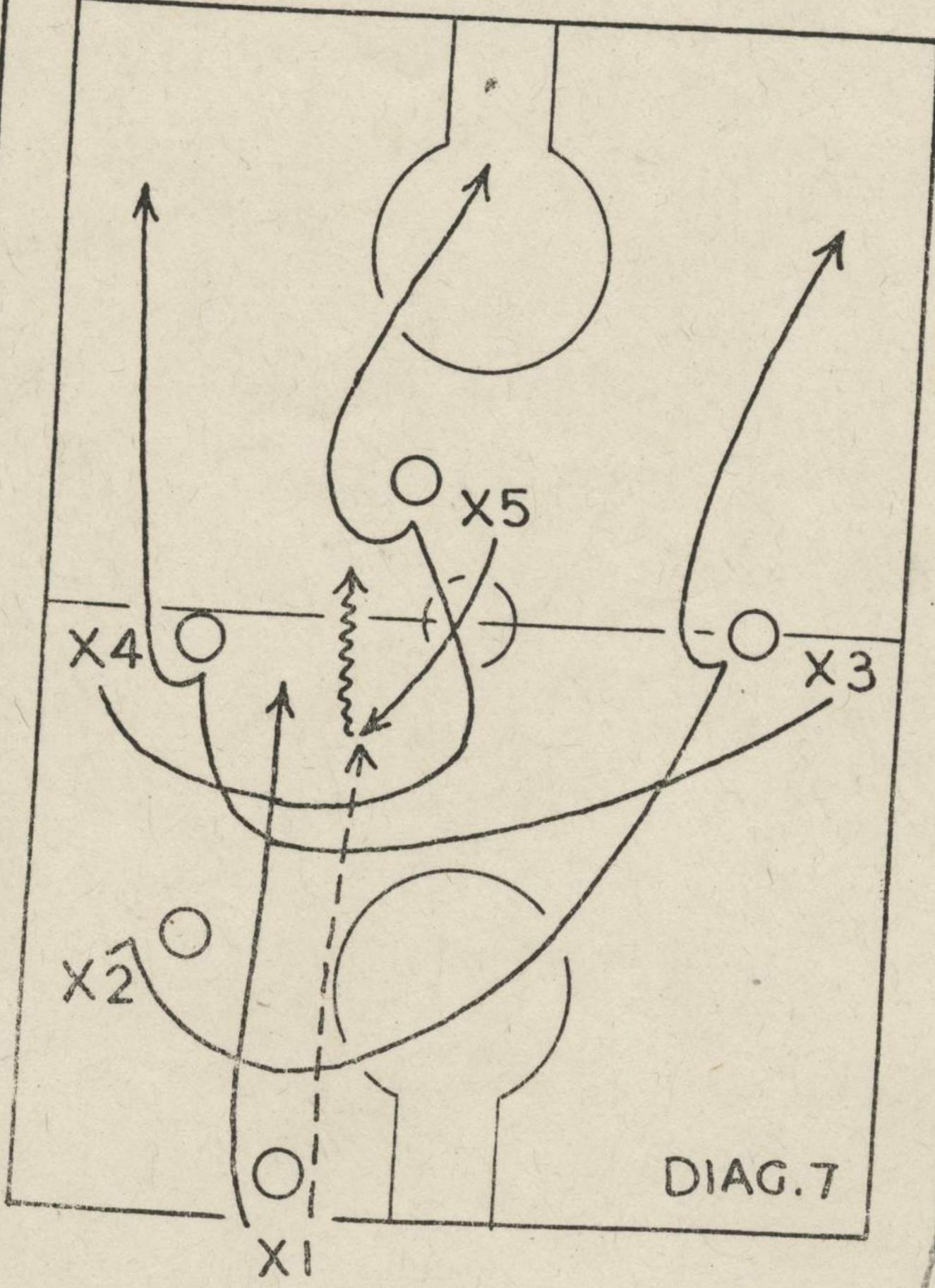




ception is easy.

Special screen plays may be set up in a situation as shown in Diagram 8. X1 passes to X2. X3 screens X2's guard. X5 screens X4's guard. X2 passes to X4 who passes to X1 who shoots. X5 cuts down the floor for the rebound.

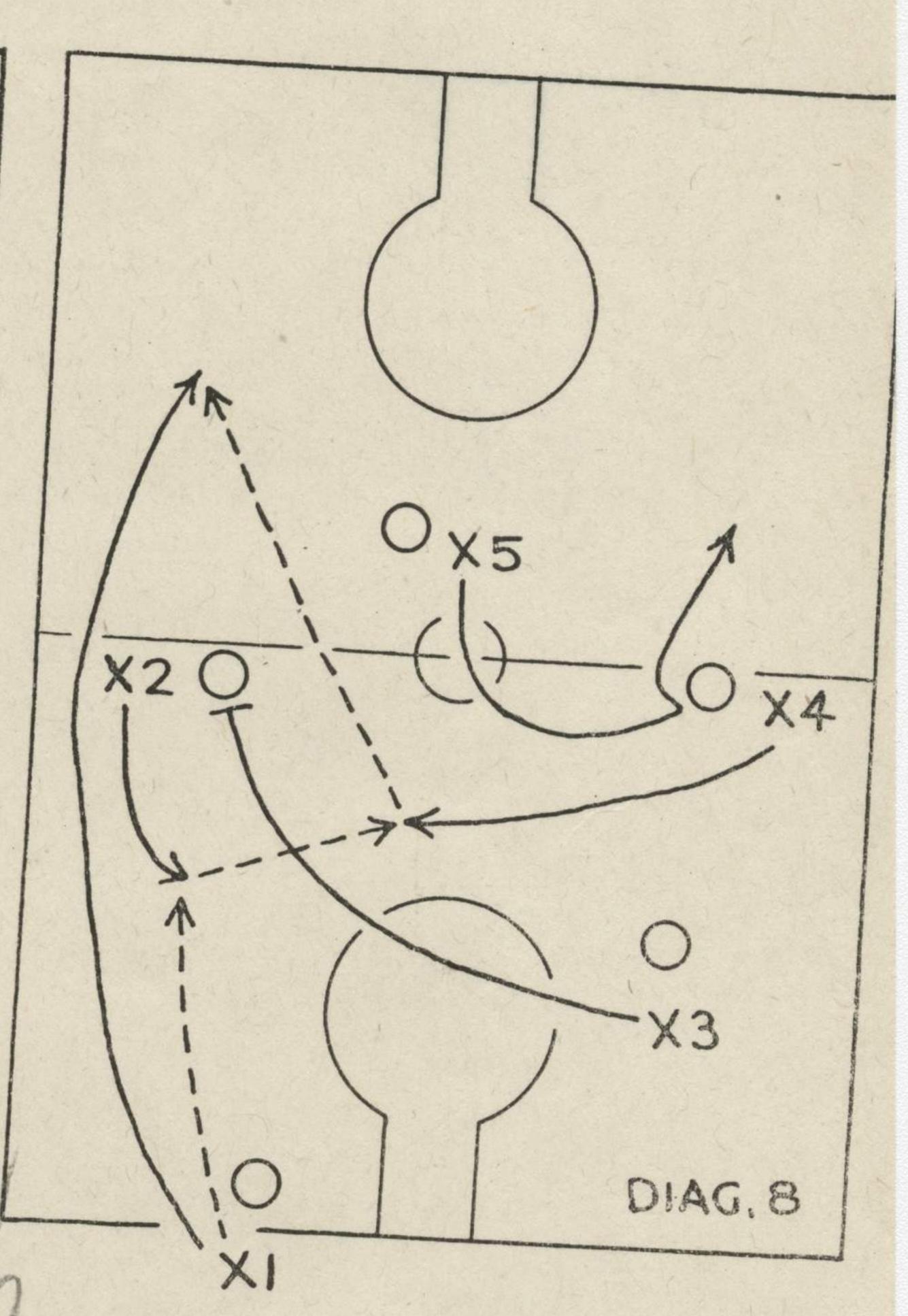
A few special hints must be kept in mind against a forcing defense:



1. We use special screen play set-ups, only after scouting a team.

2. We do not relay on screen set-ups. 3. All players should keep a reasonable distance from the side line at all times in order to keep from being boxed out of

4. Players throwing the ball in from out of bounds should never pass under the opponent's basket.



5. We rely on individual jockeying and faking to get loose.

6. The two best ball-handlers should always be selected to bring the ball down the court.

7. All players should line up on the defensive side of the court at the start, except the center who lines up past the middle.

Athletics in the Scheme of Education

By Howard G. Mundt Department of Athletics, Carleton College

HROUGH the years, athletic programs have been taking a great deal of criticism from many educators. Why the criticism? Is there something radically wrong with the athletic system? Do athletics contribute anything to the life of the student? Do coaches talk too much and actually do little? Do we have too many of the "ball-and-whistle" type of individual in our programs? Why are there so many petty jealousies between the athletic and academic departments? Will the post-war period bring about a fusion between departments?

It would seem that if there is need of a general "housecleaning," now is the time to start making definite plans. Eliminate as much as possible the usual bickerings between departments as regards the merits of each particular division. A little more broadmindedness on the part of all educators would be a prime asset in disposing of a great many difficulties. Every department and subject

not be included in the curriculum. The life of a college student should be enriched by participation in a number of activities. It seems to me that athletics should be, and are, as legitimate as mathematics or chemistry in the general educational scheme.

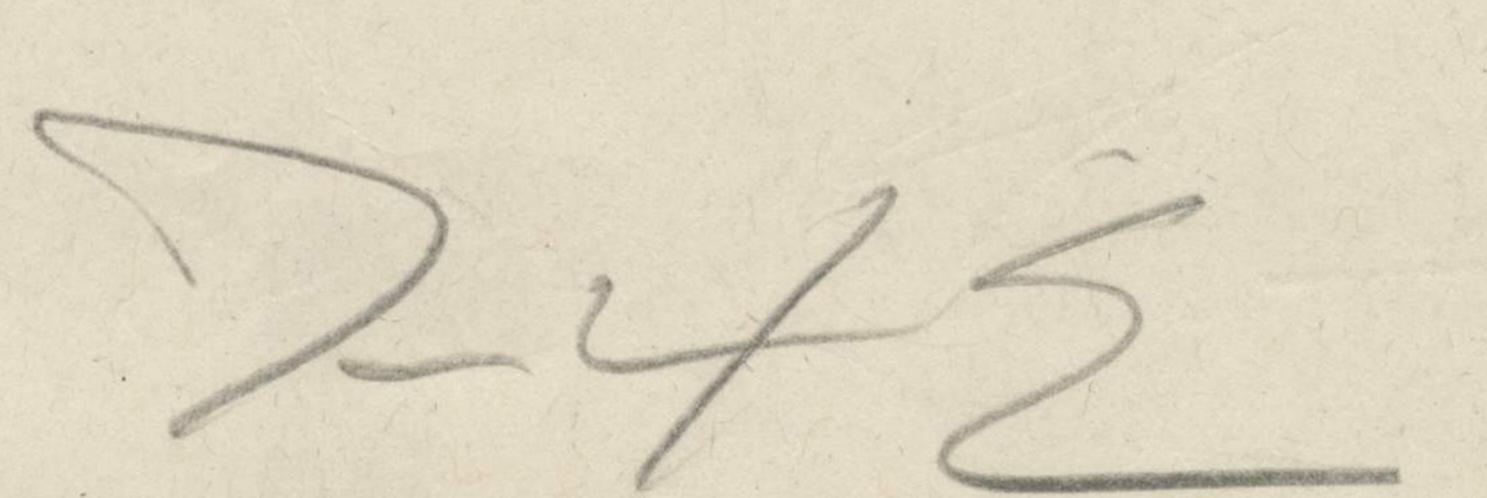
If athletics do contribute something to education, then athletic standards must be conducive to that enrichment. We must admit that there has been much internal bickering in athletics in regard to proselyting, eligibility, and recruiting. As athletics are a colorful aspect of school life, such things will come more into the public eye than would the same type of comparable bickering in other departments. Athletic leaders must lean over backwards to keep things on a high level, and at best this is a difficult task.

Much criticism of athletics from other departments comes in the form of statements that athletics take too much of the must have something to offer, or it would interest from the academic subject. Ath-

letics naturally have an absorbing interest to the average red-blooded young man. This interest often produces a negative feeling on the part of some academic instructors. Too many still go on the philosophy of formal discipline that "it doesn't matter what you study, as long as you hate it." Athletics must be recognized as one of the educational skills, to be added to academic skills, making a well-rounded individual.

We do not mean to say that the individual cannot be successful without having participated in athletics, but in many cases such participation does help. If athletics are not taught with a definite purpose in mind, such as the development of better social habits, then of course they are not worth while. The winning of a contest, at the time, is all important to the contestant and spectator. A few days after, it is usually forgotten. Win or lose, there is developed, however, a sense of loyalty which permeates the whole student body. If such

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It's Fundamental Time!

By Everett S. Dean Director of Basketball, Stanford University

T'S fundamental time again for the most-played sport in this country. It is hoped that the graphic picture on the opposite page will assist the new and inexperienced coaches in starting off their season with a plan. The chart sets up a series of fundamental drills covering four divisions of fundamentals, namely, basket shooting, passing, footwork, and drills for co-ordinating fundamentals and parts of the offense. At the end of each lateral column the reader will find a general recommendation as to the proper time for practice on those fundamentals (columns should be read from left to right).

Shooting Drills

Diagram 1 shows a simple formation for the two-hand shot. One ball to three players makes a satisfactory arrangement for good basket-shooting practice. This formation lends itself to three phases of basket shooting, the first of which is a stationary shot about twenty-two feet from the basket. In learning shooting form, it is best for the player to be fairly close to the basket and to make the shot unopposed.

The second or third week of practice calls for the second phase of basket shooting from this formation. The squad should move backward ten feet toward the middle of the floor, thus giving the players room to dribble forward to their original positions. There, they come to a runningstride stop, maintaining good body balance and from that position taking the twohand shot. This type of practice more nearly approximates game conditions.

The third phase of shooting from this formation comes from the original position where one of the three players on one ball takes a shot and follows it. Upon recovery of the rebound, he passes to his side change in this manner and keep on team mate, and immediately assumes a defensive position against him. This gives the shooter practice against opposition and gives both men good practice in rebounding. The defensive man keeps that position until he recovers the ball. This is an actual game situation and can be worked into the daily basket practice after the players have had sufficient practice without opposition.

Diagram 2 illustrates the old-fashioned and most commonly used short-shot drill and pre-game warm-up exercise. It embodies much passing, running, and shooting and is simple in execution.

block. It takes good co-operation between week, the players should be able to take a, b, c, d, e, f.) correct maneuvering to shoot behind a

the shooter and the blocker to obtain efficiency in this play Footwork is important in this play, and practice on it should be delayed until after the third week. This play might be used as a play possibility in the bottom column of the chart.

Diagram 4 shows the follow-up triangle. Players 1 and 2 are the shooters while the 3 men in the triangle follow up the shots and practice the skill in follow shots, but maintaining the triangle position. Players will necessarily have to change positions, a fact which calls for alertness in keeping the formation balanced. Later, one and two guards should be added to the drill to present game conditions.

Passing and Ball-Handling

Diagram 5 shows a formation which is an "Old Reliable" for early season work because it is full of fun and action. Fundamentals of passing, eye deception, and individual defense can be taught in a short time. The defensive man in the circle takes the place of the player whose pass he deflected.

Diagram 6 is a peripheral vision and passing drill. Six men form a straight line facing one man who stands about ten feet in front. The drill calls for two balls, one in the line and one in the hands of the player in front of the line. The balls should be kept separated as much as possible in order to give the player in front more peripheral vision practice. This drill is a fine push-pass developer and, at the same time, develops strong finger and arm muscles.

According to Diagram 7, two columns of single file line up on either side of the floor. Player 1 passes the ball to player 2, goes to the right, and joins the rear of the opposite line. Players on either a continuous run. Various passes may be practiced.

Diagram 8 illustrates the five-man weave or criss-cross, which is a good ballhandling and passing drill. Timing is a major fundamental, and no drill offers more practice in timing. This drill might be delayed until the second or third week. It, however, possesses a "kick" or motivation that helps the boys enjoy prac-

Footwork

Practice in footwork should be started Diagram 3 is a drill designed to teach gradually until the players' feet become toughened. After the second or third path of the ball is indicated by the letters

their footwork in stride.

Diagram 9 illustrates a mass drill which we often use to teach the fundamental offensive positions and defensive footwork. The encircled X is the leader of the squad. All members of the squad "follow the leader" and go through every movement made by him. Correct body balance and good form may be taught in this mass formation. This drill provides an excellent opportunity for the coach to observe fast and slow reactions of the players.

Diagrams 10, 11, and 12 illustrate the stop and turn, the pivot and change of direction. Note the combination of two forms of footwork in Diagrams 11 and 12.

Co-ordinating Fundamentals and Parts of the Offense

After practice has been under way two or three weeks, it is well for a coach to start putting his offense together by using some fundamental drills which are segregated parts of his offense. Thus, while practicing certain fundamentals, the players are learning play possibilities at the same time. The coach may place the emphasis upon whichever department, fundamentals or play options, that needs the more attention at that time.

Diagram 13 shows the side screen and the resultant one-hand shot in the freethrow ring. This fundamental drill is extremely practical and simplified for effective teaching.

Diagram 14 illustrates the next progressive step by the addition of a pivot man to the play, thus making a three-man play possibility. This drill should be used considerably because of its real game conditions.

The four-man weave, shown in Diagram 15, is a maneuver which requires good timing. After two- and three-man play options have been practiced, it is wise to give some practice to this fourman weave because it is the framework around which this type of offense will be built. The continuity of movement, if well timed, makes more defensive problems for the opponents.

Diagram 16 is an example of 5 against 5. The pivot man has been added to the four-man combination. Team fundamentals as timing, floor balance, shooting balance, offensive and defensive balance, follow-up formations, and other fundamentals, can be practiced in the drill of 5

against 5. against 5. (In diagrams 15 and 16, the

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