1961

A Study of Basketball Organizational Materials and the Development of an Organizational Handbook for Beginning Basketball Coaches

Samuel Edward Mitchell
Central Washington University

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A STUDY OF BASKETBALL ORGANIZATIONAL MATERIALS
AND THE DEVELOPMENT OF AN ORGANIZATIONAL
HANDBOOK FOR BEGINNING BASKETBALL COACHES

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Samuel Edward Mitchell
August 1961
LD
5771,3
MGL.25
SPECIAL COLLECTION
APPROVED FOR THE GRADUATE FACULTY

______________________________
Everett A. Irish, COMMITTEE CHAIRMAN

______________________________
Leo S. Nicholson

______________________________
T. Dean Stinson
ACKNOWLEDGMENT

The writer wishes to express sincere appreciation and gratitude to Dr. Everett A. Irish, chairman of his committee, for most helpful guidance and assistance in the preparation of this thesis. He also expresses grateful indebtedness to Mr. Leo S. Nicholson and Dr. T. Dean Stinson, members of the committee.
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CHAPTER I

INTRODUCTION

Many coaches are going into the field of athletics with little or no playing and/or coaching experience. Because of limited experience, many of these coaches are not well organized. This brings forth criticism. A handbook of organizational materials would help persons going into the coaching field for the first time.

For years superintendents, principals, state agencies, governmental agencies, unions, industries, and other organizations have utilized the handbook to influence and inform the general public on products, issues, and policies of importance to them. In recent years basketball coaches have also realized the importance of being well organized and informed.

For a time, most coaches relied on memory to retain the information to help them develop an adequate program. Today, however, with the complexities of modern day basketball and the need for an adequate organizational set-up, coaches are relying less on memory and more on the handbook to develop their program.
I. THE PROBLEM

Statement of the problem. It was the purpose of this study to (1) determine the need and scope of a handbook, and (2) develop a handbook if needed. The writer sent out a letter of explanation and a check list type questionnaire to each "AA" school throughout the State of Washington, inviting them to participate in the survey to find out if coaches in these schools use handbooks in their basketball program.

Importance of the study. This study should be valuable as a source of information pertaining to the organization of a handbook and its contents. The handbook can produce good organization and good rapport between coaches, coaches and players, coaches and administrators, coaches and parents, and coaches and the community. All of these relationships could be improved by the use of a handbook indicating the philosophy, aims, and objectives of a coach.

Many times a coach is aware that he has forgotten something, and the problem remains unsolved because he doesn't know where to find the information desired. A handbook will eliminate many of these problems.

Materials sent home or explained to parents have a tendency to pacify many of the worries parents have as their child enters athletics for the first time. Often these parents are in doubt as to
practice time, health examinations, insurance, equipment needed, training rules, and many other policies that will affect them or their child. These items are covered in the handbook.

Limitations of the study. Regardless of the size or location of a school, any coach has problems unique to his area and situation. Traveling, schedules, equipment needed, and general relationships are a few areas of difference found in different size schools located in one area. Each coach has a different personality and philosophy; this too should be recognized and understood.

In order to present the study in more precise terms, the following limitations are acknowledged: (1) the study will be limited to those schools playing basketball in the State of Washington in the "AA" classification and not by enrollment figures as set up by the Washington State High School Athletic Association; (2) the information will be obtained through a questionnaire sent to all the coaches; (3) this study will not attempt to evaluate the relative effectiveness of the handbook or to show any relationship between organization and success as exemplified by win-loss record; and (4) the organization section shall be limited to contain only items used in the overall program.

The handbook to be constructed as a result of this study is also limited in length because its effectiveness and purpose would otherwise be destroyed. A handbook should be as brief as possible
in order to be easily usable by those using the information. The material herein is organized to avoid repetition, be easily read and understood, and facilitate additions or revisions if such are needed.

II. ORGANIZATION OF THE THESIS

The present chapter is devoted to identifying and stating the problem. Chapter II contains a review of related literature. Chapter III presents the method and procedure used to collect the data. Chapter IV analyzes the findings of the study. The summary, interpretations, and conclusions of the study appear in Chapter V.
CHAPTER II

REVIEW OF RELATED LITERATURE

The writer is not familiar with any research done on the organization of a basketball handbook. Specific areas have been treated in many basketball books written by well-known coaches. Most clinics, books, and independent articles deal with specific drill, explanations, and plays peculiar to the coaches' brand of basketball rather than to the overall program. Also, much of the aforementioned material, except that on fundamentals, is geared to college rather than high school.

Much material or parts of the program are taken care of by others connected with the program in college. This gives the college coach an opportunity to use his time more efficiently; however, this is not true for the high school coach. The high school coach does such things as (1) make the necessary arrangements for medical examinations; (2) order medical supplies; (3) tape and care for injuries; (4) send letters to candidates and parents; (5) make arrangements for traveling and checking equipment to be taken; (6) setting up the playing facilities for a game; (7) giving out press releases; (8) checking in and out equipment; (9) ordering equipment; and (10) checking eligibility of the participants.
Since many high schools do not have an athletic director, trainer, publicity director, etc., the high school coach is usually responsible for the organization of the total program. With this in mind, the writer looked for articles and books to secure literature for the survey.

I. RESEARCH

Periodicals. Surveys of the Athletic Journal and Scholastic Coach from 1950 to date showed a total of 107 articles on organization of basketball and 284 related articles on organization of the basketball program. None of the articles met all the requirements of a well-organized and efficient manner of operating a program.

Books. Further research showed that specific areas have been treated in most of the basketball books written by well-known coaches, either as an entire book or in one chapter. However, most of the material in these books cover (1) fundamentals; (2) offensive and defensive plays and formations; (3) training and conditioning; (4) strategy; and (5) some organizational materials, mostly concerned with college organization and peculiar to their situation.

Coach Clair Bee, former basketball coach of Long Island University, stated that "Much has been written about the needs of teamwork on the part of the boys but little about the cooperation
required in taking care of the player. The physician, school nurse, and trainer are important members of the team behind the team" (2:44).

Blair Gullion, basketball coach of Washington University, made the following comment: "The successful basketball coach in this era of highly organized play cannot win by hoping; he must also solicit success by careful planning and by efficient teaching" (7:200).

In organizing his book, Garland F. Pinholster, Athletic Director of Oglethorpe University, wrote, "Broken into elementary phases, basketball appears to be an elementary game. It becomes complex only when we realize that there are hundreds of these simple parts with which to be concerned" (11:14).

The United States Naval Institute Manual states:

A man cannot do his best work without the proper tools. Any preparation for play which does not take into consideration the things, in addition to fundamental basketball skills, which are necessary to play the best game that can be played under the given set of circumstances has been ill thought out (10:10).

Instead of using direct quotes from all the books, the writer has analyzed the strong points of each book. The following is a list of authors, books, publishers, and strong points:

   This book covers all fundamentals, defensive and offensive styles, subordinate plays, conditioning, training, first aid, bandaging and taping, and humor through stories and tales related to basketball.
   This is a very practical book for the beginning coaches and players because it includes conditioning and training, practices and coaching methods, game strategy and tactics, and general offensive and defensive tactics.

   This book has a complete analysis of zone defenses and attacks and a history of zones and principles involved in zones. However, it is too complicated for the beginning coach.

   All parts of the game are pretty well covered, especially the one-handed set shot, daily practice schedules, and methods of instruction. The last two are the most important parts of the book.

   Offensive and defensive fundamentals are well covered along with coaching methods, conditioning and training, psychology and strategy, daily practice plans, and play diagrams.

   Analysis of basketball fundamentals are well covered and the illustrations used showed the most desirable progression.

   Very good coverage of man-to-man defense as well as excellent illustrations of the correct fundamentals.

   This is the most complete book regarding the offensive phases of basketball, philosophies and principles of basketball. It has much organizational materials that would aid the beginning coach in his program.

This is the first book ever published on basketball. The authors originated the game and they explain how the game was played, general rules, coaching suggestions, and a little bit of history about the game.


This contains Rupp's philosophy of basketball as well as his system, conditioning, training, fundamentals, offensive and defensive play, strategy, and drills. Also, he has some excellent comments and organization procedures.

II. CONCLUDING STATEMENT

It is hoped that the material herein will help clarify the different aspects associated with organizing a basketball program. It must be understood that this is not a complete survey of all articles, pamphlets, or books written on the subject of basketball.
CHAPTER III

PROCEDURE

This chapter, a descriptive report on the procedure used and the materials involved in the study, will add meaning to the findings and to the summary and interpretation of the data, found in a later chapter.

Plans for securing the data were carefully formulated, and three basic questions were finally considered: (1) What information should be obtained? (2) By what method should this information be collected? and (3) From what persons should this information be secured?

The desired information for the present study was obtained through a letter of explanation and a questionnaire sent to the head basketball coach of selected schools in the State of Washington.

The introductory letter explained (1) the purpose of the study, (2) directions for filling out the questionnaire, (3) the definition of a handbook, and (4) directions for returning the questionnaire at their convenience in an enclosed envelope and thanks for their cooperation.
I. THE INFORMATION NEEDED

An intensive review of related literature acquainted the author with the specific as well as the general organizational materials of basketball and with coaching philosophies and principles involved in the overall program. This was reported in the chapter on related literature.

Personal experiences of the writer and other contemporaries in the field indicated a need for a well-organized basketball handbook. Many organizational materials are needed in an efficient basketball program. However, the present investigation was primarily concerned with the following: (1) Do "AA" high school coaches use coaching handbooks? and (2) What materials are included in these handbooks?

II. TECHNIQUE USED FOR COLLECTING THE DATA

In order to gather the necessary information, an effective method of collecting the information was needed. Several methods were considered: (1) distribute questionnaires through the mail, (2) interview groups of coaches, (3) conduct personal interviews, and (4) send questionnaires to prospective coaches through college professors teaching basketball courses. Distribution of the questionnaire through the mail was the technique selected.
In using the questionnaire technique, it was necessary to establish an effective plan for collecting and recording data. It was decided that the check list type of questionnaire could be used most advantageously. The check list also simplified the statistical analysis of the data.

The check list contained three parts. The first part was designed to determine whether or not "AA" high school coaches had handbooks. If the answer was "yes" they were asked to place a check mark next to those organizational materials contained in their handbook. Those coaches who did not have handbooks indicated so by placing a check mark next to the word "no." They were then asked to indicate which of the organizational materials, in their opinion, should be included in a coaches' handbook.

The organizational materials to be checked were found in the second part of the check list. The findings will be discussed in a later chapter.

This part of the check list used information from journals, pamphlets, books previously mentioned, as well as personal experiences and materials collected while coaching. The many organizational factors were carefully analyzed before the check list was actually constructed. After the preliminary draft was completed, it was submitted for criticism to school officials in physical education,
psychology, and administration. Through the preliminary examination of the check list and the opinion of qualified educators, eight detailed headings were established for use in this area. However, an extra heading was provided so the coaches could add any other material they thought should be included. The headings were as follows:

1. Training Techniques and Conditioning,
2. Schedules,
3. Philosophy of Coaching and the Game of Basketball,
4. Charts and Forms,
5. Public Relations,
6. Equipment,
7. Individual and Team Strategy,
8. Educational Requirements,

All sub-sections were directly related to the main heading and worded so generally that a multitude of answers would satisfy the given condition.

In this portion of the check list, the coaches were asked to place a check mark next to the materials they thought should be in a coaching handbook. The answers depended upon whether or not the coach did or did not have a handbook in his possession. A coach could check as many sub-parts as he wished. Such a response is illustrated below from heading "C" of the check list:

C. Philosophy of Coaching and the game of Basketball.

1. x A set of coaching principles.
2. ___ Player personnel policies on the court.
3. ___ Player personnel policies off the court.
4. x Game day policies.
5. x A set of values, objectives, and aims a player can use all through his life.
This procedure was a little different from other methods used because the coach was required to give some thought as to what was or was not in his handbook. Those coaches who did not have a handbook had to carefully weigh their decisions for checking what they considered important.

The last paragraph, not directly associated with the explanation or working parts of the questionnaire, asked those participating in the survey if they would like the results of the study after it had been completed.

III. PERSONS FROM WHOM THE INFORMATION WAS SECURED

Another fundamental consideration was which persons should be asked to supply the needed information. Several possible groups were considered, namely: (1) all coaches in the State of Washington, (2) all coaches in schools with enrollments over five hundred in the upper four grades, (3) all coaches taking the Advanced Basketball coaching course at Central Washington College of Education, and (4) any school in the State of Washington that plays basketball in the "AA" classification (not by enrollment figures as set up by the Washington High School Activities Association).

The latter was decided on because the writer thought that coaches in these schools would have more opportunity to prepare a
handbook than would coaches in smaller schools.

Time was not an important element in securing the information from the coaches selected for the study. However, in order to have an effective questionnaire, as well as to give proper directions, it was necessary to run a pilot study. Permission was received from Mr. Leo S. Nicholson, Central Washington College of Education, to use his class, Advanced Basketball Coaching, for this experiment. Since many of the students in the class were coaches, this would be an opportunity to receive constructive criticism.

The primary purpose of this Pilot Study was to give the investigator an idea of how to organize preliminary explanations in order to receive an effective result on the questionnaire returns. The secondary purpose was to find answers to the following questions: (1) How long should the questionnaire be? (2) Will the questionnaire be easily read, understood, and marked? (3) How much time would be needed to check the questionnaire? (4) How would the coaches respond to such a study? and (5) Is there a need for such a study? All the reasons previously mentioned and used in the Pilot Study were very useful in the main study.

The first phase was actually conducting the Pilot Study and working out the difficulties as they were confronted. The corrections made in the preliminary draft improved the coaches' responses in the
final draft; this was especially true for the second phase.

Phase two was helped considerably by phase one since correct procedures were now used. In the second phase, it was found that five to ten minutes would be sufficient for marking the information on the check list. It was also easily read, understood, and marked; those marking the questionnaire thought that the length was adequate to get the necessary information. The students in the Advanced Basketball Coaching class were very much in favor of a study of this type. With this encouragement the writer thought that the questionnaire was ready for distribution and that there was a need for the study.

A letter was written to Mr. Henry DeYoung, of the office of Washington Interscholastic Athletic Association, in order to secure the names of the coaches in the schools used in the study. A list of coaches and schools was compiled and a questionnaire was sent to each coach along with a letter of explanation. Once the questionnaires were mailed, a maximum time limit of six weeks was set for their return. If a questionnaire was not returned within the allotted time, it was not considered for the study.

IV. TABULATION OF THE DATA

A copy of the questionnaire was used for recording the results from coaches with a handbook and another form was used for those not having handbooks. As this made possible the recording and
separating of all the information received according to the individual returning the form, accurate tabulations could be made.

Each coach was extremely cooperative; each gave his own time and effort to provide the information desired. Without their returns this study would not have been possible.
CHAPTER IV

FINDINGS OF THE STUDY

The present investigation was designed to (1) find if "AA" high school basketball coaches had coaching handbooks, (2) determine the need and scope of a handbook, and (3) develop a handbook if needed.

Chapter IV presents and discusses the results obtained through the questionnaire check list. Also, in summarizing and reporting the data, the coaches have been considered as one group or separately--those who do or do not have handbooks. The statistical treatment of the data, essentially descriptive, has been summarized in tables presented in this chapter.

I. WHO HAD COACHING HANDBOOKS?

First, it was necessary to find out how many coaches actually had coaching handbooks. Eighty questionnaires were sent out to the selected group and a total of fifty-six were returned. Table I shows the breakdown of the number of questionnaires distributed as compared to those returned, a ratio of seven to ten.
TABLE I

COACHES PARTICIPATING IN THIS SURVEY

<table>
<thead>
<tr>
<th>Group Participating</th>
<th>Number of Questionnaires Distributed</th>
<th>Number of Questionnaires Returned</th>
<th>Per Cent of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;AA&quot; Coaches</td>
<td>80</td>
<td>56</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

TABLE II

DISTRIBUTION OF HANDBOOKS ACCORDING TO THE RETURNS

<table>
<thead>
<tr>
<th>Total Number of Returns</th>
<th>Number with Handbooks</th>
<th>Per Cent</th>
<th>Number without Handbooks</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>27</td>
<td>48.2%</td>
<td>29</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

II. DETERMINING THE NEED AND SCOPE OF A HANDBOOK

Table III summarizes the various items listed under "Training Techniques and Conditioning." The coaches had these in their handbooks or thought they should be in a handbook.

In Table III it should be noted that those who had handbooks placed greater emphasis on the following areas of the program:

1. athletic training rules;
2. notice regarding pre-season conditioning;
3. notice regarding in-season conditioning;
4. a check list for arranging medical examinations; and
5. a check list of medical supplies. The
group without handbooks had more interest in two other areas, namely, (1) the use of the training room and (2) the treatment and prevention of injuries. Both groups were in equal agreement in the following areas: (1) things a player can do before, during, and after the season to develop physically and (2) a check list of player's personal history with respect to diseases and injuries.

Table III also reveals that the entire group placed greatest emphasis on "Athletic Training Rules" and least in two areas: (1) a check list for arranging medical examinations and (2) a check list of player's personal history with respect to diseases and injuries.

A very interesting observation was found in the two areas given equal emphasis by both groups: the area concerned with developing a player at various times was rated fairly high while the area relating to a player's personal history with respect to diseases and injuries was rated extremely low.

Throughout the table, the coaches with handbooks seemed to have a greater percentage spread as they emphasized the importance of the material in their handbook.

One final analysis of this table reveals that the entire group was more concerned with the physical well-being of the individuals than with the "paper work" involved in the "off-the-floor" duties of a coach.
<table>
<thead>
<tr>
<th>Sub-headings</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Athletic training rules</td>
<td>24</td>
<td>42.9</td>
<td>19</td>
</tr>
<tr>
<td>Pre-season conditioning</td>
<td>16</td>
<td>28.6</td>
<td>12</td>
</tr>
<tr>
<td>In-season conditioning</td>
<td>17</td>
<td>30.4</td>
<td>11</td>
</tr>
<tr>
<td>Use of the training room</td>
<td>10</td>
<td>17.9</td>
<td>12</td>
</tr>
<tr>
<td>Things a player can do to develop physically</td>
<td>20</td>
<td>35.7</td>
<td>20</td>
</tr>
<tr>
<td>Check list for arranging medical examinations</td>
<td>8</td>
<td>14.2</td>
<td>4</td>
</tr>
<tr>
<td>Check list of players' personal history with respect to diseases and injuries</td>
<td>6</td>
<td>10.7</td>
<td>6</td>
</tr>
<tr>
<td>Check list of medical supplies</td>
<td>9</td>
<td>16.1</td>
<td>8</td>
</tr>
<tr>
<td>Treatment and prevention of injuries</td>
<td>11</td>
<td>19.6</td>
<td>13</td>
</tr>
</tbody>
</table>
The information related to the various schedules involved in the overall basketball program will be found in Table IV. Most of the coaches seemed more concerned with the complete schedule of games for the season than with the weekly and daily schedules. The coaches with handbooks placed more emphasis on daily schedules as compared to a flexible weekly plan by the other group. However, the daily schedule ranked second of all possible schedules in the total tabulations.

The writer's next intention was to find out if the coaches had some type of philosophy with respect to coaching and/or the game of basketball. Table V reveals that coaches who used the handbook rated four of the five areas higher than did the group without handbooks. The fourth area, concerned with "Game Day Policies," was rated higher by the group without handbooks, but the spread was not as great as the spread in the other four areas, especially the area concerning personnel policies off the court.

Table VI shows a list of charts and forms one might consider in the overall organization of a basketball program. Both groups agreed in but one area, namely, that a sample letter should be sent home to the parents explaining a coach's philosophy of basketball and athletics in general. Those with handbooks rated six of the remaining twelve headings higher than did those without handbooks. These items contained material pertaining more to actual game situations in which a coach might find himself rather than to
### TABLE IV

**SCHEDULES**

<table>
<thead>
<tr>
<th>Sub-headings</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Schedule of games for the season</td>
<td>19</td>
<td>33.9</td>
<td>17</td>
</tr>
<tr>
<td>Daily schedule plans</td>
<td>15</td>
<td>26.8</td>
<td>12</td>
</tr>
<tr>
<td>A flexible weekly plan</td>
<td>12</td>
<td>21.4</td>
<td>13</td>
</tr>
</tbody>
</table>

### TABLE V

**PHILOSOPHY OF COACHING AND THE GAME OF BASKETBALL**

<table>
<thead>
<tr>
<th>Sub-headings</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>A set of coaching principles</td>
<td>16</td>
<td>28.6</td>
<td>15</td>
</tr>
<tr>
<td>Player personnel policies on the court</td>
<td>19</td>
<td>33.9</td>
<td>16</td>
</tr>
<tr>
<td>Player personnel policies off the court</td>
<td>20</td>
<td>35.7</td>
<td>16</td>
</tr>
<tr>
<td>Game day policies</td>
<td>14</td>
<td>25.0</td>
<td>15</td>
</tr>
<tr>
<td>A set of values, objectives and aims a player can use all his life</td>
<td>16</td>
<td>28.6</td>
<td>14</td>
</tr>
</tbody>
</table>
### TABLE VI

**CHARTS AND FORMS**

<table>
<thead>
<tr>
<th>Sub-headings</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Check list for traveling</td>
<td>13</td>
<td>23.2</td>
<td>15</td>
</tr>
<tr>
<td>Check list of manager's practice duties</td>
<td>19</td>
<td>33.9</td>
<td>17</td>
</tr>
<tr>
<td>Check list of manager's game duties</td>
<td>19</td>
<td>33.9</td>
<td>16</td>
</tr>
<tr>
<td>Check list of standardized forms for scouting</td>
<td>14</td>
<td>25.0</td>
<td>11</td>
</tr>
<tr>
<td>Check list of fundamentals to be covered</td>
<td>18</td>
<td>32.1</td>
<td>15</td>
</tr>
<tr>
<td>Check list for setting up the facilities for a game</td>
<td>5</td>
<td>8.9</td>
<td>6</td>
</tr>
<tr>
<td>Check list for giving awards</td>
<td>11</td>
<td>19.6</td>
<td>9</td>
</tr>
<tr>
<td>Check list of basketball reading references</td>
<td>2</td>
<td>3.6</td>
<td>8</td>
</tr>
<tr>
<td>Sample letter sent home to the parents explaining your philosophy of basketball and athletics in general</td>
<td>12</td>
<td>21.4</td>
<td>12</td>
</tr>
<tr>
<td>Sample letter sent home to the candidates</td>
<td>2</td>
<td>3.6</td>
<td>3</td>
</tr>
<tr>
<td>Sample letter that can be sent home when a player goes on an over-night trip</td>
<td>1</td>
<td>1.8</td>
<td>4</td>
</tr>
<tr>
<td>Game charts</td>
<td>23</td>
<td>41.1</td>
<td>15</td>
</tr>
<tr>
<td>Overall statistical chart</td>
<td>19</td>
<td>33.9</td>
<td>14</td>
</tr>
</tbody>
</table>
administration work involved in the program. The six items rated higher by coaches without handbooks were not directly related to game preparations, setting up the facilities, or having the necessary forms to operate a well rounded and well organized program.

The group with handbooks seemed most interested in game charts of all kinds as well as in a check list for the managers. This would indicate their practice and game duties. Their interest was extremely low in the following areas: (1) sample letter for players for an over-night trip and (2) a check list of basketball reading references.

The group without handbooks did not seem too concerned about a sample letter about over-night trips or a sample letter to the candidates. Equal importance was given to game charts, a check list for practice and game duties for managers, and a check list of fundamentals to be covered.

In the overall tabulation 67.9 per cent of the coaches thought that the item regarding game charts was most important in this group. This was followed, in order of importance, by the following four areas: (1) a check list of manager's practice duties (64.3%), (2) a check list of manager's game duties (62.5%), (3) a check list of fundamentals to be covered (58.9%), and (4) overall statistical charts (58.9%).

On the other hand, several items were rated extremely low in this grouping. The following list includes the four items and their
indicated percentages ranging from the lowest on up: (1) sample letter that can be sent home to the candidates (8.9%), (2) sample letter that can be sent home when a player goes on an over-night trip (8.9%), (3) a check list of basketball reading references (17.9%), and (4) a check list for setting up the facilities for a game (19.6%).

With respect to "Public Relations" work by the coaches, giving newspapers, radio stations, etc., a brochure or pamphlet regarding the forthcoming season was rated most important by both groups. This can be found in Table VII. However, coaches without handbooks rated this area slightly higher.

Coaches without handbooks rated each remaining area under "Public Relations" higher than did coaches with handbooks. They felt that the entire area of "Public Relations" was important to gain the necessary support for their program. Even though they rated these items slightly higher than did the other group, these areas were still rated relatively low.

It was very obvious that coaches do not concern themselves too much with giving speeches or organizing clinics of any kind. The response to the item regarding "A check list for a parents' clinic" indicated by the combined groups a very low, 14.3%, interest. The identical percentage, 14.3, was shown in the area "A list of topics one can speak on at luncheons, banquets, or other social functions."

The greatest difference between the two groups was found in the area on improving community relations and/or community spirit.
The group without handbooks seemed more concerned with trying to find some means of improving this relationship as they rated this topic nine percentage points above the 7.1 per cent interest shown by the coaches with handbooks.

The listing under "Equipment," in Table VIII, proved very interesting. The first two areas indicated that the coaches without handbooks seem to place more emphasis on pre-season and post-season check lists in order to maintain an accurate account of the equipment. The group with handbooks also emphasized two areas of keeping an accurate account of the equipment: the pre-season check list of equipment and the check list for issuing equipment.

Both groups were close to each other in placing highest emphasis on the pre-season check list of equipment. In the post-season check list of equipment, the coaches without handbooks were 5.3 percentage points higher than the other group. On the other hand, the coaches with handbooks were 7.2 points higher than the other group in having a check list for issuing equipment. Both groups indicated that keeping an accurate account of the equipment was necessary, but they had different views as to where the emphasis should be placed.

The care and maintenance of equipment and the check list for ordering equipment were the other two sub-headings under the major heading "Equipment." These two areas were rated lower than the previously mentioned sub-headings. The group with handbooks were more interested in the care and maintenance of the equipment.
### TABLE VII

**PUBLIC RELATIONS**

<table>
<thead>
<tr>
<th>Sub-headings</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Give newspapers, radio, etc., a brochure or pamphlet regarding the forthcoming season</td>
<td>12</td>
<td>21.4</td>
<td>14</td>
</tr>
<tr>
<td>Check list for parents' clinic</td>
<td>2</td>
<td>3.6</td>
<td>6</td>
</tr>
<tr>
<td>A list of topics one can speak on at luncheons, banquets, or other social functions</td>
<td>3</td>
<td>5.4</td>
<td>5</td>
</tr>
<tr>
<td>A list of things that can be done to improve community relations, also, community spirit</td>
<td>4</td>
<td>7.1</td>
<td>9</td>
</tr>
</tbody>
</table>

### TABLE VIII

**EQUIPMENT**

<table>
<thead>
<tr>
<th>Sub-headings</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Pre-season check list of equipment, both game and practice</td>
<td>18</td>
<td>32.1</td>
<td>19</td>
</tr>
<tr>
<td>Post-season check list of equipment, both game and practice</td>
<td>16</td>
<td>28.6</td>
<td>19</td>
</tr>
<tr>
<td>Check list for issuing equipment</td>
<td>17</td>
<td>30.4</td>
<td>13</td>
</tr>
<tr>
<td>Care and maintenance of equipment</td>
<td>12</td>
<td>21.4</td>
<td>9</td>
</tr>
<tr>
<td>Check list for ordering equipment</td>
<td>12</td>
<td>21.4</td>
<td>14</td>
</tr>
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</table>
The group without handbooks favored the sub-heading "Check list for ordering equipment."

In Table IX it should be noted that the coaches with handbooks rated eight of the ten sub-headings higher than did those without handbooks; there were two ties; those without handbooks did not rate higher any of the listings under the major heading "Individual and Team Strategy"; and the sub-headings of this group had wider percentage spreads than any other grouping.

The group with handbooks showed a great deal of interest in the following areas:

(1) Drills for developing the correct fundamentals (41.1%).

(2) A. Theory of your offense (39.3%).
   B. Theory of your defense (39.3%).
   C. Defensive tactics and presses to use (39.3%).

(3) A. Plays pertaining to the man-to-man and zone offenses (37.5%).
   B. Explanation of the offense (37.5%).

Both groups rated "Drills for developing the correct fundamentals" first. This is the only area they agreed upon, except where they tied, and their interest varied a great deal from this point on.

There was only one sub-heading under "Eligibility Requirements," as is indicated in Table X below. The coaches with handbooks showed a great deal more interest than did those without handbooks, rating this area 12.5 percentage points higher. However, the group as a whole was very much in favor of this area.
TABLE IX
INDIVIDUAL AND TEAM STRATEGY

<table>
<thead>
<tr>
<th>Sub-headings</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Rules everyone should know</td>
<td>17</td>
<td>30.4</td>
<td>17</td>
</tr>
<tr>
<td>Rule changes for the coming season</td>
<td>18</td>
<td>32.1</td>
<td>16</td>
</tr>
<tr>
<td>Definition of terms and terminology</td>
<td>12</td>
<td>21.4</td>
<td>12</td>
</tr>
<tr>
<td>Theory of your offense</td>
<td>22</td>
<td>39.3</td>
<td>14</td>
</tr>
<tr>
<td>Explanation of your offense</td>
<td>20</td>
<td>35.7</td>
<td>12</td>
</tr>
<tr>
<td>Plays pertaining to your offense, both man-to-man and zone</td>
<td>21</td>
<td>37.5</td>
<td>15</td>
</tr>
<tr>
<td>Theory of defense</td>
<td>22</td>
<td>39.3</td>
<td>15</td>
</tr>
<tr>
<td>Explanation of defenses</td>
<td>21</td>
<td>37.5</td>
<td>12</td>
</tr>
<tr>
<td>Defensive tactics and presses to use</td>
<td>22</td>
<td>39.3</td>
<td>16</td>
</tr>
<tr>
<td>Drills for developing the correct fundamentals</td>
<td>23</td>
<td>41.1</td>
<td>19</td>
</tr>
</tbody>
</table>
TABLE X  
EDUCATIONAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Sub-heading</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Eligibility requirements</td>
<td>21</td>
<td>37.5</td>
<td>14</td>
</tr>
</tbody>
</table>

An opportunity was given each of the coaches answering the questionnaire to add any item he thought was not included in the questionnaire. The following lists some of the suggestions they made. (The number within the parenthesis indicates the number of coaches who suggested that particular listing):

(1) Evaluation charts (5).
(2) Nutrition or diet (3).
(3) Material obtained from coaching clinics (1).
(4) Movies (1).
(5) Gym schedule for all activities for coordination of the facilities (1).
(6) Faculty relations to consider (1).
(7) File cards on players (1).
(8) List of responsibilities of host team (1).
(9) Coaching clinics for all coaches in the district (1).
(10) Weight lifting check list (1).
Seventy-eight point six per cent of the coaches indicated that they would like to have a copy of the results. Of these, more coaches who had handbooks wanted a copy of the results. They were 7.2 percentage points higher than the group without handbooks. The results can be found in the following table.

**TABLE XI**

**COACHES WANTING THE RESULTS**

<table>
<thead>
<tr>
<th>Sub-heading</th>
<th>Coaches with Handbooks</th>
<th>Coaches without Handbooks</th>
<th>Total Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Number of coaches who wanted the results of this questionnaire</td>
<td>24</td>
<td>42.9</td>
<td>20</td>
</tr>
</tbody>
</table>

When both groups were considered, they rated the following major headings above 50 per cent: (1) Individual and Team Strategy; (2) Philosophy of Coaching and the Game of Basketball; (3) Educational Requirements; and (4) Equipment. They rated the area concerned with "Schedules" slightly below 50 per cent. On the other hand, they rated "Public Relations" extremely low, as three of the four sub-headings lay below 25 per cent.

The two remaining areas, "Training Techniques and Conditioning" and "Charts and Forms," showed a great deal of indifference.
Approximately twelve of the sub-headings were listed below 50 per cent. Under "Training Techniques and Conditioning," the total group was more interested in the development of the individual player than in the organizational aspects of the program. However, in the area on "Charts and Forms," the total group was concerned more with duties of individuals, charts, forms, etc., directly related to the game of basketball.
CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this investigation was to determine whether or not a handbook should be developed for beginning basketball coaches. Specifically, this investigation was designed to answer the following questions: (1) Do "AA" high school coaches use coaching handbooks? (2) What materials are included in these handbooks? and (3) If "AA" high school coaches did not have a handbook, what material did they think should be in a handbook?

I. SUMMARY

A check list type of questionnaire was sent to the eighty "AA" basketball coaches in the State of Washington; fifty-six were returned. Using this group as subjects, data were collected from each coach. The check list was not only used in obtaining the information from the coaches, but it was so structured that it could be used to record the data. The findings were presented and analyzed in Chapter IV. The present chapter contains a brief discussion and interpretation of the major findings and suggestions derived from the information obtained.
From the findings, presented in Chapter IV, the writer noted that (1) the total group was in favor of those sub-headings dealing with the development of the players and the game itself, (2) the total group was interested in the necessary forms, charts, etc., that would help develop the program, and (3) the total group showed very little interest in those sub-headings with which they seldom come in contact.

The coaches without handbooks seemed more interested in the development of the overall program, especially in those areas where the coaches performed "off-the-court" organizational duties. The ratings, given to the sub-headings, were pretty consistent for the group without handbooks. The group with handbooks was just the opposite, as they were more interested in specific areas and their ratings fluctuated a great deal.

The data collected have been interpreted as empirical data with no attempt made to show cause and effect relationship or to imply a relationship between those coaches who have or do not have handbooks and any success they may have had.

II. CONCLUSIONS

Basketball is a highly complex sport; the beginning coach cannot possibly rely on memory alone to keep up with all the
organizational procedures and policies needed for a successful season. However, if the beginning coach is well organized, knows where he is going and why, a definite program can be developed that will be of value to all concerned. "Being disorganized leads to confusion and confusion leads to nowhere!" The work of the coach is greatly reduced if he is fortunate enough to have a good handbook.

As a result of this study, the writer recommends that each coach should make a concerted effort to formulate a handbook. This investigation revealed that there are no handbooks on the open market, yet there was enough interest and a need for one. It would seem that given average material, the coach who was well organized and used sound educational techniques furnishing enthusiasm and motivation would be successful. A basketball handbook would be ideally suited to the organization of a well run program.

The handbook, as found in Appendix "C," was so designed that maximum benefits will be obtained throughout the program. The organizational work of the beginning coach, involved in preparing for a season and continuing throughout the season, is becoming more extensive and complicated every year. Sometimes much of his work is eliminated when a school has an athletic director, but such is not always the case. Anyone entering coaching must be prepared to meet any problem that may confront him. It is hoped that the suggested handbook will be of some value to coaches as they enter the athletic world and start to organize their program.
BIBLIOGRAPHY


APPENDIX A

LETTER TO COACHES
April 24, 1960

Dear Coach:

The purpose of this survey is to determine if high school coaches use coaching handbooks and what materials are included in these handbooks.

You, and your school, have been selected to participate in the survey and your cooperation in this matter will be greatly appreciated. The information you return will be put to the maximum possible use.

For those coaches who do not use a coaching handbook, would you please check the square marked "NO" on NUMBER ONE of the questionnaire. Would you then indicate which of the organizational materials you think should be included in such a handbook. The organizational material will be found in NUMBER TWO of the questionnaire.

I would like to offer a definition of the word handbook so everyone will have the same idea and a valid return will be received. The following is what is considered to be the definition of a handbook: a manual or a guide in which materials are organized to facilitate the coaching of basketball.

Would you please return the completed questionnaire to me in the enclosed envelope.

Thank you very much for your cooperation in this survey.

Sincerely yours,

Sam E. Mitchell
APPENDIX B

QUESTIONNAIRE TO COACHES
1. Do you have a coaching handbook for basketball?

   A. Yes
   B. No

2. Place a check mark next to those organizational materials you have in your handbook:

   A. Training techniques and conditioning:
      1. Athletic training rules.
      2. Notice regarding pre-season conditioning.
      3. Notice regarding in-season conditioning.
      4. Use of training room.
      5. Things a player can do to develop himself physically before, during, or after the season.
      6. A check list for arranging medical examinations.
      7. A check list of player's personal history with respect to diseases and injuries.
      8. Check list of medical supplies.
      9. Treatment and prevention of injuries.

   B. Schedules:
      1. Schedule of games for the season.
      2. Daily schedule plans.
      3. A flexible weekly plan.

   C. Philosophy of coaching and the game of basketball:
      1. A set of coaching principles.
      2. Player personnel policies on the court.
      3. Player personnel policies off the court.
      4. Game day policies.
      5. A set of values, objectives, and aims a player can use all through his life.

   D. Charts and forms:
      1. Check list for traveling.
      2. Check list of manager's practice duties.
      3. Check list of manager's game duties.
      4. Check list and standardized forms for scouting.
      5. Check list of fundamentals to be covered.
6. Check list for setting up the facilities for a game.
7. Check list for giving awards.
8. Check list of basketball reading references.
9. Sample letter that can be sent to the parents explaining your philosophy of basketball and athletics in general.
10. Sample letter that can be sent to the candidates.
11. Sample letter that can be sent home when a player goes on an over-night trip.
12. Game charts.
13. Overall statistical charts.

E. Public Relations:
1. Give newspapers, radio, etc., a brochure or pamphlet regarding the forthcoming season.
2. Check list for parents' clinic.
3. A list of topics one can speak on at luncheons, banquets, or other social functions.
4. A list of things that can be done to improve community relations, also, community spirit.

F. Equipment:
1. Pre-season check list of equipment, both game and practice.
2. Post-season check list of equipment, both game and practice.
3. Check list for issuing equipment.
4. Care and maintenance of equipment.
5. Check list for ordering equipment.

G. Individual and team strategy:
1. Rules everyone should know.
2. Rule changes for the coming season.
3. Definition of terms and terminology.
4. Theory of your offense.
5. Explanation of your offense.
6. Plays pertaining to your offense, both man-to-man and zone.
8. Explanation of the defense.
9. Defensive tactics and presses to use.
10. Drill for developing the correct fundamentals.

H. Educational requirements:
1. Eligibility requirements.
I. Please list other organizational material(s) you feel should be included:

1.

2.

3.

Any additional comments you wish to make will be more than appreciated. If you would like to have a copy of the results please check the box marked YES at the end of this paragraph.  YES  


APPENDIX C

A SUGGESTED BASKETBALL HANDBOOK

FOR BEGINNING COACHES
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<td>MANAGER'S DUTIES</td>
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<td>PREPARATIONS FOR A GAME--ADMINISTRATION</td>
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<td>MASTER PRACTICE SCHEDULE FOR ENTIRE YEAR</td>
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I. INTRODUCTION

The purpose of this handbook is not to discuss offensive and defensive theories but rather to describe what the writer believes to be essential to the organization of any basketball program, namely, an organizational handbook where a coach can locate pertinent information to assist him in accomplishing the goals within his program.

The handbook designed as reference for basketball procedures and policies for a coach to use in organizing his program from beginning to end. The handbook contains essential information about the immediate needs of the coach and how he can fulfill these needs.

A handbook is a valuable tool for beginning coaches because:

1. It is a very flexible form.
   a. It is easily added to or reorganized.
   b. It isolates parts of the organizational program.

2. It contains material that can be obtained quite easily.
   The emphasis is placed on information and readability rather than on lengthy articles filled with professional terms and irrelevant facts.
3. It contains many suggestions and guides as to procedures.

4. It discusses various areas of the game, such as:
   a. Training techniques and conditioning.
   b. Schedules.
   c. Philosophy of coaching and the game of basketball.
   d. Public relations.
   e. Equipment.
   f. Individual and team strategy.
   g. Educational requirements.

5. It furnishes a means of collecting material of interest and importance to the coach.

6. It serves as a substitute for more expensive books.

7. It gives an honest and sincere appraisal of the basketball program and problems which might arise and affect the coach and his program.

II. COACHING PRINCIPLES

1. Have a set of standards and live up to them.

2. Establish correct attitude and feeling of friendliness with everyone associated with the program.

3. Gain the player's confidence.
4. Don't compete against players or demonstrate parts of the game unless you can do it correctly.

5. Always have the respect of everyone coming in contact with you, especially the players.

6. Teach those things which help the player become a better citizen, student, and athlete.
   a. Believe in what you teach the players.
   b. Never make excuses to them.
   c. Take pride in what you believe in.
   d. Do not swear in front of players.
   e. Never teach dirty tactics regardless of circumstances.

7. Never get too familiar with players or tell off-color stories.

8. Live a healthful life and have good habits and encourage players to have good habits also.

9. When a player is injured, after the game or during the game be concerned about him and always check on the injury until healed.

10. Have a set of training rules and explain why you have them.
    a. Have some way of selecting these rules.
    b. If player is suspended or released from the squad, explain to the entire squad so they all receive the same story.
    c. Ask parents to help with:
        (1) Observance of training rules.
        (2) General morale.
        (3) Diet.
(4) Support of the entire program.

11. A coach should never feel that he is obligated to anyone or that he owes anyone anything regardless of the circumstances.

12. Never play favorites and only take those players on a trip that you feel might have a chance to play or deserve the right to go.

13. Avoid the following criticisms:

   a. Never correct or criticize another coach publicly or in front of the players.

   b. Never criticize previous coach.

   c. Never openly criticize players in public. Correcting faults and criticizing individuals are two entirely different points and must be understood as such.

   d. Never publicly criticize officials.

   e. Never belittle opponents under any circumstances. Treat them as you would like to be treated.

   f. Don't be criticized for not being neat and properly dressed. This should be true for players also—street clothes as well as uniforms.

   g. Do not allow lying, stealing, borrowing, or losing equipment. Establish honest policies.

   h. Do not let anyone undermine the coaching staff or any part of the program.

   i. Do not use rough treatment on players.
j. Have players train faithfully.

III. CONDITIONS TO CHECK WHEN LOOKING FOR A COACHING POSITION

Even though this handbook is designed to help coaches organize their program in basketball, the individual must remember that he is first a teacher then a coach. The school he is applying to will take him first as a teacher then consider his coaching qualifications.

With this in mind, a person looking for a head coaching position should orient himself to the community and other area feeding the school. It is important to know the following:

1. Is the area athletically minded? If so, in what sports?
2. Have the people supported the program in the past?
3. How long was the former coach in the head coaching position? How many coaching changes have there been in the last year? Three to five years? And in what sports?
4. Is the administration in favor of athletics?
5. Is the school growing? How is the spirit? How do they measure up in league play?
6. Has the former coach kept an up-to-date file on:
   a. Past season schedules and records?
   b. Scouting notes on last year's opponents?
   c. Forms or charts that will be of value in the forthcoming season?
d. Returning lettermen and possible candidates with the following information:

(1) Name of players expected to be turning out.
(2) Year in school.
(3) Lettermen--how many letters in basketball.
(4) Captain.
(5) Honors accorded any players that are returning.
(6) Scholastic standing of players.
(7) Eligibility forms and requirements for the state, league, and school.
(8) Training and conditioning.
(9) Player's strong and weak points.
(10) Positions played. Did you plan any changes from the previous year? If so, why?
(11) Right or left handed?
(12) Height and weight.

e. Will the junior high program cooperate with the senior high program?

7. What chances are there for advancement in the program?

IV. ORGANIZATIONAL CHECK LIST FOR COACHES

1. The coach should check the following responsibilities:
   a. To himself.
   b. To each player
c. To the team.
d. To the school.
e. To the administration.
f. To the community.

2. Reports to superiors:
   
a. Number participating in the program.
      (1) Number of drop-outs and reason for this.
      (2) Number suspended from the squad and reason for this.
   
b. Number of squads representing the school.
      (1) Schedules.
      (2) Number of games for each squad.
      (3) Records for the year.
      (4) Individual records broken.
   
c. Awards received:
      (1) Letters and/or certificates.
      (2) Honors or special awards received.
   
d. Budget.
   
e. Inventory.
   
f. Equipment replacement and repairs.
   
g. Eligibility lists.
   
h. Program list for games.
   
i. Insurance list.
   
j. Student Body card list for participants.
3. Check equipment and facilities:
   a. Gym.
   b. Locker rooms.
   c. Shower rooms.
   d. Equipment room.
   e. Coaches' room.
   f. Uniforms.
   g. Basketballs.
   h. Medical kit and supplies.
   i. Training room and supplies.

4. Ordering equipment:
   a. Who does it?
   b. When is it done?
   c. What procedure is followed in order to get the equipment?
   d. Is there a budget for the program?
   e. Has the equipment been checked that was ordered last spring?

5. Are the following forms ready:
   a. Medical examination forms?
   b. Eligibility forms?
   c. Permission slips to participate in basketball?
   d. Letters to the candidates?
   e. Letters to the parents?
   f. Letters regarding parent and community clinics?
g. Equipment issue slips?

h. Basketball training rules "contracts."

i. Schedule for each squad?

j. A check list of manager's duties, practice and game?

k. Forms for over-night trips if we are taking any this year?
   (1) Administration's permission.
   (2) Parent's permission.
   (3) Letter to hotels for reservation, prices, etc.
   (4) Form for securing finances for the trip.

l. Scouting?

m. Rules and regulations for:
   (1) The gym.
   (2) The locker room.
   (3) The shower room.
   (4) Bus trips.
   (5) Practices.
   (6) Training room.

n. Player handbooks complete so they can be handed out?

6. Relationships to consider:
   a. Coach to himself.
   b. Coach to administration.
   c. Coach to the other coaches.
   d. Coach to player.
e. Player to player.

f. Coach to junior high program.

g. Coach to grade school program.

7. Officials:

a. How are they secured?

b. Who rates them and when?

c. How and when do they meet?

d. How and when are the coaches informed as to who the officials will be for a game?

e. Who meets them at the game?

f. Who pays them? How much? When? and Does this include mileage?

g. Explain court rules to them?

h. Make sure they have necessary room and equipment.

8. Orientation of the players:

a. Letters sent to them.

b. First meeting:

(1) Introduce self and staff.

(2) Thank them for being there and explain the objectives of the program.

(3) Be friendly, sincere, honest, and understanding.

(4) Introduce managers and tell the team their responsibilities.
(5) Explain the following to them:

(a) Physical examinations.
(b) Insurance requirements.
(c) Eligibility requirements.
(d) Training rules and regulations, signing of "contract."
(e) Court policies and procedures.
(f) Off-the-court policies.
(g) Participation forms.
(h) Purchasing Student Body cards.

(6) Announce how they can secure equipment.

(7) Announce when first turnout will be.

(8) Other points to consider:

(a) Schedules for teams.
(b) Assign lockers.
(c) Use of coaches' room, training room, drying room, showers, and the gym.
(d) Handing out and explaining player handbooks.
(e) Care and cleaning of practice and game equipment.
(f) Posting of daily schedules on bulletin board.
(g) Procedure for taping and wrapping.
(h) How to report injuries and infections. Do not go to the doctor's without the coach's permission.
(i) How to check valuables in and out.

(j) Clothes to wear on game days, to home games, away games as well as having presentable haircuts and being well shaven at all times.

(9) Go over the sacrifices and hard work necessary to have a good team and a good season.

9. Orientation of parents:

a. Explain the philosophy under which you operate.

b. Try to get their help and support.

c. Explain training and conditioning program.

d. Explain about academic work with regards to passing all their subjects.

e. Explain what athletics can do for their son:

   (1) Builds character.

   (2) Builds sportsmanship.

   (3) Builds good habits.

   (4) Develops individual physically and mentally.

   (5) Teaches teamwork and cooperation.

   (6) Teaches players to be sociable.

f. Send parents a letter explaining points A through E.

g. Hold a clinic for the parents to gain their support and understanding.

h. Have forms for parents to sign for the following parts of the program:
(1) Allowing their son to participate in the program.
(2) Have their name on the physical examination form.
(3) Permission for son to take over-night trips.
(4) To inform them of special events and nights.
   i. Send the parents a complete schedule of games for the season.

V. ORGANIZATIONAL EQUIPMENT

1. Coach's organizational equipment:
   a. Place for "in" and "out" materials.
   b. Pen and pencils.
   c. Calendar--current, allow for writing.
   d. Complete schedules for each squad.
   e. School stationery with department heading.
   f. Envelopes.
   g. Stamps.
   h. Ditto's.
   i. Paper.
   j. Books of various kinds relating to the program.
   k. Map of travel area, travel times and distances.
   l. Stapler and staples.
   m. Paper clips.
   n. Thumb tacks.
   o. Desk.
   p. Folding chairs.
q. Telephone.

r. Filing cabinet--large.

s. Filing cabinet--small.

t. Manila folders.

u. File dividers.

2. Administration file:

   a. Personnel in alphabetical order.

   b. Eligibility rosters.

   c. Participation rosters.

   d. Pictures.

   e. Schedules.

   f. Brochures or press books.

   g. Forms and charts.

   h. Sample letters:

      (1) Candidates.

      (2) Parents.

   i. Budgets.

   j. Agendas for meetings.

   k. Recommendations.

   l. Standard forms.

   m. Check list for setting up facilities.

   n. Report on briefing announcers and setting up the Public Address system.
3. Intelligence file:
   a. Scouting notes.
   b. Manila folder on each opponent.
   c. Eligibility lists of the other schools.

4. Operations file:
   a. Contains:
      (1) Signed contracts.
      (2) Schedules of the league and non-league opponents.
      (3) List of officials.
      (4) Offensive plays.
      (5) Defensive plays.
      (6) Future plans.

5. Supply file:
   a. Equipment and supplies:
      (1) Catalogs.
      (2) Purchase orders, or orders still pending.
      (3) Repairs.
      (4) Inventories.

6. Suspense file: Contains all matters requiring and awaiting further action.

7. Bulletin Board:
   a. Make it appealing.
   b. Divide it into three sections:
(1) Permanent material.
(2) Temporary material.
(3) Daily announcements.

8. Prospect list: At the end of the season go over the list of returning players and make notes on each one (Do this for all squads):
   a. Evaluate him offensively and defensively.
   b. Check progress.
   c. Note developments which might have an effect on his assignments next year.

VI. ROLE OF ASSISTANT COACHES

1. Try to eliminate the word assistant--use associates, coach, or any other word of equal importance rather than words which differentiate positions or lines of authority.

2. Meet with them and:
   a. Sell yourself and your program--have confidence in it.
   b. Have coaching handbooks for them containing your:
      (1) Policies.
      (2) Philosophy.
      (3) Training and conditioning.
      (4) Schedules.
      (5) Offense and defense.
(6) Charts and forms.

(7) Responsibilities.

3. Do not make changes without consulting each coach, as this eliminates conflicts and possible poor relations.

4. Consult them to areas feelings, personnel, season's prospects, etc.

5. Other points to consider:
   a. Welcome suggestions and weigh their ideas.
   b. Delegate responsibilities to them and see that they are carried out.
   c. Never criticize a coach in front of the players. The head coach always has the last word and he should realize this. When criticizing in private, also have a good word to improve the relationship.
   d. Each coach should help with taping, discipline, equipment, etc.
   e. Let other coaches help in the organization of the program.
   f. They should help plan the offense and defense.
   g. They should help make up daily and weekly practice schedules.
   h. They should help in changing and placing players whenever necessary.
   i. Give him credit when he deserves it, both privately and publicly.
j. Be sure all coaches know the line of authority. If coaches have a gripe, they should go to the head coach in order to straighten the situation out.

k. Make him realize that his main responsibility is to teach the players the fundamentals of the game regardless of squad they are on.

VII. H. S. COACH TO COLLEGE PROGRAMS

1. Have some principle with respect to this. Either the college coach and/or official must contact the high school coach or the principal before they can talk to the student-player, or you may not want them to talk to the individual in the first place.

2. The coach has the privilege and the right to inform the player about colleges and his responsibilities to them once he accepts a grant-in-aid scholarship.

3. A coach should only recommend the highest type of prospect to a college.

VIII. COACH AND OFFICIALS

1. Who secures officials and how?

2. Treat them with respect.

3. Respect all decisions of the officials.

4. Never criticize an official to or in front of the press, radio, or
any other type of news media!

5. Provide a separate dressing room and shower for the officials.

6. Officials should be paid before the game.

7. Scorers and timers should also be considered as officials and respected as such.

8. Who rates officials prior to the season? During the season?

IX. RULES

State, Association, Conference, Schools, Team

Keep constant check for changes that affect the program:

1. Length of seasons—starting and ending dates.

2. Number of contests schedules.
   a. Varies according to squads.
   b. Varies according to senior high and junior high schools.


4. Eligibility requirements.

5. Outside competition.


7. Age of players.

X. BUDGET

A budget is very necessary to the basketball program as it allows a coach to plan his expenditures wisely. The following items should be
noted by each coach:

1. Is there a budget for basketball? If there is:
   a. Who makes up the budget?
   b. Is there a form to use when submitting a budget?
   c. Who is the budget submitted to or who approves the budget?
   d. Is there a set amount allocated to basketball or does the amount vary according to necessity?
   e. If there are any deletions to the submitted budget, are they discussed with the coach?

2. Who does the purchasing?
   a. What procedures are employed?
   b. What guiding principles are used?
   c. What are the necessary items to be purchased?

3. The following items should be in a budget:
   a. Cleaning.
   b. Purchasing equipment.
   c. Labor and service.
   d. Insurance.
   e. Physical examinations.
   f. Transportation.
   g. Officials.
   h. Supplies.
   i. Miscellaneous.
4. Is there a budget code so the coach knows exactly what the money was spent for?

5. Be sure to study about buying procedures and type of equipment used in order to have a sound program.

6. Have some systematic way of purchasing and replacing equipment.

7. Contact several dealers in order to get a price and when buying, buy according to prices that are consistent. Never take any kind of a free gift from any dealer as you will feel obligated to him when you make purchases later on.

8. Do not purchase a large amount of untested equipment.

9. Have triplicate purchase order forms when securing equipment for accurate recordings: one for the distributors, one for the principal, and one for the coach.

10. Always check equipment received with the purchase order form given to the distributor.

11. On all order forms, be sure to:
   a. State number wanted.
   b. Kind of material wanted.
   c. Use catalog numbers and descriptions whenever possible.
   d. How purchase will be paid for.
   e. Date purchase is sent in.
   f. Date purchase is to be delivered.
XI. PUBLIC RELATIONS

1. Get in touch and acquainted with every type of news media in your area.

2. Always give factual information and early enough to be used to the utmost to promote the desired results in the program.

3. Check all releases twice to insure the accuracy of the information.

4. Always wait for a short period of time after the completion of an event before making a press release.

5. Work out schedules so pictures can be taken when the press desires one for an article.

6. Provide all sources of sports media with courtesy passes to all events along with adequate facilities to write up the game.

7. Tell:
   a. location of game
   b. score--winner and loser
   c. outstanding players on both sides
   d. players' first and last names correctly
   e. season record
   f. outstanding plays
   g. who scored when
   h. number of substitutes

8. Consider all circumstances with regards to publicity when there are several schools in the community or area and only one newspaper.
9. If there is only one school in the community and two or more newspapers, be sure to release information from day to day or week to week on an alternate basis depending on when the newspapers are printed and released. This is for every day press releases and not for special bulletins or announcements and should be thoroughly understood by all those concerned.

10. When appearing on T. V. or being interviewed be sure to arrive at least 15 minutes previous to the start of the program so both parties can be properly prepared.

11. In any interview or appearance the coach should answer all questions briefly.

12. Be sure to be presentable when on T. V. appearances and bring any players, charts, movies, pictures, and other visual aids material that will help his explanation.

13. Send articles in early enough so they can be used. These articles should be brief, well-timed, and easily cut.

14. Have a pre-season "Press Book."

15. Have an in-season press release form which might include the following:
   a. Lineup changes.
   b. Injuries.
   c. Past records.
   d. Oddities.
e. Taking pictures and sending them out.
f. Statistics.
g. Brochures.
h. Records broken.
i. Outlook for the remainder of the season.
j. Specials.

XII. PRESS BOOK

Page I

1. Cover title which includes:
   a. School name.
   b. Year.
   c. Sport.

Page II

1. Table of contents.

2. Statement of objectives.

The purpose of this brochure is to supply the press, radio, personnel, and other interested persons with information concerning athletics and the athletic program of this school--"The material in this brochure may be published or used on the radio, in newspapers, or any other means of advertisement at any time."
Page III

1. Name of school.

2. Where located.

3. School board members.

4. Superintendent.

5. Principal.

6. Athletic Director.

7. Coaches of all sports and their positions.

8. Trainer.

9. Band Director.

10. Enrollment.

11. School colors.

12. Team nickname.

13. Conference association.


15. Cheerleaders.

Page IV

1. Description and background of the coaches.
   a. Name
   b. High school graduated from.
   c. College graduated from.
   d. Athletic background.
   e. Previous coaching assignments.
f. Wife's name as well as number and name of each child.

2. Complete schedules for the varsity, junior varsity, and sophomore squads:
   b. Include:
      (1) Day.
      (2) Date.
      (3) Opponent.
      (4) Where game is to be played.
      (5) Time game will start.

3. Season's outlook:
   a. Last year's record.
   b. Returning personnel.
   c. Toughness of league.
   d. New ideas.
   e. Losses from last year's personnel and possible replacements.
   f. Possibility of this year's team.

1. Complete team rosters for all squads.
   a. Name.
   b. Position.
   c. Class.
   d. Jersey numbers--white, colored.
e. Height.

f. Weight.

g. Age.

h. Profile of each player.

i. Letter winners--each sport.

j. Honors received, records held, and awards won.

Page VI

1. Additional information:

   a. New rules and diagrams for them.

   b. Transfer students.

XIII. LIST OF TOPICS A COACH COULD SPEAK ON

1. New rules and regulations pertaining to basketball.

2. Training rules, regulations, and policies.

3. Development of the basketball program through the grade schools, junior high school, and the high school.

4. Relationship of pee wee and little league programs to the school.

5. Objectives of the program.

6. Parents and community clinics.

7. Show films of games, rule interpretation, etc., and comment about them.

8. Introduce players, coaches, etc., and give backgrounds of the individuals as well as highlights of the previous game.
9. Introduce pep staffs and their relationship to the over-all program.

10. Part each school organization plays in the development of the whole program, plus the role of the community.

11. Relate some statistics, the importance of them, and how they are used during the game to relate information to the coach and players.

**XIV. CREATING INTEREST IN BASKETBALL**

1. Use the bulletin board for:
   a. Clippings.
   b. Schedules.
   c. Records.
   d. Contenders.
   e. Rules and regulations.
   f. Pictures.
   g. School records.
   h. Plaques.
   i. Trophies being awarded.
   j. Posting charts and statistics.

2. Always have good looking uniforms.

3. Reserve a shelf in the library for basketball books.

4. Start a school scrapbook on basketball.

5. Have a list of magazine articles posted on basketball.

6. Have friendly and presentable nicknames for players.
7. Take players to college games whenever possible.
8. Have outstanding players and coaches talk at school assemblies and/or banquets.
9. Have clinics for grade school and junior high school students.
10. Keep all players' records and not just the record holders.
11. Have a banquet with visiting celebrities as speakers.
12. Send out letters of thanks to those who helped the program.
13. Have an exchange assembly with arch-rival.
14. Develop signs and stickers that can be used at school, around the home, and throughout the community.
15. Development of a "Booster's Club" or a "Dad's Club."
16. Special seating for special reasons.
17. Participate in school surveys.
18. Subscribe to magazines and journals concerned with athletics.
19. Take motion pictures and show them at school and/or community organizations.
20. Put out information that can be used in public relations work.
21. Have some sportsmanship contests.
22. Build some exhibits to show what is going on or what is planned for the future.
23. Half-time activities that include as many students as possible.
XV. COMMUNITY AND/OR PARENTS' CLINICS

1. Educate the students, parents, administration, and community through a series of clinics.

2. Publicize the clinic in the paper and on the radio previous to the clinic.

3. Do not charge admission.

4. Emphasize the following:
   a. Who can attend.
   b. Day-month-year.
   c. Time.
   d. Who will participate in the clinic.
   e. Reason for the clinic.

5. Be sure to have all the players participate in the clinic.

6. Send out invitations to the parents of the players. Things to include:
   a. Heading--BASKETBALL CLINIC
   b. To: Parents.
   c. From: Basketball Coaches.
   d. Reason: Invitation to our annual Basketball Clinic.
   e. Dear Parents:

      (1) Invitation to the clinic.

         (a) Who is holding it.
         (b) Where it will be held.
         (c) Time--complete hours.
(d) Date--day, month, year.
(e) Who will be there on the program.

(2) Reason for the clinic.

(a) To get acquainted with the parents.
(b) To get the support of the parents.
(c) To let them see our coaching methods.
(d) To explain training and conditioning rules.
(e) To demonstrate drills we use.
(f) To demonstrate our offense.
(g) To explain the different types of offenses and defenses seen in basketball today. List the ones to be covered.
(h) To explain new rules pertaining to basketball.

(3) Hope to see them there.

(a) Ask questions.
(b) Go through regular turnout schedule.
(c) Please inform us if you cannot attend.
(d) We will be serving coffee and doughnuts.
(e) Please feel free to ask questions during the clinic.

(4) We have enjoyed having your son as a member of our team; we would like to have you on that same team.
7. Possible agenda at the clinic:

a. Introductions:
   
   (1) Self
   
   (2) Staff
   
   (3) Administration
   
   (4) Athletic Director
   
   (5) Band Director
   
   (6) Songleaders and cheerleaders
   
   (7) Others

b. Purpose:

   (1) To get acquainted with the parents and members of the community.
   
   (2) To acquaint people with the coaching staff and the methods used to teach basketball.
   
   (3) To develop a clearer understanding of the sport and all phases related to it.
   
   (4) To explain our training rules and regulations.
   
   (5) To explain our conditioning program.
   
   (6) What we expect of players on and off the court.
   
   (7) Player keeping his grades on a high level.
(8) To provide an opportunity for spectators to ask questions concerning the sport that they do not understand.

c. Go through fundamentals pertaining to the game of basketball.

d. Explain the drills used and the reason for them.

e. Go through the different phases of basketball. Namely:

   (1) Offensive formations.
   (2) Defensive formations.
   (3) Presses.
   (4) Out-of-bounds plays.
   (5) Free throw alignments.
   (6) Jump ball and alignments.

f. Cover new rules and regulations.

g. Duties and responsibilities of the officials.

h. Spectator attitude.

i. Scrimmage full court and use all players.

j. End of program:

   (1) Thank them for coming.
   (2) Invite them for coffee, doughnuts, and additional comments about the program.

XVI. AWARDS

It is a good rule that the players earn their awards or there will
be very little value associated with them. There should be definite requirements set up in order to receive school awards of any kind, and the basis for granting awards should be understood by all administrators, coaches, and participants.

The following is a recommended list for the awarding of school letters and/or plaque awards:

1. Before awarding a letter or a plaque the coach should consider the following factors:
   a. Regularity of turnout.
   b. Team spirit, attitude, and cooperation.
   c. Maintenance of training rules and regulations.
   d. Quality of play.
   e. Value to and of the squad.
   f. Coach's confidence in players.
   g. School citizenship.
   h. Number of quarters or games played and/or the amount of points earned.

2. Steps to follow in recommending awards being presented to those who have earned them:
   a. At the end of the season the coach should submit a list of letter or plaque winner recommendations based upon the factors mentioned above. This list should be submitted to, and thoroughly gone over with, the principal and/or Athletic Director for their approval.
b. The awards should then be handed out in a school assembly by the coach of that sport.

(1) The six-inch block letter of the school's initial will be the official award for the varsity and four-inch block letter will be the official award for the junior varsity.

(2) Second-year letter winners will be given a certificate indicating their achievement.

c. Any special honors or awards that may come an athlete's way should be presented to him during the regular awards assembly for basketball.

(1) Captain's award.

(2) Inspirational player for the year.

(3) Most improved player for the year.

(4) Player showing best sportsmanship for the year.

d. Send a list of all award winners to the papers for publication.

XVII. TERMINOLOGY

Coaches know more about basketball than they can get across to the players. The successful coach is one that can get the most across.

One of the hardest jobs early in the season is to gain contact with the players and have them understand what is trying to be accomplished. Also, early in the year it is hard to know just what to stress the most.
Whatever is decided among the coaches, it must be done constantly with the same words. Every once in awhile test the players on this phase of basketball.

Terminology is one of the most important considerations a coach must face up to in coaching, and it is something he must always work at in order to communicate with his players. Use numbers, names, colors, etc., anything that will fit the players or describe the action taking place at that particular time. After using a term, always apply it to the same situation so that repetition brings about a learning process.

The following are only a few of the writer's symbols used when explaining what is going on to the players. Once the players understand the symbols, the symbols convey what is going on in the situation being explained and time is not lost but rather gained.

1. Official - - - - - - - - OFF.
2. Ball - - - - - - - - •
3. Path of dribbler - - - - ••••
4. Path of player,- - - - •
5. Block or screen - - - - ━
6. Defensive player - - - - X
7. Offensive player - - - - O
8. Pivot - - - - - - - - p

The writer also uses a numbering system to describe the offenses and defenses he is using or playing against. Regardless of whether we
are on offense or defense, playing against man-to-man defenses or zone defenses, or any offensive alignment of the opponents, we always start at the same place and count the players from that point to another. This writer starts counting from the mid-court line on in to the basket, and has found that to be simplest for his own situation. Of course, there are probably many different ways to describe formations and alignments one might meet, but that is not the point. The point is, when a new situation arises it is easy for the players to pick the situation up themselves if they have a set way of describing the alignment and can adjust to it on their own.

The following is an alphabetized list of some terminology one might use in the game of basketball.

"A"

1. Advantage--when we have more men in the scoring area than the opponents.
2. All court press--pressing the offensive team all over the floor in a tight man-to-man defense.

"B"

1. Back court--the defensive end of the court.
2. Ball handling--the moving of the ball between players in various ways.
3. Baseball pass--a one-handed pass; the execution is similar to
throwing a baseball.

4. Block--to obstruct or hinder the defense from staying with their man as well as to create an advantage.

5. Bottle or jug zone--the 1-2-2 zone counting the men from the mid-court line on in to the basket.

6. Break--an offensive man's movement from one place to another to gain possession of the ball.

7. Bounce pass--a ball passed from one player to another such that it strikes the floor before reaching the second player.

"C"

1. Center--the player who generally jumps center and plays in the position closest to the basket called the pivot or post position.

2. Change directions--means going in one direction and then moving quickly in a different direction.

3. Change of pace--the changing of speeds while moving, with or without the ball.

4. Chaser zone--four men playing a zone while one man plays an opponent man-to-man or chases the ball.

5. Combination defenses--using more than one defensive system at the same time or throughout the game to thwart the opponent's offense.

6. Conditioning--any physical act which will put the players into shape--exercises, scrimmage, eating, etc.
7. Continuity--a complete sequence where a smooth transition takes place between one option and another option.

8. Control ball--means keeping possession of the ball till we have a better than average chance to score.

"D"

1. Dead ball--a ball shot or passed without spin or a ball which is out of play in accordance with the rules.

2. Defensive man--any member of a team whose team does not have possession of the ball.

3. Defensive weaknesses--when the opponents are not strong and the offense should capitalize on this short-coming.

4. Dogging--means to stay with your man as close as possible wherever the opponent goes.

5. Double pivot--where two men are in position in or near the basket close to the free throw lane.

6. Double screen--a series of screens set for an offensive man to drive around.

7. Double teaming--means two men guarding one man who has the ball. This is done to steal the ball, make a player commit mistakes, or to tie him up.

"E"

1. **English**—a spin put on the ball by twisting it. This can be used in shooting or passing.

"F"

1. **Faking**—is a deceptive movement (with or without the ball) in different directions to create an advantage.
2. **Fast break**—creating an advantage in the front court whereby the offense outnumbers the defense.
3. **Feeder**—an offensive man passing to a teammate for a score.
4. **Flip pass**—a one-handed or two-handed pass made with an underhand motion.
5. **Floating defense**—covering two offensive men at the same time when the defense is outnumbered.
6. **Forwards**—the two offensive men opposite the free throw line extended in the front court.
7. **Follow through**—the position of the hand or hands after a shot has been taken.
8. **Foul shot**—a free shot taken by an offensive man from the foul line.
9. **Free ball**—a ball which is in play but not in the possession of anyone.
10. **Freezing the ball**—keeping possession of the ball in a planned maneuver to protect the lead established earlier in the game.
11. **Front court**—the offensive end of the floor where we are trying to score.
12. Fundamentals--the learning of skills to form a solid foundation, which is essential to becoming a good ball player.

"G"

1. Give and go--this means to pass to a man ahead of you, then cut by him for a possible return pass.

2. Guards--the two closest offensive men to their own defensive end of the court.

"H"

1. Half court press--where the defense goes out and picks up the offensive men at mid-court to force the offensive team out of their normal pattern of play.

2. Heavers--is a person that hurries their shot rather than shooting the ball.

3. Held ball--a ball which is jointly in possession of two opposing men at the same time.

4. Hook pass--a one-handed pass which is brought above the head and released from above the head.

5. Hot spots--this, the ideal spot for shooting layins, is located six inches above and six inches to either side of the basket.

"I"

1. Interception--gaining possession of the ball as it is passed between two offensive men.
"J"

1. **Jug**—another name for the 1-2-2 zone. The formation of the players resembles a jug or bottle.

2. **Jump ball**—a ball tossed upward between two opposing players who face each other and attempt to gain possession of the ball by tipping it to a teammate.

"K"

"L"

1. **Layin shot**—a one-handed shot which is taken from a close in position.

2. **Lob pass**—a ball passes or thrown with a high arc and passed over a defensive man's head.

"M"

1. **Man ahead of the ball**—a player cuts in the direction of the basket while a teammate with the ball is behind him.

2. **Man behind the ball**—a player coming down the court in the direction of the basket while a teammate with the ball is in front of him.

3. **Man to man defense**—this means that each man has the responsibility of guarding an opponent to prevent him from scoring.

4. **Middle man**—this is any situation whereby a player finds himself between two of his teammates or is the middle man on the fast break.
"N"

"O"
1. Offensive man--a player on the side that is in possession of the ball.
2. Options--to have a choice or preference.

"P"
1. Parallel stance--an offensive or defensive position where the feet are spread comfortably to the side so the feet are parallel to each other.
2. Patterns--arrangement of a play designed to follow a definite sequence.
3. Passing--throwing, tossing, or rolling of the ball from one player to another.
4. Pass out area--the area on the court where we start our fast break from.
5. Pick up point--where a defensive man meets the offensive man coming up court.
6. Pivot--the movement of the body around any part of a circle while one foot is kept in contact with the floor.
7. Post man--this term is applied to the post or pivot man's position when he has his back to the basket and he can pass off, shoot, drive or screen.
8. Pressing defense--this applies to any defense when pressure is to be exerted on the offense.

"Q"
1. Quick break--the recovery of the ball and the start of the fast break.

"R"
1. Roll pass--a pass which rolls along the floor between two players.
2. Rotate--means to move around from one position to another.

"S"
1. Scouting--watching a team to find their individual and team weaknesses or strengths in order to better prepare one's own team for a game.
2. Screening--this is a legal way to slow up a defensive man as well as to free a teammate.
3. Set offense--see set patterns.
4. Set up--this means that the offensive men should move into their assigned positions within the offense in order to start a pattern.
5. Sidearm pass--a one or two-handed pass which is done by bringing the throwing arm or arms up parallel to the floor and then swinging them out away from the body towards the man receiving the ball.
6. Single post--where one and only one man will be in the low post position.
7. Slough off—leaving one's own offensive man in order to pick up a loose offensive man who is closer to the basket than your own.


9. Switch—two defensive men switching assignments as two offensive men cross or screen in their offense.

"T"

1. Team defense—the coordination required of defensive players through talking, shifting positions, and expanding and contracting in unison in order to prevent the opponents from scoring.

2. Timing—the increase or decrease of speed by the ball and/or player in order to a passer, cutter or jumper to arrive at the right spot at the right time. Also, the coordination of all the movements on the court to have a precision operation.

3. Transposition—the rapid change from offense to defense or from defense to offense.

4. Triangle defense—establishing three men in a defensive triangle around the basket for rebounding purposes.

"U"

"V"
1. Warmup—the warming up the muscles of the body in order to get
the maximum efficiency so vigorous exercise can be accomplished.

2. Weakside—the side with the fewest number of offensive players
on it or the side away from the ball.

"X"

"Y"

"Z"

1. Zones—the designated areas on the court given for both offensive
and defensive maneuvers to be protected or attacked.

XVIII. CARE OF ATHLETIC EQUIPMENT

It is the purpose of the following outline to assist those in the
coaching profession with the purchasing, recording, and care of
athletic equipment in basketball.

Purchasing of athletic equipment requires a complete understand­
ing of type, quality, and amount to satisfy the needs. Type and quality
may be most easily determined by past performance and records. Do
not hesitate to seek advice from those who have had experience in these
matters. Check the performance of past equipment purchases. Maintain
records which you can refer to. Records are just as important in the
selection of material as they are in the care and control.
In order to get the maximum service out of athletic equipment, an efficient system of records must be kept. More equipment is lost through negligence of records than in any other manner. The start of the organization of the entire equipment program is the maintaining of proper records. On team type equipment the following records should be kept:

1. Each item should be numbered for identification,
   a. The use of decal numbers covered with a coating of clear shellac is best on fibre type equipment or on plastic equipment.
   b. Stencilled numbers with a marking ink or the use of a pen with a laundry ink is most suitable for equipment that is cloth or rubber covered. Available on the market is a small bottle of marking ink with a wick inserted into the top, ideal for marking equipment. These are called "Magic Markers." Their cost is very small.
   c. Metal numerical tabs that fasten in the tongue of the shoes are most suitable for recognizing the shoes. Also, painted numbers on the rear of the shoes can be used for recognition.

2. The item number, size, purchase date, and year should be kept by written records.

3. A complete record of issuing must be maintained as the equipment is issued to an individual. This record should include the player's
name, year in school, size, number, date of issue, and date of turn-in.

A program of care and repair of equipment is essential. Nearly every school can conduct limited athletic repairs, and every school can conduct an efficient care program. For those schools who can conduct only a minor repair program, there are commercial companies and commercial individuals who specialize in repairing athletic equipment of all types. When using a reconditioning company, you will find that a school must pay a good price for this type of service. Cheap equipment, which at times will seem to be a saving, is more expensive over a period of years because if the foundation is weak, proper repairs cannot be made.

The following are some recommended tips on the general care and storage for basketball equipment:

1. Jerseys and pants should be drycleaned or laundered, neatly folded and placed in a sealed box with a generous sprinkling of napthalene crystals between each layer.

2. Warm-up jackets should be drycleaned, folded neatly, and placed in plastic bags with a generous sprinkling of napthalene crystals.

3. Leather balls should receive a cleaning with saddle soap or some other product that tends to keep the leather soft. For rubber balls the same thing is true. It is preferred that both types of balls be semi-inflated before being stored.
4. Store all basketball equipment in one area free of moths and other insects.

5. Someone should be responsible for the referee's shirts. When cleaned they should be turned over to the Athletic Director or stored with the rest of the material.

6. An inventory of all above-mentioned articles plus any whistles, heat lamps, etc., should be prepared. Three copies of the inventory should be made--one each for the Athletic Director, Vice-Principal or Principal, and your own file.

7. If you have checked out towels for the season, have them cleaned, then check them back in to the Athletic Director or Vice-Principal.

8. Submit recommendations for purchasing and care of athletic equipment as well as begin preparations for next year's budget. Make three copies--one for your own files and one each for the Athletic Director and Vice-Principal.

A check list of equipment might include the following:

1. Practice and game pants.
2. Practice and game jerseys.
3. Practice and game balls.
4. Number and condition of goal nets.
5. Number and condition of rims.
6. Condition of the backboards.
7. Number and condition of ring inserts. (Tipping rings)
8. Number and condition of eye glass blinders.
9. Amount of ball cleaner on hand.
10. Number of air pumps on hand.
11. Medical kit and medical supplies.
12. Number and condition of knee guards.
13. Number and condition of game warm-up jackets.
14. Number and condition of game slip-over jerseys.
15. Number of sets and types of weights.
16. Number of whistles.
17. Number and condition of referee's shirts.
18. Number of game films on hand.
19. Notebook supplies used and on hand.
20. Number and condition of warm-up pants.
21. Number and condition of scrimmage vests.

XIX. CARE OF DRESSING ROOMS AND SHOWER ROOMS

1. Visitors:
   a. Clean and heated.
   b. Neat
   c. Lighted
   d. Towels and towel baskets
   e. Soap and hot water
   f. Place for valuables
2. Own:
   a. Clean and neat
   b. Heated
   c. Lighted
   d. Towels and towel baskets
   e. Soap and hot water
   f. Place for valuables
   g. Blackboard if available
      (1) Chalk
      (2) Eraser
   h. Place to hang clothing
   i. Well painted
   j. Dry
   k. Plug outlets

3. Officials:
   a. Place to park
b. Someone meets them.
c. Private dressing room.
d. Heated
e. Showers
f. Soap
g. Towels
h. Best hospitality possible; don't allow abuse.
i. Keep people out of their dressing room--allow no flare-ups.
j. Rating of them.
   (1) Knowledge of rules.
   (2) Laziness
   (3) Poor technique
k. Paying officials--who, when, where.

XX. CHECK LIST OF MEDICAL SUPPLIES FOR A MEDICAL KIT

1. Ace bandages.
2. Adhesive tape--various sizes.
3. Analgesic balm.
4. Ankle wraps.
5. Aspirin.
10. Eye dropper.
11. Eye wash.
12. Felt.
14. Foot and body powder.
15. Foot ointment.
18. Powder rosin. 27. Sterile pads—small, large
25. Smelling salts. 34. Wood applicators.

XXI. TRAINING ROOM

1. Space 15' by 30' or 10' by 20'.
2. 3 or 4 cabinets side by side—4' wide 8' high.
3. Wall plugs to carry 220 volts, must have ground attachments.
4. Whirlpool—hot and cold water connections and a drain plug.
5. Storage closet with shelves.
6. Taping table—30'' high, 36'' wide, 7' long.
7. Medicine cabinet.
8. Desk.
9. Filing cabinet with either 3 or 4 drawers. Drawers can be locked.
10. 3 or 4 small tables for rubbing players. (30'' high, 70'' long, 2' wide).
11. Several folding chairs.
12. 2 infra-red lamps.
13. Weight and height scales.
14. Small refrigerator for ice and medical supplies.
15. Foot powder boxes.
17. Knee and ankle weights.
18. Some weights for re-conditioning muscles.
19. Doctor's diagnosis and treatment records.
20. Dentist's diagnosis and treatment records.
21. Air conditioning and heating units.
22. Portable stretcher.
23. Blankets.
24. Telephone.
25. Clock
26. Disposal can.
27. List of phone numbers:
   a. Doctor--office and home
   b. Ambulance
   c. Hospital
   d. Administration
28. Use of the training room.
   a. Rules to abide by:
      (1) No one goes into this room without permission.
      (2) No matter how minor an injury you have, report it to the coach. Don't think you are so tough you ignore the
training room and hurt your physical condition.

(3) The coaches can and will, with the player's cooperation:

(a) Prevent minor things from wrecking a player's condition.

(b) Protect vulnerable spots with pads, tape, wraps, etc.

(c) Advise you if medical attention is necessary.

(d) Speed up healing of bruises, sprains, etc., through correct treatment.

(e) Render first aid in case of an accident.

(f) Send you to a doctor whenever the situation demands it.

(4) The coaches will operate whirlpools, heat lamps, rub down tables, as well as apply linaments, ointments, and other medical supplies whenever necessary. This is not to be done by the players.

b. Where are the medical supplies stored and who is to be responsible for them?

c. Who puts in for the medical supplies and who orders them?

XXII. TRAINING AND CONDITIONING

1. The academic training and conditioning of the mind is just as important as the physical aspects. Develop it as much as you possibly can. Emphasize the following:
a. This is what you really came to school for, so do a first-class job and keep up your studies.

b. There is no excuse for missing classes. You are here to get an education, and you will not help yourself, your school, or your team by being ineligible.

c. Try to arrange your classes and extra-curricular activities so you will be free for practices.

d. If you have conflicts be sure to check with the coaching staff.

e. When the team makes a trip, it is your responsibility to make arrangements to make up the work missed. Do this before making the trip. NO EXCUSES ACCEPTED.

f. When you feel you are going to have difficulty in a class, let the coaching staff know early so serious trouble can be avoided.

2. Physical examinations should be required of all participants before they are allowed to turnout. However, here are other comments to consider in this area.

a. Never be in a position where a libel suit can be brought against you and/or the school through negligence.

b. Require medical examinations and approval by the parents before the player starts practicing.

c. Never allow a player to participate after a serious illness or injury without the written consent of the doctor.
d. Never treat or diagnose an illness or injury unless fully qualified to do so.

e. Be sure to keep an accurate medical history of illnesses and injuries on file for every player.

f. Some questions that should be known concerning medical examinations are:

(1) Who arranges for them?

(2) When should this be done?

(3) Where will they be taken?

(4) Who contacts the doctor(s)?

(5) How is the doctor compensated for his services?

(6) What forms are used to record findings? Does the doctor sign them? Are they kept on file?

(7) What parts of the body should be checked?

(8) Is the date of the examination on the form?

(9) Are the parents informed of the results of the examination?

(10) What materials will be needed when the examinations take place?

(a) Suggested materials to have on hand are:

1) Room for the examination.

2) Wash bowl.

3) Waste paper basket.

4) Towels.
5) Chair.
6) Rubbing table.
7) Soap.
8) Tongue depressors.
9) Weight scales.
10) Height scales.
11) Good lighting.
12) Forms for doctor's signature and comments.
13) Cotton.
14) Thermometers.
15) Sterilant.

(g) Has there been arrangement made to have a doctor at each home game?

3. Since basketball requires the ultimate in condition, no coach can afford to overlook any factor contributing to it. With this in mind, the writer would like to present the following comments concerning conditioning.
   a. The players should be in shape before the season, then stay in shape throughout the season.
   b. Some of the following are excellent pre-season conditioners.
      (1) Cross-country running.
      (2) Volleyball.
      (3) Rope skipping.
(4) Calisthenics:
   (a) Jumping jacks.
   (b) Deep knee bends.
   (c) Sit-ups.
   (d) Duck walks.
   (e) Frog leaps.
   (f) Leg lifts.
   (g) Leg stretching exercises.
   (h) Wall jumping.

(5) Running up and down stairs and/or hills.

c. The regular basketball program will take care of most of the in-season conditioning for the players. However, the following list of additional items can be used to help those players who need to get into better physical condition or to improve some player's physical coordination.

   (1) Skip rope for three minutes every day.

   (2) Do thirty sit-ups and fifteen fingertip pushups every day.

   (3) Jumping a bench as many times as possible without stopping.

   (4) Use the medicine ball in the following ways:

      (a) Passing the ball between two men for one minute.

      (b) Jump with the ball above the head; at the top of
the jump throw the ball up on the wall, come down, then go back up and catch the ball. Repeat twenty times or do it for one minute.

(c) Jump with ball under the arm and try to touch the backboard or the rim.

(d) Jump in different directions for distance or quickness.

(5) Jump without a ball in different directions for distance and quickness.

(6) Wall passing with or without targets.

(7) Different forms of running:

(a) Around chairs.

(b) Backwards.

(c) Sideways.

(d) Running, jumping, turning, running, etc.

d. Chalk talk on everyday fitness.

(1) Get at least nine to ten hours of sleep every night.

The more you get before midnight the better. Your body grows and makes necessary repairs during sleeping hours. The players should be home and in bed between 10 and 10:30 the night before a game.

(2) Brush your teeth every morning and evening. Wash your face and hands and comb your hair at least that
many times plus every time they need it.

(3) Be sure to use your own towel and keep it clean.

(4) Take a warm shower followed by a quick cold one after every practice or game. Make sure your head is dry before going out in cold weather. Hair short and presentable, preferably a crew cut.

(5) Change your underwear and socks every day if possible.

(6) Be conscious of good posture while playing, sitting, or walking.

(7) Don't neglect a simple cold. Get plenty of rest and treat it at the first symptoms.

(8) If you have an injury be sure you work at getting it well. Treatment and proper care will cut recovery time in half.

(9) Remember if you are going to give a top performance you must keep physically fit.

(10) Practice reminders:

   (a) Stay warm when cooling off by wearing a sweat shirt or warmup jacket.

   (b) Take a warm shower after all practices and games.

   (c) Have regular bowel movements.

(11) Drink plenty of liquids every day.
(a) Don't drink a lot of liquids before or during a workout or game.

(b) Don't drink milk the meal before a game.

(12) Some eating habits to consider:

(a) Eat lots of fresh fruits and vegetables; these help build up resistance against diseases.

(b) For strength, eat meat, fish, or eggs at least once a day.

(c) Whole-grain oatmeal, butter, starches, and sugar are good for energy.

(d) Stay away from fat or greasy foods.

(e) Eat regularly and avoid eating between meals.

(f) Always eat a good breakfast.

(g) Stay away from sweets and pop.

(h) Eat lightly before practices and games.

(i) Try to relax when eating and wait at least one-half an hour after workouts before eating. Don't stuff yourself, and leave the table feeling comfortable.

(j) Supplement the diet with vitamins if necessary.

(k) Possible meals the day of a game:

1) Breakfast--best meal of the day and should be fairly large.
a) Fruit.

b) Cereal.

c) Eggs.

d) Toast.

e) Milk.

2) Noon meal.

a) Meat.

b) Vegetable.

c) Salad

d) Water or fruit juice.

e) Toast.

f) Jello.

3) Game meal.

a) Soup.

b) Baked potato.

c) Meat--prefer steak.

d) Low starch vegetable.

e) Salad.

f) Toast and butter.

g) Jello.

h) Tea or fruit juice.

(13) No late dates during the basketball season.

(14) T-shirts, socks, and supporters are never clean enough.

(15) Pay attention to your teeth, eyes, and feet will pay off
big dividends in comfort and increase proficiency.

Care of the feet will be included in the following section.

(16) Take a walk two or three times a week—it's good for body development.

e. Care of the feet is very important and should be considered in order to avoid serious trouble at any time through the season. Some recommendations that one might consider are:

(1) Players should have a good pair of shoes.

(2) Wear clean socks, preferably two pairs.

(3) Use vasoline, tuf-skin, or some other skin toughener to harden the feet.

(4) Use foot powder when necessary.

(5) Keep toenails cut and be especially careful of ingrown toenails.

f. Injuries to be ware of:

(1) All injuries such as blisters, floor burns, sprains, infections, colds, etc., no matter how minor should be reported immediately to the coach. However, an entire book could be written on this phase of conditioning and I would like to offer a list of suggestions rather than go into detail. The list could be labeled "Injury Prevention" and should include:
(a) Remember--"An ounce of prevention is worth a pound of cure."

(b) Report all injuries to your coach when they occur. Have all skin abrasions treated no matter how minor they may seem.

(c) Wear all your protective equipment any time you are on the practice area. Be sure that it is in good order.

(d) Warm up thoroughly before every game and practice.

(e) Tell your captain or coach when you are really tired. You are most susceptible to injuries when you are not playing aggressively.

(f) If you have a weak ankle, have it taped before working out.

(g) Be sure your personal equipment is clean and sanitary. Many times skin infection starts with dirty equipment.

(h) Never indulge in horseplay. You expose your teammates and yourself to injury. It may lose a game.

(i) Learn the fundamentals of the game well. Players who know how to play the game seldom get hurt.
The best injury insurance you can buy is to go "all out" on every play. Aggressive alert players seldom get hurt.

4. Training rules and regulations.

There are probably as many training rules and regulations as there are coaches. Therefore, this writer is not going to try to state what should or should not be included in the training rules and regulations for the players.

However, the writer will state what have been his training rules and regulations. The writer's training rules and regulations are set down in a contract form which must be signed by the player, the player's parents, the coach, and the principal in that order. This form reads as follows:

PLAYER'S TRAINING RULES AND REGULATIONS SECTION

I recognize my responsibilities if I try out for the sport of basketball. I will make it a point to govern myself so that my association with the sport will bring honor to it as well as the school. Also, I will expect to be asked to withdraw from the team if I do not abide by the team standards. If extended the privilege of turning out for basketball, I will:

1. Train faithfully as set forth by the team.

2. Make a serious endeavor to keep up my studies.

3. Do all in my power to help keep athletics desirable.
4. Make it a point to abide by the rules and regulations of the student body.

5. So conduct myself at other schools that I will bring credit to the team, school, and community.

6. Carry the necessary insurance to allow me to participate.

7. Purchase a "Student Body Card."

________________________
Player's Signature

________________________
Parent's Signature

________________________
Coach's Signature

________________________
Principal's Signature

In addition to this contract, other points a player should consider are listed for him to read and think about. Some of these points are:

1. You are a gentleman first, student second, and then an athlete. As time goes on this will be self-explanatory to you.

2. Our language on and off the court will be free from cursing and vulgarity. No exceptions allowed.

3. Remember, the best five will be in our lineup regardless of letters earned, year in school, social position, or any other factors.
4. You can't win on what you did last year or yesterday; you have to be at your best today.

5. Don't depend on a fellow teammate to do your job or to tell you what to do. This is your responsibility. Study your plays and know them well.

6. Be a credit to your team and school in all situations you find yourself in.

7. The lettermen and seniors are ALWAYS expected to be at the head of any drills or movements on the floor. BE LEADERS, NOT FOLLOWERS.

8. A well-conditioned team is necessary before any degree of efficiency can be obtained. Everyone is expected to be in shape at all times.

9. No late dates during the season.

10. Be willing to sacrifice a little--the effort will be worth it during the home stretch of our season.

11. Good observance of training rules and regulations must come from the player. THIS IS YOUR RESPONSIBILITY--NO ONE ELSE CAN DO IT FOR YOU.

12. YOU WILL CONDUCT YOURSELF AS A GENTLEMAN AT ALL TIMES. REMEMBER, YOU ARE REPRESENTING THE BASKETBALL TEAM, FEDERAL WAY HIGH SCHOOL, YOUR PARENTS, YOUR COMMUNITY, AND LAST BUT
13. Our motto for this year is:

THE TEAM IS MORE IMPORTANT THAN THE

INDIVIDUAL.

XXIII. CHECK LIST FOR SCOUTING

1. Materials needed:
   a. Clip board.
   b. Court diagrams.
   c. Shot charts.
   d. Rebound charts.
   e. Paper for comments.
   f. Pencils--colored, at least three to four of them.
   g. Program--names, positions, height, weight, and numbers.

2. Who should scout?
   a. Head coach whenever possible.
   b. Other coaches whenever possible.
   c. Someone that really knows basketball and can analyze.
   d. Players when they are not playing in a game of their own.

3. Where should scout sit?
   a. Up high where he can see the whole court continuously.
   b. Do not sit where people will be going past you all the time.
   c. Arrive early so you can see the entire game as well as their
      warmup before the game.
4. What should the scout report back?

   a. Conditions of the court:

      (1) Size.

      (2) Lighting.

      (3) Type of baskets and backboards.

      (4) Lightness of baskets and backboards.

      (5) Court spring.

      (6) Nearness of crowd.

   b. Players:

      (1) Size—weight and height.

      (2) Ability and experience.

      (3) Shots preferred and areas taken in.

         (a) Hand they like best.

         (b) Shoot on the move or not.

         (c) Direction they like to drive.

      (4) How much and how well they dribble.

      (5) Playmaker.

      (6) Pivoting ability.

      (7) Defensive ability.

      (8) Rebounding ability.

      (9) Foul shooting ability.

      (10) Ball handling ability.

      (11) Speed and cutting ability.
(12) Positions they played.
(13) Type of fakes they like to use.
(14) Jumping ability.
(15) Condition.
(16) Numbers.
(17) Do the players follow their own shots?
(18) Aggressiveness.
(19) Type of screener he is.

c. Team:
(1) Size--overall height?
(2) Overall ability?
(3) Shots preferred and general shooting areas?
(4) Overall team dribbling?
(5) Which fundamentals have they learned?
(6) Rebounding ability and blocking out techniques?
(7) Overall speed?
(8) Foul shooting ability?
(9) Defensive ability?
(10) Jumping ability?
(11) Condition?
(12) Team work?
(13) Substitutes--when and why, and who for?
(14) Key players or playmakers?
(15) Who made the assists?
(16) Shooting percentages for field goals and foul shots?
(17) Total points scored for team and individuals?
(18) Aggressiveness?
(19) Do they give up?
(20) Types of screens used—when, where, and how often?
(21) Types of passes they used?
  (a) General type in regular offense?
  (b) Feeding the pivot man?
  (c) Against a zone?
(22) List of starters and their positions?
d. Offense:
  (1) Line-up for the tip, on foul lines, jump balls, etc.
     (a) Did they get the ball?
     (b) Where did they tip the ball?
  (2) How do they advance the ball up the court?
     (a) Passing.
     (b) Dribbling.
     (c) Weave.
  (3) Do they use a key to start their offense?
  (4) Do they try to score quickly or do they have a set offense?
  (5) What side do they mostly like to work on and why?
  (6) Do they work the ball in quickly on out-of-bounds plays?
(a) How do they set-up--who, why, and where?

(b) Do they use a signal to start the play?

(c) Do they have more than one play?

(7) What do they do on side-line out-of-bounds plays?

(8) How do they line up against presses?

(9) Who takes the ball out-of-bounds after a successful field goal or foul shot?

(10) What system of offense do they use?

   (a) Fast break?

   (b) Set offense, free lance, delayed game, or combination of these?

   (c) Type of post play they used?

   (d) Passes they used in their offense?

   (e) Positions of the players?

   (f) Do they have a safety man and how is their floor balance?

   (g) Do they use the give-and-go in their offense?

   (h) Do they use screens and cutaways--where, when, and type?

   (i) Can they adjust their offense to different tempos?

(11) Do they have a stall? What kind?

(12) Do they have a mid-court out-of-bounds play?

(13) Do they have a full court out-of-bounds play?
(14) Do they have a special play for one shot?

(15) What do they have in their offense that can hurt our defense?

(16) How many men are rebounding?

e. Defense:

(1) Do they play tight, sag, switch, or slide through—when, where, and how do they do it?

(2) How do they play the low post man?

(3) How do they play a high post man?

(4) How do they play the tandem post?

(5) Do they play a zone? What kind? Where are they strong? Weak? and Why?

(6) What kind of an offense will hurt them the most?

(7) What plays do we have that will hurt them?

(8) Can we control the backboards?

   (a) How will this affect our rebound patterns?

   (b) If they control the boards, how do we stop their fast break pattern?

(9) What can we add to our offense to take advantage of weaknesses?

(10) Who checks back on their defenses?

(11) How fast do they retreat?

(12) Where did they pick up their opponents?
(13) Did they make any defensive substitutions? What were the results?

(14) How do they react on and off the ball to screens?

XXIV. PLAYER IMPROVEMENT THROUGH COACHING GIMMICKS

1. Ladder challenge tournaments for foul shooting drills.

2. Jumping for suspended ball.

3. Wearing weights.

4. Wearing sloppy clothing.

5. Dancing.

6. Blinders that are partly darkened.

7. Painting targets on the walls and backboards for passing or tipping.

8. Tipping rings.

9. Use of chairs to use in different drills.

10. Use of colored balls in shooting and passing drills.

11. Add extra players against normal amount that would be playing.

12. Practice without dribbling.

13. Use of the medicine ball.

14. Swim a lot during the summer.

15. Skipping rope with or without weights.


17. Eye conditioning drills to develop split vision.

18. Squeeze a rubber ball with fingers to develop fingers and wrists.
19. Have a weight training program.
20. Run, hop, skip, and jump drills to develop coordination.
22. Bench jumping with one foot, then the other, then with both feet together.
23. Turn out for other sports.
24. Climb ropes and/or hills.
25. Use bend and reaching drills to stretch muscles.
26. Do a lot of tumbling and gymnastic work.
27. Do a lot of wall jumping with or without weights.
28. Give play problems to develop the mental aspects of basketball.

XXV. TRAVEL REMINDERS FOR COACHES

Preparation is necessary to succeed. The reminders that follow have all been forgotten at one time or another and have caused problems for the coach and had effects upon the game. Avoid problems by doing what is supposed to be done:

1. Order the bus at least three days in advance in order to eliminate conflicts.
2. Check to see how meals will be paid for on the trip if they are available to the team.
3. Set the time everyone should meet as well as the time the bus will leave.
4. Check the equipment you are taking: (team and individual)

a. Scorebooks.

b. Individual uniforms:
   (1) Shoes.
   (2) Socks.
   (3) Supporters.
   (4) Game pants.
   (5) Game jerseys.
   (6) Game warm-ups.

c. Extra uniforms and equipment you are taking.

d. Traveling bags or trunks for individual uniforms.

e. Basketballs and carrying bags.

f. Medicine kit and supplies.

g. Charts and forms:
   (1) Shooting.
   (2) Rebounding.
   (3) Ball possessions gained.
   (4) Ball losses.

h. Clip boards and pencils.

i. Blank paper.

j. Chalk.

k. Rosin.

l. Valuable box.
m. Portable basketball floor.

n. Felt pen.

o. Scouting notes for review.

5. Announce the type of clothes the players should wear on the trip.

6. If this is an over-night trip one might consider the following suggestions:
   
a. Parent’s consent.
   
b. Hotel reservations in advance.
   
c. Equipment to take.
   
d. Means of travel.
   
e. Individual articles players should take, such as:
      
      (1) Clothes.
      
      (2) Toilet articles.
      
      (3) Basketball uniforms.

f. Time leaving and returning.

g. Team travels to and from the contest as a unit.

XXVI. TRAVEL REMINDERS FOR PLAYERS

Preparation is necessary to succeed. The reminders that follow have all been forgotten at some time or other and have caused problems that have had effects upon our games. Avoid problems by doing what you are supposed to do:

1. The day of a game the players will wear white shirts, ties, and
slacks. This is a MUST. At banquets the dress will be the same except that sport jackets will be worn. For such an occasion this will always be the attire for the team.

2. Report ahead of the scheduled time for leaving. It is better to be an hour early than a minute late.

3. Be sure you have all your equipment--check each item as you pack it, then go over it again in your mind.

4. No gambling of any kind will be allowed.

5. Do not take any property or souvenirs.

6. Remember, you are representing your school, coaches, parents, and community. Everyone mentioned is judged by the behavior of the people representing them.

7. Keep the team morale high.

8. When assigned to a hotel room stay in that room:
   a. We will all stay together at the assigned hotel or restaurant--unless an emergency arises.
   b. Do not make any outside calls without the coach's permission.
   c. Do not leave your room after hours or the time you are to turn in.

9. Be as quiet as possible on the bus going to the game. The good players want to think of the game and be mentally ready to play.

10. See that the regulars have good seats.

11. YOU WILL ALWAYS RETURN WITH THE TEAM.
12. Home teams are hard to beat. BE READY.

13. Remember, it is a long trip home when you lose. The word "if" will go through your mind a thousand times, again reminding you that: "For of all sad words of tongue or pen, / The saddest are these: "It might have been!"

14. Substitutes always cause a problem. They don't take the trip seriously because they don't play enough. Yet they want to be part of the team. If they are to be a part of the team and travel as a team, they have certain responsibilities! They should discharge these responsibilities faithfully and without question. Players who do not follow direction cause others a lot of grief. Players who know a teammate is doing something wrong should caution him against the action.

15. Do not take any candy or food with you unless the coach gives his permission.

16. We will leave at the prescribed time. REMEMBER--TIME, TIDE, AND AN ATHLETIC BUS WAIT FOR NO MAN.

XXVII. MANAGER'S DUTIES

1. Organizational duties.
   a. Meet with head coach before the season begins to receive instructions as to organizational duties and responsibilities.
   b. Keep all records and forms pertaining to the program throughout the year.
c. Have forms and other necessary information available for the first meeting of the squad.

d. Help with the physical examinations.

e. Game uniforms and practice equipment:

   (1) Help issue and record all equipment handed out.

   Records should include:

   (a) Name of player.
   (b) Year in school.
   (c) Locker number.
   (d) Date issued.
   (e) Articles received.
   (f) Condition of equipment.
   (g) Date turned in.
   (h) Signature of player when receiving the equipment.
   (i) Signature of player when he returns the equipment.

   (2) Only the coaches will throw away equipment that is not repairable--this should keep the records up to date and accurate.

   (3) Managers will report any equipment that cannot be collected from the players.

   (4) Make a continuous check for cleaning, repairing, and storage of equipment being used or being returned.

   (5) Game uniforms should be checked out before each game,
taken home and cleaned, then returned to the school to be ready for the next game. The managers should check to see that the uniforms are clean and do not need repairing.

f. Help clean, pack, and store equipment at the end of the season.

g. Help with inventory before and after the season.

h. Record all purchases made during the season.

i. Maintain an accurate account of what is sent to the cleaners and returned.

j. Make recommendations on how we can improve our managerial set-up and equipment procedures.

2. Practice duties.

a. Be in locker room as soon as school is out.

b. Check in all valuables.

c. Hand out and check in equipment used in the practice session.

d. Check attendance and see that everyone is on time.

e. Inflate basketballs to correct pressure.

f. Clean at least three balls per night and be sure they are marked with:

(1) School initials.

(2) Year purchased.

(3) Number.

g. Keep daily records and statistics.
h. Keep daily and weekly foul chart records.

i. Referee scrimmages.

j. Hand out towels and soap.

k. Take care of towels and general clean-up of the locker room.

l. Be ready for additional duties such as:

   (1) Compiling and recording game statistics.

   (2) Help on the floor—feeding pivot, have extra ball ready, etc.

   (3) Have wet towels available.

   (4) Medicine kit should be available.

   (5) Have plastic court on the floor.

   (6) Handle heat lamps, rub downs, ice packs, etc., after receiving proper instructions on handling the equipment.

m. Keep people out of the locker rooms and/or off the floor.

n. Check to see that the court is ready and the court is clean.

o. Keep check to see we maintain daily schedule.

p. Check and pack equipment for home and away games.

q. Inform the coach of any equipment needs.

r. Keep account of supplies on hand and maintain a certain quantity so we never run out. These supplies should always be ready for use:

   (1) Shoe laces.

   (2) Soap.
(3) Tape.
(4) Vasoline.
(5) Band aids.
(6) Gauze.
(7) Ankle wraps.

s. Have warmup and conditioning equipment available.

(1) Skip ropes.
(2) Weights.
(3) Jumping boards.
(4) Scrimmage vests.
(5) Insert rings.
(6) Benches.
(7) Chairs.

t. Maintain the bulletin boards.

(1) Announcements.
(2) Schedules.
(3) Records.
(4) Notices.
(5) Practice schedules.
(6) Rules and regulations.

  (a) State.
  (b) School.
  (c) Sports.
3. Game duties.
   
a. Pre-game.
   
   (1) Escort officials and visiting team to their respective
dressing areas. Give them necessary keys and a set
of mimeographed instructions.

   (2) Supply towels and soap for own team as well as for the
visiting team and the officials.

   (3) Have game ball ready for the officials.

   (4) Work inside the locker room and a supply room.

   (5) Check in all valuables.

   (6) Check out game uniforms and other necessary game
equipment.

   (7) Handle heat lamps, rub downs, ice packs, etc.

   (8) Make sure warm-up balls are ready for the team.

   (9) Have all charts and forms ready for each game.

   (10) Have score books and rule books available.

   (11) Act as doorman and only allow players into the
dressing room.

   (12) Be sure floor is clean before team goes on the floor.

   (13) Have plastic court available for instruction during
locker room talk.

   (14) Have two wet towels and two dry towels ready for the
game.
(15) Have medical kit available for use--include tape, shoe laces, and rosin.

(16) Check to see that scorer and timer are present.

(17) Lock the locker room when we go on the court.

b. During the game.

(1) Score and chart the games.

(2) Keep record of players' time.

(3) Take care of players--give them jackets, towels, etc., when out of the game or during a time out.

(4) Keep check on:
   
   (a) Charts and statistics.
   
   (b) Time outs left.
   
   (c) Fouls on the team as well as each player.
   
   (d) Time left to play.
   
   (e) Score.

(5) One manager will leave and open the locker rooms two minutes before the half is over.

(6) Have medicine kit available on the bench.

c. Half time in locker room.

(1) Cut up the oranges and hand them out as they come in locker room.

(2) Hand out vitamin pills if they are available.

(3) Have new wet and dry towels available.
(4) Have shot charts and statistics charts ready for the coach as soon as possible.

(5) Have score recorded.

(6) Keep check on time left at the half and let the coach know when there is four minutes left.

(7) Have jackets in the locker room.

(8) Have clip board or plastic court ready for half time.

(9) The head manager will stay near the head coach in case he is needed.

(10) Have practice balls ready for team when they leave the locker room to warmup again.

(11) Lock the locker room after team returns to the floor.

(12) Check scorebook to make sure all players reported to the official scorer before the second half starts.

d. After the game.

(1) Help players as much as possible.

(2) Bring all equipment into the locker room.
   
   (a) Check in score books and rule books.
   
   (b) Check in game balls and practice balls.
   
   (c) Bring in jackets, charts, towels, medicine kit.

(3) Hand out towels, soap, etc.

(4) Check in uniforms and all other equipment.

(5) Help clean up the locker room.
4. Trips.

   a. Check and pack all team equipment.

       (1) Balls.

       (2) Charts—shot and statistical.

       (3) Scorebooks.

       (4) Rule books.

       (5) Plastic court.

       (6) Blank paper, pencils, and clip board.

       (7) Extra supporters and socks.

       (8) Medicine kit.

       (9) Check on oranges and/or vitamin pills.

       (10) Pack at least eight towels.

       (11) Check individual player equipment before they leave the locker room. This should include:

            (a) Shoes.

            (b) Laces.

            (c) Socks.

            (d) Supporters.

            (e) Game jerseys.

            (f) Game pants.

            (g) Game jackets.

            (h) Protective gear if needed.

       (12) Have a list of players making the trip.
XXVIII. PREPARATION FOR A GAME

1. Be sure to have contracts signed for out of league games. Be sure they are duplicated and preferably in triplicate.

2. Send out eligibility slips according to state regulations.

3. Physical examination and parent consent.

4. Season, student, and general admission tickets and/or cards should be prepared prior to the opening game.

5. Have a definite and firm policy with respect to complimentary tickets and passes.

6. Necessary arrangements should be made for selling and taking tickets.

7. Prepare game programs for sale and include individual's name, number, height, weight, position, and experience. Include name of school, nickname, coach's name, individual team rules, and rule changes.

8. Provide concessions for the spectators and adhere to good practices when selling foods and beverages.

9. Other considerations:

   a. Seating arrangements for teams, scorers and timers, students, community, bands, reserve sections, half-time performers, songleaders, cheerleaders, pep club, etc.

   b. Check to see that scoreboard works.

      (1) Should have home and visitor designation.
(2) Scores

(3) Time

c. Check public address system and see that it is working at least half an hour before the game. A well-trained person should be in charge of it, and all information pertinent to the game should be quickly reported to the spectators.

d. Be sure that there is a physician at all home contests and the phone numbers of the hospital and ambulance service is readily available.

e. Be sure scorers, timers, and officials are paid for their services and are present at least 20 minutes prior to the start of the contest. These officials should be paid prior to the game.

f. Custodian should check to see that all lavatory facilities are clean and well supplied. Also, adequate signs to find the correct facilities.

g. Be sure to check for injuries after the game.

h. Check finances for the game and deposit them the same evening.

i. Check equipment, locker rooms, coach's office, playing facilities, etc.

j. Be sure to send rating forms on the officials to the state athletic association.
XXIX. MASTER PRACTICE SCHEDULE FOR ENTIRE YEAR

1. Fundamentals.
   a. Shooting: (One and two-handed)
      (1) Foul shots.
      (2) Layins.
      (3) Jump shots.
      (4) Long shots.
      (5) Tip-ins.
   b. Passing: (one and two-handed)
      (1) Bounce passes.
      (2) Chest passes.
      (3) Underhand passes.
      (4) Over-head passes.
      (5) Flip passes.
      (6) Hook passes.
      (7) Baseball passes.
   c. Dribbling. (right and left handed)
   d. Rebounding.
   e. Pivoting and footwork.
   f. Jumping.
   g. Screening and blocking.
   h. Ball handling.
   i. Faking and feinting.
   j. Situations:
(1) One on one.

(2) Two on one.

(3) Two on two.

(4) Three on two.

(5) Three on three.

(6) Five on five--half court and full court.

2. Offensive work:
   a. Working on parts of a pattern or the whole pattern.
   b. Splitting the post.
   c. Tip-off plays.
   d. Practicing the stall.
   e. Practicing the fast break from:
      (1) Successful field goal.
      (2) Missed field goal.
      (3) Successful foul shot.
      (4) Missed foul shot.
      (5) Intercepting passes.
   f. Working on out of bounds plays.
   g. Working on our zone offense against various types of zones.

3. Defensive work:
   a. Practicing one on one half court and full court.
   b. Work on switching man to man and/or staying with a man.
   c. Work on switching with regards to the screen and cutaway situation.
d. Practice a zone offense.

e. Work on our presses:
   (1) Full court.
   (2) Half court.
   (3) Double teaming.

f. Work on defending the foul lane on shots.

4. Plan for chalk talks.

5. Plan for unbalanced drills as well as balanced drills.

6. Have various drills for the different aspects of basketball.
   a. Name the drills and know which ones will do the job you want done.
   b. Be sure to have fun drills, work drills, and competition drills.

7. Allot time for scrimmages as well as for half court work.

8. List special situations that might come up and cause an adjustment to the schedules.

9. Conditioning should be incorporated into the practice session as it progresses from beginning to end and not in a separate time allotment.

10. Always be conscious of the mental state of the players and adjust to this situation as staleness or over-condition presents itself.

11. Make out a master chart for the entire year so the above list of details can be accomplished. However, the following
recommendations should be considered:

a. Have a priority chart as to what importance you, as a coach, place on the different phases of basketball, such as:

(1) Organization.
(2) Returning personnel.
(3) Offense of own team.
(4) Opponent's offense or defense.
(5) Fundamentals.
(6) Strategy.
(7) Individual defense.

b. Ask yourself the following questions:

(1) What is the most important thing in basketball?
(2) What priorities will pay off in competition or in teaching?
(3) How effective will the program be if emphasized this way?
(4) How will the league effect the program and why?
(5) What must be accomplished to make us a sound team?

XXX. GAME RULES EVERYONE SHOULD KNOW

1. Substitutes report to official scorer and wait until official waves you in. True except at the beginning of each quarter or in the beginning of an overtime period.
2. The responsibility to avoid contact is now placed upon the man with the ball rather than the defensive man.

3. Violations to avoid, which are governed by rules:
   a. Running or carrying the ball.
   b. Can't intentionally kick the ball.
   c. Cannot double dribble.
   d. Three seconds in the key.
   e. Five seconds to put the ball in play.
   f. Ten seconds to shoot a foul shot.
   g. Ten seconds to get the ball out of back court.
   h. Causing the ball to go from front court to back court.
   i. Touch the basket or the ball when the ball is on or within the basket.
   j. Stepping inbounds while passing.
   k. Stepping on the out-of-bounds line.
   l. Can't step into foul lane too soon.
   m. Cannot carry the ball into the court.
   n. Getting technical fouls for illegal procedures.
   o. Do not take excessive time outs.
   p. Intentionally cause a foul.
   q. Use illegal numbers on uniforms.

4. At all times, the responsibility for providing sufficient action is that of the team which is behind in the score, or if the score is
tied, that of the defense.

5. Know rules for:
   a. Screening.
   b. Blocking.

6. On all rule changes be sure to tell what old rule was and how the new rule reads--explain the rule completely to all players and coaches.

XXXI. CONTENTS FOR A PLAYER'S HANDBOOK

1. Contents:
   a. Page 1--Title page and introduction.
      (1) Introduction.
      (2) Purpose.
      (3) Explanation of why we have handbooks.
   b. Schedule.
      (1) Opponents.
      (2) Day and month.
      (3) Place where games will be played.
      (4) Time the games start.
      (5) Score for opponents and own team.
   c. Training and conditioning.
      (1) Rules pertaining to smoking and drinking.
      (2) Sleeping hours.
(3) Dating during the season.

(4) Eating habits to observe.

(5) Grades.

(6) Clean practice equipment.

(7) Clean game equipment.

(8) How to report injuries.

(9) Insurance coverage.

(10) Use of training room and supplies.

d. Rule changes for the coming season. List and explain the new rule changes that will affect the team in the forthcoming season.

e. Individual defense.

(1) Stance with regards to the position of the feet and hands.

(2) Explanation of sliding, retreating, charging, and switching.

(3) Idea of hustle on defense.

(4) How to develop balance.

f. Team defense.

(1) Man-to-man and all variations.

(2) Team principles and objectives.

(3) Switching principles.

(4) Listen for key words when talking on the defense.

(5) Pressing defenses and their objectives and principles.
(6) Zone defenses that might be used.

g. Individual offense.

(1) Stunts the player must use.
(2) Learn all the fundamentals.

h. Team offense.

(1) Principles and objectives of the offense.
(2) Man-to-man offense.
(3) Zone offense.
(4) Pressing offense.
(5) Tip-off plays.
(6) Out-of-bounds plays from the different areas on the court.
(7) Special plays.
(8) Key to the offense if signals are to be used.
(9) Frees or stall offense.
(10) Fast break offense.

XXXII. GENERAL TURNOUT RULES AND REGULATIONS

1. If there is a waiting period between the end of the player's last scheduled class and turnout time, it is the coach's responsibility to see that the players are not in the halls.

2. One half hour—or sooner—after turnout begins a manager should lock the dressing room and lavatory doors leading to the halls.
3. During turnouts it is very desirable that a manager be present in the dressing room at all times.

4. At the end of practice session the players are to leave the building via dressing room outside exit. Students and managers are not permitted to go to their lockers after turnout.

5. It should be a policy that when the building is used for evening practices or meetings, the building be cleared no later than 9:30 p.m.

6. Students absent from school on a given day will not be permitted to participate in extra-curricular activities. If a student is absent part of a school day and has been excused by the school for the time missed, then that student may participate in extra-curricular activities. Coaches are charged with the responsibility of enforcing this regulation.

7. All players must shower following turnouts.

8. Double check all lights, doors, showers, and water faucets when leaving.

9. Be punctual. If you are late for any reason bring a written excuse with you.

10. Players never leave the court without the coach's permission.

11. Skipping practices will not be tolerated.

12. You will be expected to run at full speed whenever you are on the court.
13. If blisters, floor burns, or any kind of skin abrasion presents itself, inform your coach right away.

14. In the event of an injury, leave the injured man alone as the coaches will take care of him.

15. Do a good job on your rope skipping, running, etc. This will be a good indication of what your attitude will be for the rest of our drills and games.

16. Work as hard in practice as in the games. You play the way you practice.

17. Use assigned time for individual work to work on your weak points that have been pointed out to you by your coach. Try to improve some each day.

18. Don't be afraid to ask the coach questions. You will never understand what is going on unless you do ask.

19. HELP FELLOW TEAMMATES AND BE WILLING TO BE HELPED.

20. The team captain, seniors, and all lettermen are expected to always be at the head of any movements that go on. YOU SHOULD BE LEADERS, NOT FOLLOWERS.

21. All players will stop what they are doing on the whistle and listen to the next set of instructions.

22. Other comments to consider during a practice session are:

   a. Practice time will not be devoted to lectures and "chewing outs."
b. Start and stop drills on time but make sure what is done is done correctly.

c. Use drills which are associated with the offense.

d. Make sure players know their individual place as well as their over-all place in the total program.

e. Use terminology that both the coaches and the players can understand. It is important to know what is being explained.

f. Always have some form of competition during practice as everyone thrives on this.

g. Be honest, sincere, and full of enthusiasm since this is catching and everyone on the team should have the same desire.

h. Do not allow excuses or back talk at any time.

i. Analyze and criticize the practice and see if the objectives were met.

XXXIII. GAME DAY PROCEDURES

1. Attend school and follow daily routine. You must be in school the day of the game in order to be eligible.

2. When school is in session:

   a. Wear white shirt and tie to school.

   b. Attend rallies and sit in the section reserved for the team.

       Remember, the students are holding this for your benefit.
Show an interest and express your appreciation.

c. Attend a squad meeting to cover our scouting notes on the team we will be playing this evening.

3. After school go home and eat. This meal should only be to satisfy your hunger as the food value will mean very little towards your performance in the game.

   a. Remember to be courteous and practice your table manners.
   
   b. After eating relax until time to return to the gym.
   
   c. No loitering on downtown street corners. Go home, rest, stay off your feet. Play your game on the court.

4. Report to the dressing room at assigned time.

   a. Times will vary according to home and away games, especially the distance the team must travel to the away court.

   b. For home games do not come too early to watch the "JV" game. Too much sitting on the hard bleachers is harmful. A quarter or two of the game is enough. Then report to the dressing room shortly after the first half is over.

   c. If you need taping, get it done. Then dress down.

5. Every player should be ready to go into a game at a moment's notice.

6. Do not pull any rinky-dink tricks to show off or to gain attention.

7. Every player on the bench should shout encouragement throughout the game.
8. Run on and off the court.

9. Do not drink the water, but rather use it to rinse out the mouth.

10. Don't try to play when tired or hurt.

11. Report all serious injuries to the coach immediately after the game or the following morning. If for some reason you cannot reach the coaches, call the athletic director or the principal.

12. Be alert and aggressive. You won't get hurt if you go all out all of the time.

13. You have been working long and hard to play in a game that is only thirty-two minutes long--don't let the opportunity pass.

14. Remain after the game for a five-minute conference.

15. Parents, relatives, and friends may enter the locker room after the meeting.

XXXIV. GAME STRATEGY

1. Prepare for next game in advance.
   a. Review past and present record.
   b. Analyze offense and defense.
   c. Check opponent's facilities.

2. Changing assignments defensively when men have too many fouls on them.

   a. Have them prepared to take over.
b. They can change the complexion of the game--don't neglect them.

c. Use them for a purpose.

d. Use them early in the game when possible because mistakes at this time are not always costly as they would be later on in the game.

e. Must make some kind of decision in either half when a player gets his third or fourth foul in the game.

4. Time-outs.

a. Use them as little as possible early in game--only to remedy a particular situation that is bothering the team.

b. Save 2 or 3 time-outs for fourth quarter or last 3 minutes of a game.

   (1) To protect a lead.

   (2) To go into a stall.

   (3) To go into a press.

   (4) To get starters or necessary substitutes into the game.

   (5) To set up special plays anywhere on the floor.

c. Remember why you wanted the time out.

d. Use terminology to conserve time instead of going into long explanation.

5. Have alternate offense to use and always have the following in the offense:
a. Man-to-man offense.

b. Zone offense.

c. Out-of-bounds plays--different areas of the court.

d. Fast break offense.

e. Ways to break a press.

f. Stall offense--either attempting to score or not.

g. Surprise plays.

6. Planned or surprise moves.

   a. Prepare for these--take time to work on them as you do with any part of offense.

   b. Do not have them too detailed or time-consuming--it spoils the effect.

   c. Usually use these right away or save them for the second half when the opponent does not have time to combat this strategy.

   d. Press an inexperienced team.

      (1) Poor ball handlers.

      (2) Poor fundamentals.

      (3) Throw opponents off balance.

      (4) Excite opponents.

      (5) Change tempo of the game, outrun bigger and slower teams.
7. Gym time arrival.
   a. Check time to be at gym for home game or to take the bus on trips.
   b. Heat lamps.
   c. Taping.
   d. Go over game strategy, scouting, tip off, first play, press, etc.
   e. Where to sit and what time to start getting dressed.

8. Pre-game warm-up.
   a. How much time to warm up.
   b. Drills to use--type of shots to be used.
   c. Foul shots to be taken and by whom.

   a. Check all charts and score book.
   b. Analyze fouls and give to each player as well as the number of time-outs taken by us and the opponents.
   c. Analyze shooting charts--tell where hitting, who, and who is leading scorer.
   d. Give rebounding statistics.
   e. Give ball losses.
   f. Make offensive and defensive changes necessary to prepare them for next half.
   g. Give starting line-up, then let them warm up, plus subs you are planning to use.
10. Second half decisions to make:

a. Substitutions.
b. Try to gain possession of the ball and score quickly.
c. Use special play in order to get defense's mind off what the coach told him at half time.
d. When to use special plays.
e. When to stall.
f. When to run, slow down, change assignments.
g. Know personnel--good ball handlers, speed for press, height for rebounding on a foul shot, dribblers, pressure men, etc.

XXXV. ORGANIZING PRACTICE

1. Major factors to be considered.

a. Objectives:

(1) Mental and physical condition and performance of the squad.
(2) Flexible weekly program.
(3) What happened in the previous practice that must be corrected.
(4) What fundamentals haven't been covered.
(5) What must still be accomplished.
(6) Get all phases of the game properly covered.
b. Time elements:

   (1) How long should practice last?

   (2) How long should players work on weak points? When should this work be done?

   (3) How long should it be from one drill to another?

   (4) How much time should be spent on fundamentals?

   (5) Should practices be shorter towards the end of the season as compared to early in the season?

   (6) How much time should be spent on the floor the day before a game?

   (7) How much time should be spent on:

      (a) Offense?

      (b) Defense?

      (c) Fast break?

      (d) Scrimmages?

      (e) Team work?


c. Size and ability of the coaching staff.

   (1) A lot depends on the number of coaches available, number of squads, facilities available and the number of players available as to how the turnout will be conducted.

   (2) All coaches should help formulate the practice plans.

   (3) Designate definite responsibilities for everyone.
(4) A lot depends on the phase of the game each coach knows as to how much help he can give.

d. Equipment and facilities available.

(1) Have equipment ready for use as soon as possible.
(2) Use the facilities and equipment to the utmost.
(3) Divide the court into working areas. Players should know what these areas are and what to do in them.
(4) Use bulletin boards as much as possible to get information to the players.

e. Size of squad turning out.

(1) How can squad be divided so as to get the maximum work accomplished?
(2) Progress from individual work to group work, then to team work and the final objectives.
(3) Consider that certain players need more skills and work and special attention must be given to these individuals.

f. Number of squads using the facilities and equipment at the same time or at different times.

g. Make out daily schedules for your practices and use this as a guide. It should include the following:

(1) Type them and post them.
(2) Day--date--number of the turnout.
(3) Have blocks of time for workouts and indicate what is to be done at these times. Such as:

(a) Warmup drills to use.

(b) Warmup shooting drills.

(c) Fundamentals to cover.

(d) Individual and team work offensively and defensively.

(e) When team will scrimmage.

(f) Place for comments on the workout.

XXXVI. INDIVIDUAL MISTAKES PLAYERS CAN WORK ON

1. Defensive:
   a. Defensive footwork.
   b. Turning head on defense.
   c. Defensive sliding.
   d. Rebounding.
   e. Guarding baseline.
   f. Retreating.
   g. Wrong foot forward.
   h. Pressing rebounder.
   i. Call and working on switches.

2. Offensive:
   a. Carrying the ball.
   b. Passing off on fast break.
c. Pivoting.
d. Shooting confidence—all types.
e. Inside turn.
f. Change of pace.
g. Cutting.
h. Dribbling.
i. Free throws.

j. Rebounding.
k. Change of direction dribbling.
l. Getting back into action after taking a shot.
m. Quick transition from offense to defense or vice-versa.
n. Work quicker on pivot fakes.
o. Work on short, medium, or long shots.
p. Feeding the center.
q. Learning to use correct pass in right situation.

XXXVII. SET OFFENSIVE POINTS TO CONSIDER

1. What principles are you operating on?
   a. How much free lance will there be?
   b. Will it be a pattern free lance offense?
   c. Will there be set moves and shots?
   d. Combination of the above considerations?
2. How much time must be devoted to running the offense in practice in order to gain proper timing and confidence in the offense?

3. How simple is the offense and can player economy be used to the utmost?

4. How much movement will the offense have and will it maintain proper floor balance?

5. Have you adjusted your patterns to fit the personnel on hand?

6. Players operating in this type of offense must have a tremendous amount of team spirit and confidence in each other and must be very unselfish.

7. Does the offense operate by rules, signals, moves, etc.?

8. Are there definite terms associated with the offense so as to be clearly understood by the players?

9. Must the players learn how to move with and without the ball?

10. Methods and sequence of teaching must be carefully considered!

XXXVIII. OFFENSIVE CHECK LIST

1. Time to be spent on this phase of the game.

2. Physical and mental qualities of the players.

3. Coaching points to consider:
   a. Individual development.
   b. Team principles and development.
   c. Play situations with and without the ball.
4. Theory of the offense.

5. Fundamental principles of the offense.

6. Chart keeping and the use of statistics.

7. Requirements for the different positions.

8. Drills for developing the offense.

9. Individual stunts to teach:
   a. Sneak cut.
   b. Change of directions.
   c. Reverse directions.
   d. Give-and-go.
   e. Change of direction dribble.
   f. Change of pace dribble.
   g. Fake shot and drive.
   h. Fake drive and shoot long shot.
   i. Double fake and drive.
   j. Fake one way, go opposite direction.
   k. Get ball and just go.

10. Parts of the offense to have:
    a. Man-to-man patterns.
    b. Zone offense.
    c. Tip plays.
    d. Out-of-bounds plays.
    e. Fast break offense.
11. Other comments to consider when developing an offense:
   a. Does the team have something else to fall back on when the normal pattern of play is stopped?
   b. Will each team member handle the ball? How much? Where? and When?
   c. How much motion do you want in your offense?
   d. Do you have something new to spring on your opponents that will not necessitate too great a change in the basic offensive pattern?
   e. How much time must be devoted to fundamentals in order to improve the individual and game skills of the player.
   f. What can be done to avoid a sagging defense or double teaming tactics?
   g. How well does the offense maintain good floor balance?
   h. Is there a lack of good rebounding positions when a shot is attempted?
   i. How will the defense play the offensive men when they first introduce the patterns on the court?
   j. How many different ways can you start the pattern and still end up the same way?
   k. What sequence of teaching should be used to teach the basic offensive pattern?
1. Within reason, what can be added to the offense from time to time to make it more flexible and more effective?

12. Things to consider when breaking a press:

a. Prepare for this and be ready for it at any time during the season and remember why a press is being used, especially against your own team.
   (1) Trailing late in the game.
   (2) Poor ball handlers.
   (3) Changing the tempo of the game.
   (4) Making you change your offensive strategy.

b. Know what type of press is being employed, when, where, and what the principles are in the operation of the press.
   (1) Switching man-to-man.
   (2) Sliding through.
   (3) Double teaming.
   (4) Zone press.

c. Know the rules which will affect your team in this operation of the game.

d. Will you operate your offense against the press in a set style, by rules, free lance, etc.?

e. What drills will help develop the fundamentals necessary to break a press?

f. What passes should be used to break a press and why?
g. What should be done with the ball once the press has been broken and the ball has crossed the mid-court line?

XXXIX. DEFENSIVE CHECK LIST

1. How much time is allotted for this phase of the game.

2. Physical qualities to consider:
   b. Head and foot positions.
   c. Hand position.
   d. Vision.
   e. Voice.
   f. Quickness.
   g. Reaction.
   h. Tenseness of muscles under pressure.
   i. Aggressiveness.

3. Mental qualities to consider:
   a. Alertness.
   b. Ability to think under pressure.
   c. Determination.
   d. Confidence.
   e. Emotional stability.
   f. Initiative.
   g. Always ready to combat the unexpected.
h. Stature.

i. Competitive spirit.

j. Judgment.

4. Coaching points to remember:

a. Individual principles

(1) Stances:

(a) Boxer's stance.

(b) Parallel stance.

(c) Retreating stance.

(2) Play situations:

(a) Guarding man without the ball.

(b) Guarding man with the ball.

(c) Talking to teammates on defense.

(d) Guarding pivot player.

(e) Guarding basket when outnumbered:

   1) 2 on 1

   2) 3 on 2

   3) 4 on 3

(3) Controlling defensive boards:

(a) Consider shooting percentage of opponents as well as their height.

(b) Philosophy of backboard work.

   1) Responsibility.
2) How to clear ball.

(c) Block out techniques.

1) When offensive man has back to basket.

2) When offensive man is facing the basket.

(4) Consider factors which make it hard to teach defensive techniques.

(5) Hustle on defense.

(6) Pride of individual.

(7) Develop the attitude that the players can guard anyone.

(8) Teach players how to approach a dribbler.

(9) Forcing player to do what he doesn't want him to do.

(10) Stay between man and basket.

(11) Concentrate on man rather than the ball.

b. Team principles of defense:

(1) In planning the defense consider the following:

OBJECTIVES OF THE DEFENSE

(a) Own personnel—speed, size, experience, weaknesses, and strengths.

(b) Players understand their part in the overall plan.

(c) Match strengths.

(d) Recognize strengths and weaknesses of each defense.

(e) Be sure to have a defense to meet any offensive situation.
(f) Vary defense to meet any situation.

(g) Consider defensive positions on all jump balls.

(h) Make offense go someplace—and everyone should remember this in the defensive plan.

(i) Use of combination defenses.

(j) Practice switching, non-switching, sliding, releasing defensive men, and switching men, aggressive, and non-aggressive tactics.

(k) Practice on offensive screens and blocks.

(l) Anticipate plays and be ready to execute part of the defensive plan.

(m) Possible defenses:

1) Man-to-man
   a) Regular
   b) Sagging
   c) Tight
   d) Over-playing
   e) Switching
   f) Sliding
   g) Etc.

2) Zones
   a) 2-1-2
   b) 2-3
c) 3-2
d) 1-2-2
e) 1-3-1
f) 2-2-1
g) Etc.

3) Presses:
   a) Man-to-man
      Full court
      3/4 court
      1/2 court
   b) Zone press or trap press
   c) Double teaming measures

(n) How to counter the stall game.

c. Things to consider in operating a press:
   (1) What type of press do you want to operate?
   (2) What are the reasons why you want to press?
   (3) When do you want to press and why?
   (4) Do you have the personnel to press?
   (5) Can the press be easily adjusted if the defense finds a weakness?
   (6) What are the rules to the press, when does it operate, where does it operate, and why?
   (7) Instruct each player of his responsibility when the
press is broken. Also, each player must know when the press is broken and recognize this immediately in order to be of some help in the back court defensive plans.

(8) Players must have alternate responsibilities when the press has been broken.

(9) Some disadvantages to consider when operating a press:

(a) Players use a lot more energy.

(b) This requires complete team unity.

(c) When the offensive team has broken the press they usually have created an advantage and the defense will have pressure exerted on it.

(d) When press is broken the defensive men may have trouble locating their regular defensive assignments.

(10) Be sure the true reason for the use of the press is thoroughly understood and that is: to gain possession of the ball through violations, rebounding, stealing, passes, consuming too much time, etc., and not necessarily by stealing the ball.

(11) Make the dribbler pick up the ball and pass under duress.

(12) Remember time rules are working to your advantage.

(13) All players must be constantly in motion and should
force the offense to make errors as well as anticipate what the offense will do next.

XL. ZONE OFFENSE

The zone defense is based on the principle that the defensive men play the ball rather than the man. Each man in the zone will adjust his position according to where the ball is on the court. The offense should be adapted to take advantage of this defensive principle by moving the ball in passing lanes as well as moving the men to various areas where the defense will not follow him. Most of today's offenses can be used against a zone or man-to-man defense because coaches better understand this principle and have made the necessary adjustments to cope with this.

There are hundreds, probably thousands, of different offenses designed to beat a zone. Regardless of how many variations there are, certain considerations must be considered when operating a zone offense:

1. What type of zone defense are the opponents using and what adjustments can they make to counteract the moves in the offense I use against a zone?

2. Will you run a continuity offense? If so, from what formation will you operate?

3. How good a ball handling club do you have as compared to the
speed of the defensive men?

4. What type of passes should be used and why?

5. How much movement will you have in the offense?

6. How can you move the offensive men in order to free them for their best shot or create an overload on one defensive man?

7. Will screen be employed; if so, what kind and where?

8. What passing lanes are being used and why? Should be determined by the zone being employed.

9. Will men be cutting or driving through the zone? Why? and Where?

XLI. OUT-OF-BOUNDS PLAYS

Essential points one might consider when running an out-of-bounds play might be:

1. Thorough knowledge of the play as well as consideration of the factors which will determine the success of the out-of-bounds play:
   a. How important is this phase of the game?
   b. How much time should be devoted to this phase of basketball?
   c. The theory of what is to be accomplished from out-of-bounds plays.

   (1) Try to score.
(2) If "a" is not successful, then we must always keep possession of the ball by getting it inbounds in the allotted time.

d. The coordination of the men within the play itself.

e. Timing is very important when the men start to move in order to free themselves or their teammate.

f. How simple is the play?

(1) Can anyone fit into the play if the need ever arises or is the play so detailed and elaborate that player economy is lost?

(2) Is there a certain alignment the players must be in before the play can be executed correctly? How does this become affected by the 5-second time limit to get the ball in bounds?

(3) If cutters are used, who cuts first? Where? Why? When?

(4) If screens are to be used, who does the screening? Where? Why? When?

(5) What type of passes should be used so the shooter can get the ball without the danger of losing the ball?

(6) What type of shot are you working towards first, then as an option?

(7) What positions will the rebounders be in when a shot
is attempted?

g. Does the play have enough variations to take care of:
   (1) Defensive weaknesses? (2) Any adjustments made to stop the play? and (3) A man-to-man or zone defensive.

h. Who will be the safety valve after all the players have made their moves?

i. Will there be some pre-arranged key or signaled that will be used when everyone is ready to execute the play?

XLII. FOUL SHOOTING

1. Explain in detail the free throw alignment and techniques to be used by the team:
   a. When shooting a free throw.
   b. When on the free throw lane for rebounding purposes.

2. Train the body to concentrate on the basket during the shot.

3. Teach the player to estimate the distance the ball must travel.

4. Determine how many foul shots should be attempted in a group.

5. Determine when the shots should be attempted during practices. Can these times be adjusted to fit the practice?

6. Who will retrieve the ball for the shooter and help him when he makes mistakes?

7. Do you want to avoid cliques when shooting foul shots?

8. Devise some method of holding players' attention and interest.
9. Who will record the shots attempted and how will they do this?
10. When will the coach analyze these records?
11. When should a player have his shooting form changed?

XLIII. FREEZING THE BALL COMMENTS

1. When to freeze is a most important decision to make. Consider point difference, time left, ball handling ability, defensive pressure being exerted, speed of offensive and defensive men, agility of players.

2. Must train players to avoid violations that would lose possession of the ball.

3. Consider player match up and type of freeze you are using in order to maintain possession of the ball.

4. Take advantage of your offensive dribbler by giving him ample room for him to operate in.

5. Consider substituting good ball handlers for poor ones.

6. Will players have to cross and give the defense an opportunity to double team the ball?

7. Teach players to keep well spaced on the floor to give the man with the ball a one-on-one situation.

8. Fundamentals must be well mastered in order to operate a freeze.

9. Learning to use the correct passes is very important.

10. Develop poise in players so they can stand up under pressure defenses.
11. All players should know every move in the freeze pattern, where the ball is, and what the defense is doing to break the freeze.

12. Watch for pressing, switching, and unusual defensive tactics to break the freeze.

13. Always have a safety valve in case of an interception.

14. Teach them when to go for the basket and what shot they are to attempt--where and why.

15. Possession of the ball should be stressed at all times.

16. Be sure to cover any rules which might affect the freeze.
XLIV. LETTER TO CANDIDATES

November 1, 1960

Dear Candidate:

This letter is to remind you that another basketball season is near and it won't be long until practice will be starting. On Tuesday, November 15, we officially open our 1960-61 campaign. We intend to make it a successful year. Basketball is a serious business and we must all have a burning desire to win. However, in our desire to win we will never break the rules of good sportsmanship.

Our season will be a tough one, and if each and everyone of you comes to practice physically prepared and with good spirit and correct attitude, we can have a fine season. Our first game is on Friday, December 2, with O'Dea High School. We have exactly 15 days practice before our first game. We have a lot of hard work ahead of us.

I believe that all things being equal, HEART and DESIRE are the two main qualities of any athlete. Any coach can have a lot of plays and diagrams and the finest system in the country, but it is the team spirit and unity of the players themselves that are the deciding factors in success or failure.

Whether you succeed in wearing the school colors this year will depend upon your willingness to give your very best all of the time. You must train faithfully, work on fundamentals long and hard, improve everyday, and, above all else, you must be willing to sacrifice personal interests for the good of the team.

Insurance this year will cost you $2.70 for Basketball. You may pay it in the high school office. I must also remind you that you will not be able to turn out till the insurance is paid. This is for your own protection.

We hope you will be an important part of our program. By demonstrating good traits of leadership and cooperation, you will greatly aid in making this basketball season valuable to everyone concerned. We are very anxious to get started this year, and we know that you will help make the "1960-1961 EAGLES" a credit to your school and community.
I hope you have had a fine fall, and I am looking forward to seeing you and working with you this coming basketball season.

Sincerely,

Sam E. Mitchell
Basketball Coach
Federal Way High School

P. S. Here are some points to consider:

1. You are a gentleman first, student second, and then an athlete. As time goes on, this will be self-explanatory to you.
2. Our language on and off the court will be free from cursing and vulgarity--no exceptions will be allowed.
3. Remember, the best five will be in the lineup regardless of letters earned, year in school, social position, or any other factors.
4. You can't win on what you did last year or yesterday; you have to be at your best today.
5. Don't depend on a fellow teammate to do your job or to tell you what to do. This is your responsibility. Study your plays and know them well.
6. Be a credit to your team and school in all situations you find yourself in.
7. The lettermen and seniors are ALWAYS expected to be at the head of any drills or movements on the floor. BE LEADERS--not followers.
8. YOU WILL CONDUCT YOURSELF AS A GENTLEMAN AT ALL TIMES. REMEMBER, YOU ARE REPRESENTING THE BASKETBALL TEAM, FEDERAL WAY HIGH SCHOOL, YOUR PARENTS, YOUR COMMUNITY, AND LAST BUT NOT LEAST--YOU ARE REPRESENTING YOURSELF.

Also we want you to start thinking about basketball early and plan to be in tip-top shape the first day of practice. You should be spending a considerable amount of time these next few weeks running and conditioning yourself for basketball. I would also recommend that you start watching your eating and sleeping habits and lay off pastries, candy, and pop. If at all possible work out with some of the other players and break your new shoes in at this time. This will prevent you from getting blisters when turnouts begin. THIS IS YOUR RESPONSIBILITY--NO ONE ELSE CAN DO IT FOR YOU!!!!!

OUR MOTTO FOR THIS YEAR IS: THE TEAM IS MORE IMPORTANT THAN THE INDIVIDUAL.
Dear Parents:

Another basketball season is about here, and I would like to briefly discuss with you my philosophy of athletics and what it should do for young people.

Philosophy is a way of life, and basketball—for the boys taking part in it—can be an influential guidepost pointing to a better way of life.

Let me say at the very outset that the following two convictions are of equal importance to me when working with young people. First, it is my hope, through guidance and example, to exercise a wholesome influence over the players and to inspire them to seek and attain high objectives in a well-rounded and balanced life. Second, it is my hope to instill in all players the desire to compete and win. However, in our desire to win we will never break the rules of good sportsmanship.

I also feel that my job entails the following: (1) To impart information and teach skills which through practice becomes a series of effective habitual responses; and (2) To coach clean and fair play, to take no unfair advantage of any opponent and/or official, to play hard, clean, and within the rules, to win honestly and with modesty, and to lose courageously and without complaint. I feel that all coaching and competitive situations should contribute to the building of a boy’s character and to his general improvement mentally, physically, and morally.

Most of us need philosophies, slogans, designs, or patterns to cling to when the going is rough and it seems that life is more or less futile. A desire to win, to play as a team, submerging the personal self for the benefit of the group, to attain perfection, and to put powers and abilities to the utmost will turn a mediocre team into a team of poise, judgment, and determination.

Basketball games are not only ends in themselves but also means to greater ends. There are many ideals and principles which I associate with the game of basketball. If I ever forget my sense of values, if I ever become too engrossed in the welter of school activities, too bent on the mere winning of games, and so busy arranging schedules and studying eligibility rules that I forget the NEEDS of the boys I am guiding and directing, then I may as well realize that I will not accomplish the goals I set forth in my coaching position.
I am particularly interested in the game of basketball because of the place it holds in the physical well-being of the competitor. Basketball makes for better health. It is my conviction that clean living has been promoted by those who play the game. No man can expect to turn in a good performance unless he is in top physical and mental condition and enjoying sound vigorous health.

With these convictions in mind, I feel that the players themselves should live up to the honor they accepted, with regards to the rules and general regulations set forth by the team, when they showed a desire to become a member of this year’s team. No one can do it for them. They must learn that this is a challenge to them, and they must accept this type of personal responsibility all through their life in order to be successful.

I further feel that in order to be a good athlete, sacrifices must be made, for which I know the participant will be well rewarded. I also feel that the player’s academic work comes first, and in my working with the boys, it will be stressed above everything else. I shall attempt to get the point across to the boys that they perform on the court in much the same manner as they do in the classroom; both programs are tied closely together.

Every player, as an alive, intelligent youth, is searching for wisdom knowledge, and understanding of facts in life. I will always try to keep in mind that as a coach I have an excellent opportunity to help the player obtain these results in a positive way, and not by accident. Accomplishing that end brings the joys and rewards of coaching the youth of today (the men of tomorrow). I feel that the game of basketball will have much to contribute to those who come in contact with it. Next to the home, the school, or the church, it provides the finest training ground, and surely no more worthwhile activity could occupy my time. The following poem sums up this attitude:

There is a destiny that makes us brothers,
    None goes his way alone.
All that we send into the lives of others,
    Comes back into our own.

Athletics has much to offer in that it builds character, sportsmanship, and good habits of mental and physical fitness, and at the same time it teaches boys to work together as a team. It is my aim to see that these objectives are met during the year, and I feel that
if they are accomplished, a successful year will take care of itself and every boy will profit in some way from the season.

Your support will be deeply appreciated, and I feel that you, as parents, are as much a part of the success of the team as I, as coach, or others who are working directly with the boys. For this reason I seek your cooperation in maintaining and strengthening our over-all program in basketball.

I hope you will be able to attend our annual basketball clinic this year, tentatively scheduled for Saturday, November 26, at 7:00 p.m. in the high school gym.

Thank you very much for your cooperation in this matter. If any problems arise, please feel free to contact me at any time.

Sincerely yours,

Sam E. Mitchell
Basketball Coach
Federal Way High School
Dear Parents:

The basketball staff of Federal Way High School is planning a basketball clinic for all parents whose son(s) are turning out for basketball. The clinic will be held in the high school gymnasium on Saturday evening, November 26, from 6:30 p.m. until 9:00 p.m.

During the clinic we hope to get acquainted with you and to have you become acquainted with our coaching staff as well as our coaching methods. The players will be suited up to demonstrate (1) drills used to teach fundamentals of basketball, (2) our offensive plays, and (3) the different types of offenses and defenses found in basketball today. We hope that this will bring the players and their parents closer together, especially the mothers who have to listen to their husbands and sons discuss such things as:
1. single post.
2. double post.
3. tandem post, otherwise known as high-low post or 1-3-1 offense.
4. fast break.
5. give-and-go series.
6. out of bounds plays.
7. zone defense and zone offense.
8. weave attack.
9. switching defenses.
10. planned or pattern offense.
11. plus many other points about basketball.

We hope both parents will be there and that they will feel free to ask questions of any of the coaches. Also, we will go through a complete turnout schedule for the clinic and any additions and/or corrections in the plans will be taken care of by the head coach in the welcoming ceremonies. We would appreciate having your son inform us as soon as possible as to whether or not you plan to attend the clinic as we are planning to have coffee and cookies at this time.

There are some rule changes for this year, and we will cover these during the clinic for you. If you wish any other rule explained, please feel free to ask it at any time during the program.

We certainly enjoy having your son as a member of our team, and we would like to have you on the same team. I am sure, with everyone cooperating, that we can and will have a successful basketball program that all of us will be proud to be associated with.

Sincerely yours,

The Coaching Staff
Federal Way High School
XLVII. APPLICATION FORM TO PARTICIPATE IN SPORTS

FEDERAL WAY HIGH SCHOOL

ATHLETIC DEPARTMENT

APPLICATION TO PARTICIPATE IN THE FOLLOWING SPORTS:

(Circle Sports desired)

A. Football  B. Basketball  C. Baseball  D. Track

PLAYER'S SECTION

I recognize my responsibilities if I try out for the above sport(s). I will make it a point to govern myself so that my association with the sport(s) will bring honor to it as well as the school. Also, I will expect to be asked to withdraw from the team if I do not abide by the team standards. If extended the above privileges, I will:

1. train faithfully as set forth by the team.
2. make a serious endeavor to keep up my studies.
3. do all in my power to help keep athletics desirable.
4. make it a point to abide by the rules and regulations of the student body.
5. so conduct myself at other schools that I will bring credit to the team, school, and the community.
6. carry the necessary insurance to allow me to participate.
7. purchase a Student Body card.

______________________________
Player's Signature

PARENT'S CONSENT

We hereby give our consent for our son to participate in the above circled programs sponsored by Federal Way High School. We further release said school from all liability for injuries received by our son during participation in the programs, whether it be during practice or in an interschool contest. Also, in case of an emergency, the school has our permission to call a doctor if they cannot reach the parents and/or family doctor of the player.

Family Doctor ____________________________  Parent's Signature

Phone ________________________________
DOCTOR'S EXAMINATION

The above named player has been examined by me and I have found him physically able as well as mentally capable of participating in the ______________________ program of Federal Way High School.

Date ____________________

Doctor's Signature
XLVIII. RECORD OF MEDICAL AND PHYSICAL EXAMINATIONS

NAME ________________grade ________AGE ______

DATE OF BIRTH ________________PLACE OF BIRTH ______

(month, day, year) SCHOOL TRANSFERRED FROM ______

YEAR FIRST ENTERED FW SCHOOL DIST. ______

ADDRESS __________________________________________ PHONE ______

PARENT'S NAME ____________________ BUSINESS PHONE ______

FAMILY DOCTOR __________________ PHONE ______

PAST HISTORY--INJURIES AND ILLNESSES: Have you had any broken bones, muscle or tendon injuries, or other injuries related to the following? If so, please check appropriate column and make any notations that might seem necessary.

<table>
<thead>
<tr>
<th>Allergies</th>
<th>Head</th>
<th>Shoulders</th>
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</thead>
<tbody>
<tr>
<td>Ankle</td>
<td>Heart Trouble</td>
<td>Skin</td>
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<td>Arms</td>
<td>Hernia</td>
<td>Spine</td>
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<td>Asthma</td>
<td>Hips</td>
<td>Spleen</td>
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<td>Back</td>
<td>Blood Pressure</td>
<td>Stomach</td>
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<td>Chest &amp; Ribs</td>
<td>Kidneys</td>
<td>Teeth</td>
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<td>Concussion</td>
<td>Knees</td>
<td>Thigh</td>
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<tr>
<td>Diabetes</td>
<td>Legs</td>
<td>Throat</td>
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<tr>
<td>Ears</td>
<td>Neck</td>
<td>Tonsils</td>
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<tr>
<td>Elbows</td>
<td>Nerve Injury</td>
<td>Urinary</td>
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<tr>
<td>Epilepsy</td>
<td>Nose</td>
<td>Wrist</td>
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<tr>
<td>Eyes</td>
<td>Rheumatic Fever</td>
<td>Other</td>
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<tr>
<td>Fingers</td>
<td>Sacroiliac</td>
<td>Other</td>
</tr>
</tbody>
</table>

YEARLY PARTICIPATION RECORD & DOCTOR'S EXAMINATION

DATE & YEAR SPORT HEIGHT WEIGHT FINDINGS AND LIMITATIONS

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________
# INJURIES AND NOTATIONS

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<tr>
<th>DATE &amp; YEAR</th>
<th>DESCRIPTION</th>
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XLIX. EQUIPMENT ISSUE SLIP

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<tr>
<th>NAME</th>
<th>GRADE</th>
<th>HOME ROOM #</th>
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<tr>
<th>POSITION</th>
<th>LOCKER NUMBER</th>
<th>COMBINATION</th>
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<th>Date</th>
<th>Condition</th>
<th>Comments</th>
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<tbody>
<tr>
<td>White Game Jersey</td>
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<tr>
<td>Blue Game Jersey</td>
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<tr>
<td>Game Jacket</td>
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<tr>
<td>Game Slipover</td>
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<td>Game Warm-up Pants</td>
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<tr>
<td>Practice Jersey</td>
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<tr>
<td>Practice Pants</td>
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<tr>
<td>Practice Jacket</td>
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<td>Practice Slipover</td>
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<tr>
<td>Sweat Shirt</td>
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<td>Sweat Pants</td>
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<tr>
<td>Miscellaneous</td>
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</table>

Player's Signature
L. BASKETBALL EVALUATION SHEET

FEDERAL WAY HIGH SCHOOL

NAME_________________________GRADE_______

GRADE POINT______CITIZENSHIP____________________

5 4 3 2 1 COMMENTS

COOPERATION

TEAM WORK

COACHABLE

ENTHUSIASM

ATTITUDE
   A. School
   B. Practice
   C. Game

CONFIDENCE

SHOOTING
   A. Long Shots
   B. Jump Shots
   C. Layins
   D. Foul Shots

Dribbling
   A. Right-Handed
   B. Left-Handed

PASSING

FOOTWORK-CUTTING-FAKING
   A. With the Ball
   B. Without the Ball
REBOUNDING

FOULS

MAN-TO-MAN DEFENSE
A. Individual
B. Team

ZONE DEFENSES

DAY and REASON FOR CONFERENCE WITH PLAYER COMMENTS
### LI. BASKETBALL RECORDS

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Number</th>
<th>Year</th>
<th>Position</th>
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<tbody>
<tr>
<td>Field Goal Attempts</td>
<td>1.</td>
<td>Game</td>
<td>2.</td>
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<td>1.</td>
<td>Season</td>
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<tr>
<td>Field Goals Made</td>
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<td>Game</td>
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<tr>
<td>Free Throw Attempts</td>
<td>1.</td>
<td>Game</td>
<td>2.</td>
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<td>Free Throws Made</td>
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<tr>
<td>Fouls for the Season</td>
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<tr>
<td>Total Rebounds</td>
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<td>Total Points</td>
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<td>TOTAL ASSISTS</td>
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<td>--GAME</td>
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<tr>
<td>TOTAL ASSISTS</td>
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<td>--SEASON</td>
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<tr>
<td>TOTAL LOST BALLS</td>
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<td>--GAME</td>
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<td>TOTAL LOST BALLS</td>
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<tr>
<td>--SEASON</td>
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LII. LOSSES AND RECOVERIES SHEET

The statistical crew:
1. one man assigned to each team on statistics.
2. one man assigned to shot chart for both teams.

In preparing the data the following standards will be observed:
1. Under heading "Player" and "No." the players and their numbers are to be recorded in numerical order.

2. Under the heading "Recoveries" note the following:
   a. REBOUNDS--offensive and defensive record a mark for each rebound.
      Example: ///// (5)
   b. INTERCEPTIONS--record a mark for each interception made.
      Example: /// (3)
   c. LOOSE BALL--record a mark for each loose ball recovered.
      Example: ///// (4)
   d. STOLEN BALL--record a mark for every stolen ball.
      Example: // (2)

3. Under the "Losses heading, the data will be recorded as follows:
   VIOLATIONS: the following symbols should be used to indicate violation:
   T -- Traveling
   D -- Double dribble or carrying the ball
   3 -- 3 second violation
   X -- 10 second violation
   O -- offensive charging
   F -- Free throw line violation
   B -- Out of bounds violation

4. Under the heading "Other" note the following:
   a. ASSISTS--record a mark for each time a player passes off which is directly responsible for a score.
b. TIP-INS--record a mark for each time a player tips the ball back up and scores a basket.

PLEASE NOTE: The first half record should be placed in the upper 1/2 of the designated square--the second half in lower 1/2 of designated square.

Example: _______

/ ///

//
LIII. REFERENCE BOOKS FOR COACHES


LIV. REFERENCE BOOKS FOR COACHES
(Self-Improvement Books)


