

INTRODUCTION

Second Edition

From day one of the publication, over 10 years ago, of *The Basketball Coach's Bible & The Basketball Player's Bible*, I wanted to redo the books. I saw many things that could have been done better. Thankfully, with the continued support of basketballers, I have been able to focus on this project after the completion of our video series. I spent more time on this second edition than on the first, so I hope readers can readily see the improvements.

First, I wanted to improve and simplify the organization of the lessons. Now there are 22 major lesson groups which contain 92 lessons. Each lesson has from 1 to 4 parts. The lessons start with the most basic ones and closely follow the organization of the coaches manual.

Second, I wanted to write more understandable directions, especially for lessons involving the detailed mechanics of movement. Directing players that are right in front of you and writing clear directions when they are not are entirely different tasks. With writing, there is no way to demonstrate, or answer questions, or add directions when players are confused.

Third, I wanted to diagram every lesson so well that coaches and players would be able to understand the lesson even before reading the text. There are well over 400 diagrams in the book including a setup diagram for most lessons.

A fourth goal was to reduce redundancy and clarify the information in Part 1 of the book, the non-lesson part. This section is called Foundations and gives coaches and players a better understanding of the foundations from which the lessons came.

The book is divided into three parts. Part 1, Foundations, has been dramatically changed and improved. The first chapter, Starting, gives essential concepts about playing. The second, The Court, describes the court and many basketball terms. The third, Fundamentals, has been greatly improved with three new smaller flow charts showing the relationships between basketball skills. The fourth, Goals & Keys, lets you know where you are going and how to progress through the lessons. Chapter 5, The Lessons, explains the organization of Part 2, the lesson sections, and features used in the text and diagrams.

The largest part of the book, Part 2, The Lessons, contains 92 numbered lessons organized in a step-by-step progression. The lessons contain between 1 and 4 parts. There are over 160 parts, though

many lessons have additional unnumbered parts. The number of cartoons is about 70, nearly double the first edition.

Part 3, The Appendices, contains a cool-down and a table listing every lesson in the book.

Acknowledgements

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Some other folks deserve a note of thanks and appreciation. Lynn Fleischman, the editor of the first edition, helped shaped this mass of information into something more understandable. Many friends gave me encouragement and ideas including Eddie Brash, Skip Cost, & Dave Bower. Zillions of coaches chipped in formation and ideas. Many gave comments which can be found either in the front of the book or on my website. One group of coaches that are not mentioned elsewhere deserve a lot of credit for my basketball knowledge and interest. These folks coached me in various leagues during my junior and senior high school years. Stephen Kay, Paul Ward, Howie Turnoff, Mr Lieberman, & Bob Milkvy are some names that I remember. I have great respect for these people.



Inky Lautman circa 1934



Overbrook HS Varsity Basketball

First Edition Introduction

Why I Wrote This Book

My uncle Inky's (Inky Lautman) photograph appears a half dozen times in the Basketball Hall of Fame in Springfield, Massachusetts. In the beginnings of professional basketball in the thirties, he was a player for the Philadelphia SPHAA's. Even though his talent was not transmitted genetically, his interest in the game was. As a kid my only ambition was to play basketball for Overbrook High School in Philadelphia, where Wilt Chamberlain and Walt Hazzard, among other notables, once played. In ninth grade I inscribed Overbrook High School in big black letters on the back of several T-shirts. On others I wrote Hazzard or Jones (for Wally Jones) with a number below. In 10th grade, family problems led me to quit the cadet basketball team. In 11th grade, a chronic foot problem, still a mystery, prevented even a tryout. During my senior year, a sprained ankle just before tryouts doomed my chances. At less than 50% mobility, I played with great pain, only to be cut. I was dazed. My childhood dreams came to an abrupt end. Years of practice, often 3-5 hours a day, culminated without earning a big