THE LUCADELLO PLAN

"LEARNING IS MORE IMPORTANT THAN WINNING"

"The Lucadello Plan" is the brain child of Tony Lucadello, the successful and highly respected scout of the Philadelphia Phillies from Fostoria, Ohio. Not only is Tony Lucadello a great scout, but also an excellent teacher on how the game of baseball should be played.

Everything contained in this manual has come about because of his 44 years of experience in major league baseball.

He has signed 49 major league players, more than any other scout in the history of the game. They include Alex Johnson, Ferguson Jenkins, Grant Jackson, Larry Hisle and Mike Schmidt. Tony has also held baseball clinics and try-out camps throughout the world.
INTRODUCTION

The first meeting I had with Tony Lucadello was in Maumee, Ohio at a state Mickey Mantle baseball tournament game. But, it was not until he spoke at our annual baseball clinic that I really began to find out what Tony Lucadello was all about.

I knew that Tony was an excellent scout. What I did not know was that he was a genius when it came to teaching young players how to play the game.

Tony told me about "THE WALL" and how only one coach, to whom he had explained his plan, had followed through on it. He explained his plan to me in great detail, and as he did, I began to realize why he was such a great teacher. All of his ideas were very simple, but they were also very unique.

It has been several years since that first meeting and I now serve as an associate scout for the Philadelphia Phillies, working for Tony. He donated all the information in this manual to me, because he wanted me to carry on with his training ideas.

BRUCE EDWARDS

I would like to take this time to thank Tony for all that he has taught me over the past years, not only in baseball, but also about life. He is a true friend, and one of the finest individuals you could ever hope to meet. When the day comes that scouts are inducted into the Baseball Hall of Fame, Tony Lucadello’s name should be at the top of the list!
Dear Bruce,

Looking back at my young life I can remember the countless hours spent alone with a ball and a wall to throw it against. There's no doubt it was important in the development of my hand-eye coordination and feel for the game of baseball.

"The Tejadillo Plan" plan formalizes this whole idea of getting young kids back to the basics. A whole-hearted support for Tony Tejadillo and his concept.

Mike Tejadillo
THE LUCADELLO PLAN created by Philadelphia Phillies scout, Tony Lucadello, and written by Bruce Edwards is an extremely valuable tool for coaches and players at all levels of Baseball.

The information contained in The Lucadello Plan represents a guide every coach should have and utilize. This will assure action-packed and highly productive practices.

Players will certainly improve, if put through such drills. The exciting workouts will motivate players to practice on their own before and after the scheduled practices.

The Wall, as defined in this book, is another creation of Tony Lucadello's. Tony has proved, time and time again, that players have improved by practicing with the Wall.

Tony is one of the most successful major league scouts in Baseball history. He has signed forty-nine (49) players who have become Major League players. This is living testimony that Lucadello knows what he is talking about and gladly passes on his knowledge in The Lucadello Plan.

Recently, I witnessed better than 300 youngsters working out under the direction of Lucadello and Edwards, and my recommendation is "TAKE ADVANTAGE OF THE LUCADELLO PLAN."

Roland Hemond
Staff Member
Baseball, Office of Commissioner

350 Park Avenue, New York, N.Y. 10022 (212)371-7800
A SPECIAL THANK YOU....

To my wife, Sonia, for all of her support and never ending belief in me. And for all the years she has spent her spring and summer evenings at a baseball diamond.
THE LUCADELLO PLAN

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CHAPTER 1
The Diminishing Quality Players

I have a message for you. Baseball needs your help, more now than ever before!
Quality talented players are diminishing from our sandlots at all levels. High school, college, and professional baseball people all realize this problem.

In March of 1985, Dr. Bobby Brown, President of the American League, drafted a letter to all professional scouts, asking if any scout might have an idea of how to solve this problem.

Tony Lucadello responded to Dr. Brown, listing a five stage program that could help with this difficult situation. Dr. Brown’s return letters were very positive, and were followed by phone calls and a personal talk with Tony.

I would like to share with you in this opening chapter, stage one, and ask every coach and their leaders for their help.

You are the key to solving this problem. Without you, we cannot make it work.

"During my early scouting years, while traveling through many states, I could not help noticing the great numbers of basketball hoops on garages, poles, vacant lots, school grounds and everywhere else. Well, those basketball hoops are still there, and believe me, there is no shortage of basketball talent in his country today.

Let me rate the desire level of today’s young ballplayers:

6-7 year olds - .........Excellent
8-9 year olds - .........Very Good
10-11 year olds - .........Good
12-13 year olds - .........Average
14-15 year olds - .........Below Average
16-17 year olds - .........Questionable

Study the desire levels very carefully. Now you see where we have to start, and where the desire level is at the highest. Remember, you can’t start at the top and work down, you have to start at the bottom and work up. Every program needs quality players. This is one of my most important points: → PLAYERS WHO KEEP IMPROVING WILL NEVER LOSE THE DESIRE TO PLAY THE GAME OF BASEBALL.

This brings us to the key of how to solve our diminishing quality player problem. Its design is simple, but in it lies the answer to baseballs most complicated question. It stands six feet high and can be from four to twenty feet wide. Its called “The Wall.”

Dr. Brown, who saw action in his playing days as a third baseman for the New York Yankees, said “It brought back memories of my youth with my father,” when the idea of “the wall” was presented to him.
I would hold summer classes on this wall for players, ages 6-13, who will be attending my high school in the future. I would call this my “farm system.” Think of what you, the coach, could do with players who have attended your classes, have fielded thousands of ground balls, and have had thousands of swings of the bat.

If I were a recreation coach at any level, I would have a wall built just like the one at he high school level on any available field. I would hold my team’s practice there, as the wall would give my players more practice in a shorter length of time. The wall creates the ground ball which is the key to quicker development. In 30 minutes or less every player will field and throw 100 balls. Developing talent is accomplished through practice - the more action a player gets, the more efficient he becomes.

WHERE CAN A PLAYER GET 100 GROUND BALLS IN 30 MINUTES TODAY?

That's what the wall can do for players who use it.

Players will learn six very important points from fielding ground balls off the wall. They are as follows:

1. The game of baseball is played 87% below the waist and only 13% above. The ground ball and practice is the key to learning the basic steps a player needs for a future in this game.

(2) Players must learn how to position their feet for complete body control. The ground ball will teach him these important things: BODY CONTROL - HEAD DOWN - GLOVE AND HANDS UNDER THE BALL!

(3) Gripping the ball across the seams for better arm strength and throwing accuracy is essential. Players must use the proper grip to have control of the ball when releasing it. Players learn to do this naturally, by feeling with their fingers.

(4) All players must learn to lob throw with an over-the-top delivery to develop a good strong arm for the future. A player will lob-throw with an over-the-top delivery for the first ten minutes. The wall will hit him, because with the over-the-top delivery, he follow-through and arm action will force him to stand after releasing the ball, and put him in position to field the ground ball rebounding off the wall.

(5) Practice is a lost art today. Players of any age are no longer seen on baseball fields anymore. If you don’t believe this, just drive over to the nearest field and see for yourself. If a player wants to improve, then proper practice is a must. The wall will create practice. It makes it fun and the player can do it himself, by throwing 100 balls into the wall every day for six days a week.

THAT IS WHAT I CALL PRACTICE!

(6) ENTHUSIASM! This is the key to putting all these points together. Playing with enthusiasm inspires a player to excel and makes practice fun and more enjoyable.
Chapter 2
The Wall

Matt Stone is a definite prospect, no doubt about it! The Wayne, Ohio, standout has it all...a strong accurate arm, excellent fielding fundamentals, and the sweetest swing around. It came as no surprise last year that when the All-Star tournament came up, Matt was elevated to a higher division and still excelled. The young man is a real talent. He is a sound quality ballplayer.

Matt Stone is only eleven years old. Three years ago young Matt would not have been allowed to carry the bats on the same field that he would later star on with a team of players two or three years older than he is. Matt Stone is a living testimony to a concept very dear to Tony Lucadello.

Lucadello calls it "The Wall" and in its simple design may lie the answer to one of baseball's most complicated problems.

"The quality of the ballplayers entering the colleges and big leagues has diminished tremendously in the past 15-20 years," says Lucadello. "The standards of baseball have gone backwards."

Coaches are having to teach 19 and 20 year olds fundamental basics they should have mastered long before. Such an emphasis has been placed on winning, especially at the lower levels, that the word "practice" is what is missing from our entire amateur system, according to Lucadello.

"If you are going to build talent you have to start early, with boys six, seven, and eight years old. You can't start at the top and work down. You have to start at the bottom and work up. You have to lay that strong foundation, in my opinion, and the wall is where you have to start."

"The Wall" is really a very simple thing. Six feet high and four feet wide is all it actually has to be. For a more true bounce, it should be made of concrete blocks and should have a short slope at the base for pop-ups. Add a ball and a small boy and with a little interest, you are in business.

"Think of the possibilities," says Lucadello. "One boy can practice alone and it's right in the boy's own backyard."

"Say he throws that ball against the wall 100 times a day, or 200 times, or even 300. Every time he throws, he is improving his arm and accuracy. And of course he has to field each throw so he learns the basics of staying down on the ball, fielding it cleanly, and getting set for another throw."

"That's what I mean by practice. Say that same boy belonged to a Little League or Pony League team. Even if there were only 11 or 12 boys on the team, there is no possible way each one could be given 100 ground balls or make 100 throws to a certain spot."

"Kids used to be able to bounce a ball off the side of a barn or the side of the house. And there always seemed to be an empty lot where they could get a game up. But they build apartment houses or office buildings on the vacant lots now. Not too many kids live on farms anymore, and I don't think parents would like them throwing a ball against the aluminum siding on the house."

"The Wall" is the perfect solution.

The idea of a wall came to Lucadello during his many trips across the midwest.

"I cover four states mainly," he said. "Those are Ohio, Indiana, Michigan, and Kentucky, and I noticed, especially in Indiana and Kentucky, that every house had a basketball rim, either on a pole in the driveway or nailed on a garage or barn. I didn't think it was just coincidence that Indiana and Kentucky turn out some of the best basketball players in the country. I took the same basic philosophy and applied it to another sport." And, in mulling the wall theory over in his mind during his long hours on the road, Lucadello has come up with an idea that should strengthen our entire outlook on the fundamentals of baseball.

"Someone - a mother, a father, a friend, or a neighbor, can stand off to the side and loft whiffle balls for the boy to hit. Whiffle balls won't fly that far anyway, but if he hits them off the wall they would be right there. Then he could pick them up and hit them again.

"The whole idea is very inexpensive. The wall itself would not cost that much and whiffle balls are cheap."

"The potential for a young ballplayer is priceless. Imagine a young boy throwing and fielding a couple hundred balls a day and getting 100 swings of the bat everyday, and all in his own backyard. It would be impossible for him to get that same amount of experience in a regular team practice."

"Say a boy started when he was six and did that for four years. By the time he was ten, he would have the fundamentals down pat. You would not have to teach him to throw or field or hit. You could concentrate on the details of the game of baseball, not the fundamentals."

"If all young ballplayers, say between the ages of six and 13, started following this program now, the decline in the quality of ballplayers could be solved in five years. Something has to be done, and the time to start is now."

In Wayne, Ohio, there is living proof of Lucadello's plan.

"When he was eight, he was just your average eight-year old ballplayer," Matt's mother Sharon said. "But he had a neighborhood friend, Casey
Schultz, and they practiced a full year on that wall. If it wasn’t raining too hard or if there wasn’t too much snow on the ground, they were out there.”

“We were surprised he hit nine home runs this season, but when they promoted him from class “C” ball to “B” and he played well even against the older boys, well, then I knew it was worth it."

“I was excited about getting the wall,” said Matt. “I didn’t think it was work. It was fun. Casey would come over and we’d play real games and everything.”

“I was amazed at the improvement in Matt’s control and throwing accuracy,” Gene Stone said of his son. “Even after the first few weeks I could see the difference in his arm, and by that I mean he was throwing harder.”

“The Wall” had, for Gene Stone, other benefits.

“It only cost around $80 and I completed it in a few nights after work,” he said. “but what I really like is that it’s right here in our backyard. We don’t have to worry about what could happen if he was alone on the schoolyard or somewhere else.”

Matt Stone’s case is not the only documented one that says it all for the Lucadello wall. In 1981, Dave Kitchell, sports editor of the Kokomo Tribune, did an article on what he called “brickball.” And to test the effectiveness of the theory, he tried it out on his 7-year-old son, Ryan.

At a schoolyard, father and son put the plan into action.

Kitchell noted that his son cleanly fielded 59 out of 100 chances the first day, but improved his performance to 90 of 100 chances by the end of the week.

Kitchell drew some important conclusions from the experience. One: The wall should be close at hand and readily available. Two: The parents should not press the child and make the use of the wall an obligation. Three: The equipment should be regulation. There must be a challenge. That way a child can improve steadily, and above all, have fun.

“I have seven guys who work for me,” Lucadello once told Kitchell. “As a group we see 30,000 players a year. This year we saw four who had major league potential…..only four!”

It is a problem that Lucadello hopes his “Wall” can correct. So far, though, it has been a rather quiet campaign.

“But now that I’ve brought the idea to Dr. Brown’s attention, I feel he will be able to do something with it. There is even a good chance it will be on national television.”

“What burns me the most is to hear a young boy say ‘Come on dad, let’s play catch,’ and the dad says, ‘Can’t son, haven’t got the time.’ I realize many parents can’t spare the time, but here is a plan, an opportunity for them to do something. It’s simple, inexpensive, and it works. Matt Stone is living proof of that.”

“In it’s simple design lies the answer to baseballs most complicated question.

Matt Stone is living proof of what “The Wall” can do.
CHAPTER 3
The Educational Pitching Board

The educational pitching board is an idea of mine that will go a long way in the development of young pitchers. It is a sturdy structure of wood and reinforced with steel braces. It is built on a wooden platform, which has a diagram of home plate on it. This board is painted with a white background and a picture of an average sized player in a batting position beside a “strike zone,” which is painted dark green, with the outside edge (designating outside corner pitches) of this zone, orange in color.

Possibilities for this board are innumerable. It is helpful to all types of players, from the smallest boy to the experienced professional. A chart of this type will tend to revolutionize the training of all pitchers and prospective pitchers. It has the advantage of being just as effective indoors as out for the simple reason that it can be moved. Pitchers can keep in practice in the winter months with this “pitching board” in any building of reasonable size and therefore lessen the danger of incurring a sore arm when it comes time to make their appearance outdoors. It will be especially helpful to young boys; but also to high schools and colleges, who must depend on a break in the weather to put their pitchers in shape in sufficient time to get their shortened baseball season underway.

Once the player has received a few lectures, he can conduct his own practice by faithfully following the precepts this “board” stresses: Control, Thinking, and Fielding. The detailed instructions on the percentage type of pitching are very important to the advanced pitcher and catcher who will rely more and more on these teachings as they advance.

The following instruction sheet gives you the majority of details in the training which can be applied to this “board.”

FOR BEGINNERS

1. CONTROL WITH FAST BALL
   a. Throw at strike zone with fast ball until control is mastered.

2. CONTROL WITH CURVE BALL
   a. Throw at strike zone with curve ball until control is mastered.

3. CONTROL WITH CHANGE OF PACE
   a. Throw at strike zone with change of pace until control is mastered.

FOR ADVANCED PITCHERS

1. STRESS PITCHING TO DESIGNATED SPOTS
   a. “F” - Fast Ball.
   b. “C” - Curve Ball.
   c. “CH” - Change of Pace.
   e. ALL pitches should be STARTED at designated spots

2. CURVE BALL
   a. Should be shortened for better control and deception.
   b. Teaching of different types of curve balls, such as side arm, three-quarter, and the DOWNER.
   c. Best type curve to use on certain hitters, for double plays and strike outs.

3. FAST BALL
   a. Where to keep it in the strike zone.
   b. When to use it.
   c. How to develop three different speeds with the fast ball.
   d. How to develop a live fast ball.

4. CHANGE OF PACE
   a. Where to keep it on right-handed hitters.
   b. Where to keep it on left-handed hitters.

5. HOW TO PITCH
   a. Thinking for yourself.
   b. Pacing yourself.
   c. Setting up hitter for strikeout.
   d. Learn hitter’s weakness, then get him to hit the pitch you want him to.

THE EDUCATIONAL PITCHING BOARD

1. POSSIBILITIES
   a. Teaching young pitchers control.
   b. Teach pitchers how to field their positions.
   c. Teach pitchers to THINK with the ability they possess.

2. CONTROL WITH EVERY PITCH
   a. Keep eyes on target.
   b. Guiding front foot.
   c. Proper stride.
   d. Pushing off back foot.
   e. Follow-through with motion.
   f. Finishing in field position.

3. FIELDING
   a. Be in fielding position after delivering the ball.
   b. Come off mound quickly and be alert.
   c. Throwing to bases.
The Educational Pitching Board

a. "W" — Waste Pitches
b. "FB" — Fast Ball
c. "CH" — Change of Pace
d. "C" — Curve Ball
CHAPTER 4
Youth Baseball Program

I. Purpose of the Youth Baseball Program
   A. Youth Development—To create a healthy mind, body and leadership traits.
   B. Desire—Motivation is instilled through controlled action.
   C. Ability—To improve the baseball skills through concentrated practice. The program has been designed to enable each boy to achieve his potential.

II. Organization
   A. Umpires and Managers—"Learning is more important than winning."
   B. Managers will also be umpires, they will share calling balls and strikes, and the bases. This will help teach them and the players "learning is more important than winning."
   C. Umpires are key men. They are required to handle the game as umpires, and to offer coaching and instructional advice to all players without delaying the game. This is done by word of mouth between pitches.
   D. This youth program is for youngsters ages 6 through 12.

III. Leagues
   1. Midget League Age Number
      Rookies 6 4
      Limited Service 7 4
      Veterans 8 4
   2. Junior League Rookies 9 6
       Veterans 10 6
   3. Senior League
      Rookies 11 6
      Veterans 12 6

IV. Teams
   A. Each team will carry two team captains, and will have a roster of twelve players as follows:

<table>
<thead>
<tr>
<th>Number</th>
<th>Position</th>
<th>Batting Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pitcher</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Pitcher</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Catcher</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Catcher</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>First Baseman</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Second Baseman</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Shortstop</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Third Baseman</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Utility Infielder</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Left Fielder</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>Center Fielder</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Right Fielder</td>
<td>12</td>
</tr>
</tbody>
</table>

V. Rules
   A. Game
      1. Length: Midget League—5 innings
         Junior League—6 innings
         Senior League—7 innings
      2. Ball and strike count—3 ball, 2 strike count will be used. This will speed up the game, create more action, and alert the players to be ready.
      3. Forfeit—game must be played. There will be no forfeits. If a team cannot field nine players, the opposing team must lend them players to play the game. The team with extra players has the right to select the player or players they choose to lend. The game MUST go on. This is the important part of this program.

   B. Players
      a. Every player must play. The utility players take the place of any players after half the game is played. This will provide action and opportunity for all. Extra players will enter game in a rotational system, with every player taking his turn.
      b. Every player will hit. All players will bat in turn, whether they are in the game or not. Each player will be given a number, 1-2-3, etc., and will bat in that order. This system will create interest and keep every player in the game. Every boy loves to hit.
      c. A player can play any position and changes can be made at any time. A player can leave the game and return if an emergency arises. An umpire has the power to replace the pitcher if he feels that a change is in order. The two captains also may make lineup changes. Each player in turn acts as the utility player. Players not in the game must take turns coaching the bases and being the bat boy.

      3. Tryouts
      a. Tryouts should be held for all players in each league and players should be placed on teams according to age and ability. Try to keep all teams fairly balanced. This is important, so that teams are equal in ability. Next year and each year thereafter, tryouts will be held for those boys becoming nine years old and for new entries who have not played in this program before.
b. Veteran players in the midget league are limited to only four and six in the junior and senior league. This will help to control the ages on each team and keep each team fairly even with the others.

c. Drafting of players—the last place club in the standing at the end of the season will have first draft choice of the rookies coming into the league. Second to last, will have second choice, etc. This will give the lower standing teams first chance to improve their club. Any new boys who move in after the draft will be registered and will be used to fill vacancies on teams as the need arises.

A. Each manager will be required to umpire half the game on the bases and the other half calling balls and strikes.

B. Each manager will be allowed to give instructional advice by word of mouth between innings.

C. Each manager will select from his roster each game, two different players to coach at first and third base. These player-coaches will give the offensive and defensive signals to their team.

D. Managers will be able to change pitchers, and have pitchers warm-up, when they see fit to do so.

As you can now see, this idea would be an asset to any league. First, the expense of hiring outside umpires to do your league games is enormous. Just look at the money a league could save and use for other worthwhile things.

Second, managers will be forced to become more involved in the game. This will help them to see there are more important things in the game of baseball than just winning.

But, the greatest benefit of all will come to the players. Parents, fans, and managers will see an immediate improvement in the way the players are playing the game, because each of them now knows that, “learning is more important than winning.”

VI. Umpires Are Key Men

As most fans, players and coaches know, umpires are very important men. First, the game can’t be played without them, and secondly, they are involved on every pitch and play of the game. Because of this, fans argue, players get upset, and managers act like the world is coming to an end because the umpires call didn’t go their way.

The fans, players, and managers have forgotten the purpose of the game: “Learning is more important than winning.” Too much emphasis in amateur baseball today is placed on “winning” and not on teaching young players on how to play the game. Once you know how to play the game, winning takes care of itself. Unfortunately, most managers worry about the outcome on the scoreboard, and not teaching the players how to play.

In order to put the distraction of winning in the background, Tony came up with the idea of making managers think like umpires. This will help teach them and their players that “learning is more important than winning.” It will get them more involved in teaching the game as they will be on the playing field and will be able to give instructional advice by word of mouth to players between innings. Players will benefit by not only learning in practice, but by having their coach teach them in an actual game situation as well.

The following are the responsibilities of each manager during each game played:
CHAPTER 5
The Outdoor Baseball Clinic

HITTING
After fielding 100 ground balls each, players will be shifted from fielding to hitting by the following procedure:

Starting at the first marker on the first row, place five players, then skip the next marker and place five more at the next marker and continue this until you come to the end of row 1, then skip row 2, and place five players on the first marker of row 3. Continue doing this until every player is placed at a marker.

At each marker there will be 1 baseball bat (sized to the age group at that marker), and 10 golf type whiffle balls (use type with holes, not solid ones). The five players will be placed as follows, 1 pitcher, 1 hitter, and 3 fielders (1 CF, 1 LF, 1 RF) (diagram 3).

Coaches will be used as pitchers for the younger age groups until they understand how it is done. The pitcher will soft toss whiffle balls into the strike zone of the hitter, who will swing at and hit the 10 balls to the fielders, after his 10 swings, the batter and other players will rotate clockwise 1 position. This drill will continue until each player has 50 swings.

FIELDING
Once the demonstration is completed, players will be placed on the field, 5 or 10 to each marker, depending on the number of participants. Start with the older players first, because they will be placed the farthest away. Next, the coaches will be placed, one at each marker for the younger players, and one for every five markers for the older boys. Having the coaches participate on the field is very important for two reasons. First, they will learn how to put these drills to use, and second, they will see with their own eyes just how much the players improve from the start to the finish of this 20-minute drill.

The fielding drill will consist of routine ground balls. However, use ones thrown at a normal speed; don't let players throw the ball too hard. Coaches and players must learn that 87% of the game of baseball is played below the waist. The routine ground ball teaches this idea. The player at the marker with the ball will start the drill by throwing a routine ground ball to the player across from him, then that player fields the ball and in turn throws a ground ball back, and then rotates to the back of the line. (See diagram 2). In this 20-minute fielding drill players will field a ground ball every six seconds, for a total of 100 ground balls.

COACHES
Coaches, you must realize you are the key to developing the talent in the young ball players in America today. Yes, the outdoor baseball clinic is for the young players. They will learn and have a lot of fun doing so. But, if we are going to bring back young players with the talent to excel, you, the coach, must also learn. Then, take what you have learned and put it to use in your practice sessions. Remember, proper practice is a must.

PARENTS
You can help! Build a wall in your backyard for your child. Buy some golf type whiffle balls, then take your son out, and toss them up and let him hit them. Have him swing the bat 50 times each day and field 100 ground balls off the wall everyday, and you will be amazed at his improvement as a player.
Diagram 1
Bases or Markers - •
Baseballs - •

60'
30'
50'

30'

10
BASERUNNING DRILL
In this drill the coach or director will shout out commands to the baserunners (X) who will execute them properly.

COMMANDS:
1. "READY"—all baserunners lead off
2. "FIRST BASE"—all runners go back to the base
3. "HOME PLATE"—all runners advance to the next base
CHAPTER 6
Gene Stone
The Father Who Built “The Wall”

Gene Stone remembered something his dad told him, and in taking that advice, changed his son Matt, from a boy they wouldn’t let carry the bats, to the best 11-year-old baseball player in Ohio.

“When Matt became very enthusiastic about the game of baseball, I knew that he had a father who didn’t know a thing about the game. As a young man I hadn’t participated in the game, and the first two years Matt played, we really struggled along.”

“Then I remembered something my father told me. ‘If you want to find out something and you don’t know the answer, go to someone who does.’ This is how I met Tony. He was having a baseball workout with my nephew Todd Adkins, whom he later signed.”

“After the workout was over, I approached Tony and asked him what I could do to help Matt. It was at this time he explained his theory about the wall. He told me how to build the wall in the backyard, and that Matt was to throw into the wall and field the rebound.”

“I thought about his idea for a couple of days and decided to do it. I went out and purchased the material and built the wall in our backyard for Matt. I added some art work to it, and put Tony’s name on it. In just three weeks after building the wall, I could not believe the improvement I was seeing in Matt. I could see the difference in the strength of his arm, and in his throwing accuracy, plus his ability to field the ball.”

“About a week later I saw Tony and asked him to stop by the house, as I wanted to show him something. Tony came by and Matt and I showed him the wall. It was then he showed Matt the proper way to field the ball. He taught us how to do the whiffle ball drill, and to work on the low pitch, because that is the secret to good hitting. He explained the ‘six points’ and that 87 per cent of the game of baseball is played below the waist. We printed the ‘six points’ and put them on the wall, so Matt could read them everyday before his workout.”

“Two years have passed since I built the wall. In those two years Matt has thrown and fielded between 40,000 and 42,000 ground balls. He has had on the average, about 100 to 150 swings of the bat everyday. One of the reasons I think the wall is a good idea is that I work the afternoon shift and I am not around to help Matt workout. With the wall he can do it himself.”

“The wall has really paid great dividends in the little league program that Matt participates in. They have an all-star team which is put together at the end of the year. He was asked to play and excelled, even though the boys were two years older than he.”

“There are two other points that impress me about the wall. One, is the confidence it has given Matt. He dares the other team to hit the ball to him. Two is self-discipline. His mother and I can’t believe the difference we see in him at home and school. He has taken a different look at what he has to do at school. All his grades have been improving and I attribute this to the wall.”

“In all the years Tony has talked about this idea, I just can’t believe more people have not done what we have. I can guarantee you, once you get a boy started on the wall, he will continue because he will see the improvement in himself. There has not been one day since I have built the wall that I have had to tell Matt, ‘Hey, get out there and practice.’”

Building this wall could very well help your son get a college education or even a professional contract in the future.
"I received the job at Elmwood High School as a teacher and head baseball coach, two weeks before school started. The first thing I did was to call Tony, because from working with Tony for the last five years I know there is only one way to play baseball and that is with enthusiasm. I had to generate some enthusiasm in the area to get off to a good start in my first year."

"In talking to Tony, we decided the best thing to do was to hold one of his outdoor clinics at Elmwood. We put it on for all the players, age 6 thru 18 in our consolidated school district. Each player fielded 100 ground balls and had 50 swings of the bat in less than two hours.

"I don't have a wall yet. Because of such short notice I could not get the resources together to get it built. So my team used the method that I learned from the outdoor clinic, which is Tony's ground ball drill, where players roll each other ground balls. We also used the golf type whiffle balls for hitting drills. The enthusiasm carried over from our outdoor clinic to our high school team, and before we set one foot outdoors in the spring, my team had fielded over 5,000 ground balls and each player had no less than 1,500 swings of the bat."

"It all paid off. In my first year we won the Suburban Lakes League championship outright for the first time in the school's history. In the summer our team finished third in a tough program. All of this success is due to Tony's drills. I could see a rapid improvement in my ball players, from the first time we were in the gym to the end of the season. The confidence level of the team was outstanding and the aggressiveness at the plate they showed was just tremendous. There were games when we would score over 10 runs and not make an error, and as you high school coaches know, that is a rarity."

"After the high school season, I took those same principles out on the road with me, traveling to the small towns in our school district. I worked with the young kids 6 thru 13 who will be attending Elmwood High School in the future. I showed them the drills, the ways they can improve, and held a clinic once a week in those towns throughout the summer. At the end of the summer, I took the best 11 and 12 year olds in our area, put them on an all-star team, and entered a tournament in Bowling Green. We finished in first place at that tournament."

"The future is in the wall and this spring I will build the wall. I will use it for the high school and I will hold classes on it this summer. That is my long term goal. The short term goal I've already achieved is in the league championship we won in my first year. Just think of what I will have when the young players who attend my summer classes become high school players. Then I will really have something!"
CHAPTER 8
Lou Brunswick "A Pioneer"

This is the story of Lou Brunswick, the only high school coach who adopted Tony Lucadello's wall and the dividends it has paid to his baseball program.

My first acquaintance with Tony Lucadello was in the spring of 1947 when I was playing baseball for St. Henry, Ohio, High School. That summer, I attended a baseball school in Mansfield, Ohio, that Tony was conducting. At this time he was a scout for the Chicago Cubs. I graduated in 1948 and attended a Cubs baseball camp in Greenville, Ohio. At that time Tony signed me and I was sent to Janesville, Wisconsin, where I continued to play for three years. I was drafted into the Army and served two years in Korea. Upon my discharge I attended the University of Dayton and graduated in 1957.

I started teaching at Coldwater High School in the fall of 1957, and received the head baseball coaching job the following year. That first summer I worked hard to improve our baseball facilities, and to make baseball a big part of our high school.

Our baseball program has been fairly successful for a number of years. But our program really got a shot in the arm when Tony explained his theory on "The Wall" and the different drills that can be done on it. Later, after my talk with Tony, I proposed his wall idea to our park board. My proposal was accepted and the wall was built at the city park.

Just as Tony suggested, we started wall classes for all the young players aged 6 thru 13 in our community, showing them his drills and the proper way to execute them. I live close to the park and I can hear the constant sound of thrown baseballs hitting "The Wall." We also conduct baseball clinics at all age levels, so the young boys can practice on "The Wall" themselves. You must see the wall to understand all the drills you can do. You can work on pitching and fielding at the same time. You can also work on fly balls and almost any thing you can dream up. Our players work out on the wall nine months out of the year. All the work really pays off and thanks to the wall eight of my 13 players can pitch, and with a staff like that, we can play every day.

Over the past ten years at our high school we have had two state championships, and qualified to the state on one other occasion. Since 1980 our high school record is 146 wins and 26 losses. We have had two boys in professional baseball and a number of others in college. Presently, Todd Dues is at Bowling Green State University, and Mike Wolters is at the University of Illinois. Tony signed my oldest son Tom, and he played pro ball for six years. And my second son, Mark, was signed by the New York Mets.

In closing, I feel that every school or community should invest in "The Wall." Can you imagine what would happen if every community had "The Wall?" At Coldwater High School, my overall record is 509 wins and 140 losses. Most of this success I feel, is due to the wall that Tony Lucadello told me to build. Thanks to Tony Lucadello and his ideas, our baseball program has been a huge success.
CHAPTER 9
Summer Wall Classes

The following diagram for holding wall classes may be used for either high school or recreation department classes. The classes are for players age 6-18 and are set up in two parts:

Part 1 - Fielding Classes
Part 2 - Hitting Classes

FIELDING CLASSES

Players who use the wall to practice on will learn the “six points” that “The Wall” teaches. These six points are vital to players who wish to become efficient in this game:

1) Every player must learn that 87% of the game of baseball is played below the waist and only 13% above. The wall teaches this.
2) Every player must learn to position his feet for body control. They will learn this from fielding ground balls off the wall.
3) Every player must learn to grip the ball across the seams for better arm strength and throwing accuracy.
4) Every player must lob throw into the wall with a good over the top delivery, to develop a good strong arm for the future.
5) PRACTICE, PRACTICE, PRACTICE - is a lost art today - proper practice is a must if a player wants to improve. The wall is the key to creating practice.
6) ENTHUSIASM!!! - is the key to putting all these points together. Playing with enthusiasm inspires a player into greater efforts and enjoyment to practice.

THE GRIP

Coach or instructor will demonstrate the proper grip to all players before any balls are thrown into the wall. The proper grip is as follows:

There are four long seams and four short seams on a baseball. When gripping a ball, place your index and middle fingers over the long seams and spread them 3/4 of an inch apart. Holding the ball in this fashion and releasing it with a good over the top delivery will give your throw strength and accuracy.

GRIP DRILL

Place your glove hand behind your back, holding the ball in your throwing hand, toss the ball into the air and catch it in your throwing hand. Now, rotate the ball until you are gripping it across the seams. Players should practice this at home until it becomes habit. Anything other than the proper grip is a mistake and will lead to bad throws. (Coach or Instructor will demonstrate this drill to all players.)

THE WARM-UP

The first ten minutes of the fielding class will be devoted to lob throwing into the wall using the proper grip and a good over the top delivery. This will prevent an arm injury and insure each player of having that good strong arm he will need in the future. (Coach or Instructor will demonstrate the proper grip again and how to lob throw into the wall.)

FIELDING CLASSES WILL BE AS FOLLOWS:

<table>
<thead>
<tr>
<th>AGE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7 year olds</td>
<td>9:00 a.m. to 9:30 a.m.</td>
</tr>
<tr>
<td>8-9 year olds</td>
<td>9:30 a.m. to 10:00 a.m.</td>
</tr>
<tr>
<td>10-11 year olds</td>
<td>10:00 a.m. to 10:30 a.m.</td>
</tr>
<tr>
<td>12-13 year olds</td>
<td>10:30 a.m. to 11:00 a.m.</td>
</tr>
<tr>
<td>14-15 year olds</td>
<td>11:00 a.m. to 11:30 a.m.</td>
</tr>
<tr>
<td>16-17-18 year olds</td>
<td>11:30 a.m. to 12:00</td>
</tr>
</tbody>
</table>

The Proper Grip
There will be three lines of players divided into equal groups on both sides of the wall. Groups will be placed an equal distance apart, and at the proper distance from the wall, the distance from the wall be determined by age group and arm strength. This is at the discretion of the instructor. The first player in each group will have a base-
ball, and will start the drill by throwing the ball into the wall, and fielding the rebound, make another throw into the wall and quickly rotate to the end of the line. The next player behind him will field that ball and throw into the wall for the next player, etc. (Coach or instructor will demonstrate to players how this drill is to be done.)

EXAMPLE:
INSTRUCTOR:
1) The first ten minutes will be devoted to lob throwing into the wall with an over the top delivery.
2) Make sure each player is using the proper grip, across the seams.
3) Make sure each player is getting down on the ball, with glove and hands under the ball.
4) Keep the ENTHUSIASM level high, for it is with enthusiasm each player must play the game.

HITTING CLASSES
Hitting classes will be set up in groups of 5, using golf type whiffle balls, players will hit in rotation, with 10 swings at a time, until each player in the group has had 50 swings. Each group will have 1 pitcher, 1 hitter and 3 fielders (1 CF, 1 LF, 1 RF), once the hitter has taken his 10 swings, each player rotates 1 position in a clockwise motion. (Instructor will demonstrate to players the position of the tosser and where the balls will be tossed in the strike zone, also caution players to be careful with the bat).

EXAMPLE:

INSTRUCTOR:
1) Make sure hitting groups are spread far enough apart so that nobody is in danger of getting hit with a bat.
2) Make sure players are holding the bat properly, also show them the proper parallel stance.
3) Make sure players toss the ball low in the strike zone.
4) Coaches will have to pitch to younger age groups, 6 thru 8 year olds.

THE KEY
The key to these classes is to make them fun, exciting, precise, and to the point, with no wasted time. It is a must for the ENTHUSIASM level to be kept high.
If all the above items are accomplished at each class, every player will receive the maximum benefit and in time have the talent to excel in the game of baseball.

HITTING CLASSES WILL BE AS FOLLOWS:

<table>
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<td>12-13 year olds</td>
<td>12:30 p.m. to 1:30 p.m.</td>
</tr>
<tr>
<td>14-15 year olds</td>
<td>1:30 p.m. to 2:30 p.m.</td>
</tr>
<tr>
<td>16-17-18 year olds</td>
<td>2:30 p.m. to 3:30 p.m.</td>
</tr>
</tbody>
</table>
In this chapter you will be shown the basic principles of how to construct the two different types of walls. This is not a complicated procedure. It is very simple, inexpensive, and not a time consuming job.

High School And Recreational Wall

This wall should be built on a spot with ample room for players on both sides. It is 20 feet in length, and six-feet high, with a concrete base that is 48 inches wide on both sides of the wall and tapered at a 7 degree angle.

Eight inch concrete blocks are used for the main construction, and topped with one row of four inch solid blocks. This wall is built on a footer that is 16 inches wide and 40 inches deep and 21 feet in length.

Painting suggestions are as follows: Two feet down from the top of the wall, there will be a one inch painted line extending the entire length of the wall.

Now, from this line, measure off two six-foot sections on both ends leaving an eight-foot section in the middle.

Divide them by painting a two-inch line down to the use of the wall. These are the sections the players throw into when practicing on the wall. The two foot wide section across the top of the wall is used to paint the name of the school or recreational department.

Please study the following diagrams and drawings of the two types of wall, as they will give you all the information you will need to build a high school or recreational wall for your school or group.
1. Area where name of school or organization will be painted.
2. Two inch wide painted dividing lines.

A - C Section A - C: Six feet wide and four feet high
B. Section B: Eight feet wide and four feet high

NOTE: A target 12 inches high and 18 inches wide may be painted in each section.
1. 4 inch solid blocks.

2. 8 inch concrete blocks.

3. Footer - 16 inches wide - 40 inches deep
   21 feet in length - with ends being 3 feet.
1. 7 degree angle.

2. Concrete base 48 inches wide.

Private Wall

This is the wall that is built in your backyard for use by your son. It is 4 feet in length, and 6 feet high, with a concrete base that is 48 inches wide, and tapered at a 7 degree angle.

Eight inch concrete blocks are used for the main construction, and topped with one row of 4-inch solid blocks. This wall is built on a footer 16 inches wide and 5 feet in length, and 40 inches deep.

You may paint your private wall in any way that you choose. The wall in an early chapter of this manual was dedicated to Tony Lucadello, scout of the Philadelphia Phillies, as this unique concept originated from his ideas.

Please study the diagrams and drawing of this type of wall, as they will give you all the information you will need to build a private wall for your son.

Diagram 1.

Wall dimensions, footer dimensions, and block layout.

Diagram 2.

Dimensions of concrete pad and side view of wall.

basketball players have a "basketball hoop" to practice on...
now, baseball players will have "the wall" to practice on.
1. 4 inch solid blocks.

2. 8 inch concrete blocks.

3. Footer - 40 inches deep - 16 inches wide
   5 feet long.
1. 7 degree angle

2. Concrete base 48 inches wide.

3. Footer for base - 8 inches deep 48 inches wide - 4 feet long.

SOME SUGGESTIONS: You may not be able to build your wall on an ideal spot. To get a truer bounce on the ground ball rebound, you may want to extend the concrete base out to six feet.

High school and recreation departments could build your wall next to a blacktop surface where it could be used for handball or to practice tennis, etc.
The following drills are designed for players and teams of all age groups. Every coach and player should study each of these drills carefully, and put them to use in their practice routine.

Pre-Game Drills

A. Formal Infield And Outfield Drill

This type of pre-game warm-up drill for infielders and outfielders is very unique, because no FUNGO hitter will be used. Instead the teams' two catchers will throw fly and ground balls to the infield and outfielders. The KEY to this drill is ENTHUSIASM.

First, the starting catcher will be on the sidelines warming up the starting pitcher, while the back-up catcher runs the outfield portion of this drill. The catcher starts the drill by throwing fly and ground balls to each outfielder, and then shouting out the plays they are to make. When the outfield drill is completed, the back-up catcher trades places with his partner, who will now run the infield segment of this drill. (Outfielders stay on the field and throw fly balls to each other.)

The starting catcher will start the infield drill by shouting out the play to be made, and throwing ground balls to each infielder who then executes the play called by the catcher.

By using this drill your team will field up to four times the number of chances than a team who uses a fungo hitter, once they become proficient at doing so.

b. Routine Ground Ball Drill

First, divide your squad into four equal parts and have each group face each other about 60 feet apart. The group with the baseball will start the drill by throwing a ground ball to a member of the group across from him, who then will field the ball and throw a ground ball back and then rotate to the end of the line.

Each player will field a ground ball every six seconds in this 15 minute drill, for a total of 100 or more ground balls.

Instead of the normal throwing on the sidelines to warm up, the following drill will do the same thing except with more fun and enjoyment for the players.

EXAMPLE:
C. Hitting Drill
Upon completion of the ground ball drill, divide your squad into groups of five, spread them out where they will have ample room to hit and nobody is in danger of being struck by a bat. In each group there will be one hitter, one pitcher, and three fielders. After the hitter has had 10 swings, everyone will rotate one position in a clockwise motion. In this drill everyone will have had 50 swings in 30 minutes. (Use golf type whiffle balls.)

EXAMPLE:

FUNDAMENTAL FIELDING DRILLS
By incorporating the following reaction and agility drills into your teams practice routine, you will greatly increase their defensive abilities.

A. Routine Ground Ball Drill (15 minute drill)
Divide your squad into four equal groups and have them face each other about 60 feet apart. The group with the baseball will start the drill by throwing a ground ball to a member of the group across from him, who will field the ball and throw a ground ball back and rotate to the end of the line, etc.

EXAMPLE:
C. Hitting Drill
Upon completion of the ground ball drill, divide your squad into groups of five, spread them out where they will have ample room to hit and nobody is in danger of being struck by a bat. In each group there will be one hitter, one pitcher, and three fielders. After the hitter has had 10 swings, everyone will rotate one position in a clockwise motion. In this drill everyone will have had 50 swings in 30 minutes. (Use golf type whiffle balls.)

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EXAMPLE:
B. Glove-Hand Side Drill (15 minute drill)

Divide your squad into four equal groups, have them face each other about 60 feet apart. The groups with the baseballs will start the drill by throwing a ground ball to their partners glove-hand side. He will field the ball using the proper footwork, and return a ground ball to the glove-hand side of the original thrower, and rotate to the end of the line.

EXAMPLE:

C. Throwing Hand Side Drill (15 minute drill)

Players pair up at 60 feet apart. One player throws a ground ball to the throwing hand side of his partner, making sure that he has to backhand the ball each time. Fielders should assume a good ready position before each ground ball. Once the ball is thrown, the fielder executes the proper footwork, fields the ground ball and returns it with a good over the top throw. Players will field five ground balls and then switch with their partners.

EXAMPLE:

D. Short Hop Drill (15 minute drill)

Players pair up at 30 feet apart. Players then throw short hops to each other. Throws should tax the players ability. Players must stay down and in front of the ball.

EXAMPLE:
E. Ground Ball Review Drill (30 minute drill)

This drill is a review of all the fundamental fielding drills, routine ground ball, glove-hand side, throwing hand side and short hop.

Players pair up at 60 feet apart, and throw various types of ground balls to their partners. Partners field the ground balls, using proper footwork and return the ball with a good over-the-top-throw. Players should concentrate on the ready position, proper footwork, and having good fielding and throwing positions.

Players will field five ground balls and then change roles with their partners. All ground balls should be of the routine variety, with no line drives or hard thrown balls.

FUNDAMENTAL THROWING DRILLS

A. The Grip

There are four long seams and four short seams on a baseball. When gripping a ball, place your index and middle fingers across the long seams of the ball, and spread them about 3/4 of an inch apart.

Holding the ball in this fashion and releasing it with a 3/4 overhand motion will give the ball maximum lift and accuracy. This grip should be practiced until it becomes a habit. Anything other than the correct grip is a mistake that will lead to bad throws.

B. Grip Drill

Put your glove hand behind your back. With your throwing hand toss the ball into the air and catch it. Now, rotate the ball in your throwing hand until you grip it across the seams.

C. Lob Throwing Drill

Players pair up about 60 feet apart. Using the proper grip and throwing the ball with a good over-the-top motion, players will throw the ball to their partners at about half-speed or just a little harder.

This is an excellent warm-up drill. It will prevent serious arm injury, and ensure a player of having that good strong arm he will need in the future. This drill is 15 minutes long and coaches must police this drill frequently.
A. Running Through First Base

Three home plates and three first-base bags are set up at regulation distances. Divide your squad into three equal parts and place them at each home plate. Players will begin by standing in the batters' box, swing the bat hitting the whiffle ball off the tee, and running to and through first base.
B. Rounding First Base

Place three home plates and three first base bags at regulation distance. Divide your squad into three equal parts and place them behind each home plate. The players will stand in the batters box, swing and hit the ball off the tee, and run to first base and round it. Coaches should place a marker 15 feet before first base so players will know where to begin their turn. (The marker can be a hat, cone or piece of wood, etc.)

EXAMPLE:
C. Basic Baserunning Drill (ages 6-13)

Use all four bases set up at regulation distance. Divide your squad into four groups and station a group at each base. The coach positions himself on the pitchers mound. He will shout out the commands to the base runners, who will execute them properly.

COMMANDS:

1) "READY"...........All runners lead off
2) "FIRST BASE".....All runners go back to the base
3) "HOME PLATE"....All runners advance to the next base

EXAMPLE:
D. Advanced Baserunning Drill (14 - 18 year olds)

All pitchers will line up on the sidelines waiting their turn on the mound. All infielders take their normal defensive positions, while the rest of the squad is divided up into three groups and placed at each base as baserunners. The pitchers will pitch from the stretch position and either deliver a pitch to the plate or execute a pick-off move to any base they choose.

After five moves a new pitcher rotates to the mound.

While the pitchers are going through their moves, the runners execute five different baserunning maneuvers at the base they are on. After all five maneuvers are completed, all runners will rotate to the next base. The five baserunning maneuvers are as follows:

**EXAMPLE: Advanced Baserunning**

**FIRST BASE:**
1. Take your lead
2. Lead extension
3. Moving back to the base
4. Advancing on a ground ball
5. Executing a steal

**SECOND BASE:**
1. Take your lead
2. Lead extension
3. Moving back to the base
4. Advancing on a ground ball
5. Executing a steal

**THIRD BASE:**
1. Taking your lead
2. Lead extension
3. Moving back to the base
4. Scoring on a ground ball
5. Stealing home
B. Pepper

Divide your squad into groups of four. One player is the hitter and the other three are the fielders. The defensive fielders station themselves about 40 to 60 feet from the hitter and 20 to 25 feet apart. One fielder has a ball and starts the drill by throwing the ball into the strike zone of the hitter, who hits the ball on the ground. After 20 swings the players rotate in a clockwise manner one position.

EXAMPLE:

C. Batting Tees

Batting tees provide one of the most basic and useful drills in baseball. By setting the tee at different heights and contact points (8 station tee) a hitter can work on inside pitches, and outside pitches. One hitter can get several hundred swings in a short time. By using the tee, a hitter can properly practice all components of his swing. (At the end of this chapter, a tee will be diagramed for you with 8 stations. It can be built for less than ten dollars.)
BUNTING DRILLS

EXAMPLE:

A. Bunting Pepper

Players work in groups of four. One player is the bunter and the other three are infielders. Fielders position themselves about 30 feet from the bunter and about 20 feet apart. One fielder has a baseball and starts the drill by throwing the ball into the strike zone of the bunter, who using the proper mechanics will execute three different types of bunts. They are the drag bunt, the sacrifice and the squeeze bunt. After 10 bunts, players rotate one position in a clockwise motion.

B. Bunting Simulation Drill

If some of your players are pushing the bat at the ball, or not making contact at all, try this simple drill.

Players take their stance in the batters box, but without a bat. Instead he will have his baseball glove on. The pitcher will throw the ball into the strike zone of the bunter, and as he squares to bunt, he catches the ball in the glove. Do this about ten times. Now have him do the same thing except this time he uses a bat and bunts the ball. Continue this drill until the players having a problem get their bunting mechanics down pat.
BUNTING DRILLS

EXAMPLE:

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INFIELD DRILLS

A. Infield Situation Drill

All infielders will go to their normal defensive positions. They will rotate on each ground ball. The catcher will start the drill as follows:

1. The catcher starts the drill by throwing ground balls to the throwing hand side of any infielder. After executing the proper footwork and fielding technique, the infielder makes a good over the top throw to first base. The first baseman returns the ball to the catcher. Every infielder will field five balls to his throwing hand side.

2. Next, the catcher throws ground balls to each infielders glove hand side. Upon using the proper footwork and fielding technique, the infielder makes a good over the top throw to first base. After receiving the throw, the first baseman returns the ball to the catcher. Every infielder will field five balls to his glove hand side.

3. Now the catcher throws routine ground balls to the infielders, who, using the proper footwork and fielding technique, return a good over-the-top throw back to the catcher, who practices making tags on runners trying to score. Every infielder will field and make five such plays to the catcher.

After your team becomes proficient at this drill, you as the coach, can add baserunners and set up any situation your infield may face.
B. Double Play Drill

All infielders take their positions. The catcher will start this drill by throwing all types of ground balls to any infielder. Catchers will call out where the baserunners are. Infielders must execute the double plays using the proper footwork and fielding techniques. Catchers make infielders work. Don't make every play routine.

EXAMPLE:
C. Infield Pop Fly Communication Drill

A common error is the easy pop fly that falls between two infielders, or one that is dropped when two fielders crash into each other. As a coach, there are two things your team must know when a pop up occurs.

First, which infielder has the priority on it. Second, your team's standard in calling for the ball. Most teams use this method - player calling for the ball waves his hand in the air and "shouts" two or three times, "I HAVE IT" Team members closest to the play shouts, "ALL YOURS, TAKE IT......."

Coaches will throw pop flies in the problem areas that are marked with an X.
PITCHERS FIELDING DRILLS

In this set of seven different drills, all the infielders are required to take their defensive positions.

DRILL NUMBER ONE: COVERING FIRST BASE

All pitchers line up at the mound. All catchers line up at home plate. Pitchers from the wind-up throw the ball to the catcher, who throws a ground ball to the first baseman. The pitcher runs up the line to cover first and take the throw from the first baseman.

DRILL NUMBER TWO: COMEBACKER, THROW TO SECOND BASE

From the stretch, the pitcher throws the ball to the catcher, who then throws a ground ball to the left of pitcher who fields the ball, turns, using the proper footwork, throws to the second baseman, who completes the 1-4-3 double play.

DRILL NUMBER THREE: COMEBACKER, THROW TO SHORTSTOP

Same as drill 3, except the pitcher fields the ball to the right, turns, and using the proper footwork, throws to the shortstop, who completes the 1-6-3 double play. Remember, the pitcher must know who's covering second base on a ball hit to him. It is most important for the catcher to remind him.

DRILL NUMBER FOUR: COMEBACKER, HOLD RUNNER AT SECOND BASE

From the stretch, with runner at second base, pitcher throws the ball to the catcher, who throws a ground ball back to the pitcher, who fields the ball, checks the runner at second base, if he is past the point of no return, run directly at him to put him in a run down. If he is close, throw to first base.

DRILL NUMBER FIVE: COMEBACKER, HOLD RUNNER AT THIRD BASE

Same as drill 4, but check runner at third base and either look him back, and throw to first base, or put him in run down if he is past the point of no return.

DRILL NUMBER SIX: FIELDING BUNTS, RUNNERS AT FIRST, SECOND, OR FIRST AND SECOND

Pitch from the stretch with runner at first base, pitcher throws the ball to the catcher, who rolls out the bunt for the pitcher. The pitcher fields the ball, using proper footwork and throws to first base, on hard bunted ball, the pitcher goes to second base to start 1-4-3 double play. If the ball is popped up, he goes to first base for the double play.

With runners at first and second base, same as runner at second base, but remember, on a hard bunted ball or pop-up look for the double play. Catcher must help the pitcher in all situations by calling the play to be made.

DRILL NUMBER SEVEN: COVERING HOME ON PASSED BALL/ WILD PITCH

Pitcher from wind-up or stretch throws ball to catcher, who, in turn, rolls ball toward backstop. Pitcher covers home as catcher, retrieves ball and throws to pitcher covering home. Catcher should roll ball at different angles toward backstop.
OUTFIELD DRILLS

A. Tagging-up and Throwing Drill

All defensive players are placed on the field. Extra players will be used as runners at second and third base. The third base coach will be in his coaching box.

A coach with a ball stands in the infield. He will start the drill by throwing fly balls to all outfielders. Runners will either tag-up and advance to the next base or bluff going in, in order to draw a throw. Outfielders will make the correct defensive play, either throwing home or to third base. All cut-offs and relays are in order here also.

After runners have had five turns, they will rotate into defensive positions. The coach should make sure each team has the opportunity to be a runner at each base. This is an excellent drill for both outfielders and baserunners.
B. Outfield Fly Ball Communication Drill

There are two commands used by players to communicate on fly balls. One is "I've got it," from the player who is going to catch the ball. Two, "You got it," followed by the player's first name, by those players trying to help him make the play. The commands must be the standard system for the who team. PROBLEM AREAS ARE MARKED BY X's. The coach will throw the fly balls.

EXAMPLE:
C. Outfield Fundamental Fielding Drill

Divide your outfielders into two groups. Place a group at each base which are positioned 250 feet apart. The first player in each group will go out and position themselves at station 2 and 3. They will be the tosser's and cut-off men. This drill is conducted in two rounds.

Round 1 - Ground ball. Round 2 - Fly balls.
To start the drill, tosser 2 will throw a ground ball to outfielder 1, who using the proper footwork and fielding technique makes the play and throws on a line with a good over the top motion to cut-off man 3.
Next, tosser 3 will throw a ground ball to outfielder 4, who will make the play and throw on a line to cut-off man 2. Each outfielder will make five plays in each round, then they will rotate out to take the place of tosser’s 2 and 3, who go to the end of the line of outfielders.

EXAMPLE:

1

2

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BATTING TEE

The expense of purchasing a batting tee can be great depending upon the type of tee you wish to buy. Here is one you can build yourself for $10 or less. The following material is needed to build one tee:

1-6 foot piece 1½ inch OD plastic PVC pipe
1- piece 2¼ inch OD reinforced rubber hose 30 inches long
1- piece 3/4 inch plywood 2 feet by 2 feet
3- 2¼ inch OD plastic male couplings
3- 2¼ inch OD female couplings
2- hinges/with screws
1- can plastic pipe cement

Stems
Cut plastic pipe and rubber hose for the three different lengths you will need, knee high, waist high, and letter high. Using plastic pipe cement, glue all plastic pieces together and let dry. Remember, when measuring the three lengths, you must include every piece, plastic pipe, couplings, and rubber hose.

After plastic has dried, heat the rubber hose and slip it over the top of the male coupling. (All rubber hose lengths are ten inches.)

Base
Cut your plywood into two 17 inch squares. One will be used for home plate and the other for eight contact points. Study the following diagrams.
Out of the first 17 by 17 inch piece of plywood, cut out a regulation size home plate following the above dimensions in the diagram. Paint it white in color and attach it to the contact points board using two hinges. The hinges allow you to fold the batting tee up for easy storage. You should also purchase some baseball type whiffle balls (type with holes, not solid) for use on the tee.
In this 17 by 17 inch piece of plywood you will drill the holes for the eight contact points, using a 2 1/4 OD hole-saw. Cut the holes at the above dimensions. The eight different holes allow the tee to be placed anywhere in the hitting zone. A player can use the batting tee year round and should take about 100 swings per day off of it.
Batting Tee Base
CHAPTER 12
Wall Drills

Having "The Wall" gives you, the coach, the option of either holding your entire practice on the wall itself, or if the wall is close to your baseball diamond, you may want to supplement your practice by working both on the field and off the wall.

In this chapter we have described several excellent drills that your team can work off the wall. But, the drills you can run are limited only to your imagination as a coach. We are sure the more you practice on the wall, the more ideas for different drills you will come up with.

Just as with all drills, the wall drills are to be run with enthusiasm. Keep your practice exciting, and your players will learn to excel.

A. Warm-up Drill (10 minutes)

Divide your squad into three groups and place them on the wall. The first player in each group will have a ball, and will start the drill by gripping the ball across the seams and lob throwing into the wall with a good over the top motion. He will field the rebound and lob throw again into the wall. He then rotates to the end of the line as the next man fields his throw, etc.

EXEMPLARY:
Divide your team into three groups and place them on the wall. The first player in each group will have a ball, and will start this by the number drill as follows:

1) Grip the ball across the seams.
2) Throw into the wall with a good over the top motion.
3) Using proper footwork and fielding technique, field the ball. Keep hands and glove below the ball, spread legs and stay down.
4) Look into the glove, reach in the glove and grip the ball across the seams.
5) Throw into the wall for the next player, using a good over the top motion, and rotate to the end of the line.

EXAMPLE:
C. Ground Ball Drill (20 minutes)

Divide your team into three groups and place them on the wall. The first player in each group will have a ball, and will start the drill by gripping the ball across the seams and throwing into the wall with a good over the top motion. He will field the ground ball rebound, then throw into the wall again for the next player who fields the ball and throws into the wall for the next man, etc.

D. Throwing Hand Side Drill (20 minutes)

Divide your team into four groups and place them on the wall. Two groups on one side, and two groups on the other side. The first player in each group will have a ball, and will start the drill by gripping the ball properly, and throwing into the wall using a good over the top motion. The throw is made so that the ground ball rebound will come off at an angle on the player's throwing-hand side. He will field the ball and toss it to the next player in line, etc.
E. Glove Hand Side Drill (20 minutes)

Divide your team into four groups and place them on the wall. Two groups on one side, and two groups on the other. The first player in each group will have a ball, and will start the drill by gripping the ball properly, and throwing into the wall using a good over the top motion. The throw is made so that the ground ball rebound will come off at an angle on the players glove hand side. He will field the ball and toss it to the next player in line, etc.
F. Double Play Drill (20 minutes - Shortstop and Second Baseman)

Place first and second base at the regulation distance apart. Place your second baseman and shortstop into position for a double play. The second baseman starts this drill by throwing into the wall at an angle so that the shortstop can field the ball. After fielding the ball the shortstop tosses to the second baseman covering the bag and he throws to first base to complete the double play. (The second baseman and shortstop act as first basemen)

After all second basemen have covered the bag, change and have the shortstop start the drill.

EXAMPLE:

![Diagram of double play drill]

G. Pitchers Fielding Drill (20 minutes)

Place first and second base the regulation distance apart, making sure second base is positioned correctly in reference to the pitching rubber. In this drill assume there is always a runner at first base. On the throw by the pitcher, the coach will yell out the play to be made, just like he is the catcher.

First, the pitcher turns and will ask who is covering the bag on a ball hit back to him, the shortstop or the second baseman? Next, he throws the ball into the wall, and the coach yells the play to be make. Either one!! - play at first base or, tw0!! - play at second base for the double play.

All extra pitchers will act as first basemen on this drill. Pitchers will rotate after every five plays.
H. Fly Ball Drill (20 minutes)

Divide your team into four groups and place them on the wall as you did in drill E. The first player in each group will have a ball and will start the drill by throwing into the 7-degree angle at the base of the wall. The ball will come off the base as a fly ball. The player will then execute the play using the proper fielding technique. He will then toss the ball to the next player and rotate to the end of the line.

EXAMPLE: