



Section  
class  
room

California State University  
**LONG BEACH**

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Long Beach, California 90803  
(562) 596-7111 • FAX (562) 596-7100

From the Desk of:  
TEX WINTER

I. School Work

1. Primary reason for being in college, so do a first class job.
2. Our thought for the day - "If you can't pass you can't play! Applies first to your school work and then to basketball."
3. A.A.A. of basketball as it relates to class work - Attendance, Attention, and Attitude.
  - a. Attendance - no excuse for missing classes. Trips will necessitate missing approximately 14 days of class work. Don't miss at any other time - you can't afford it. When you are scheduled for a trip it is your responsibility to make arrangements to make up all missed work.
  - b. Attitude - show interest in courses. Let the teacher know you are interested in his course. Tutors will be paid for by athletic department for those who need and can benefit by them.
  - c. Attention - don't sleep in class; impress the instructor with your interest and be a participant in class activities.
4. If you fall below a "C" average you are jeopardizing your chance to make the team.

II. Basketball Practice Rules

1. Be on time to all practices and meetings. We will not wait for you.
2. Stop all activity on the whistle - lack of eye to contact - give undivided attention. Coaches ~~CHANDLER and CARNEVALI~~ are observing.
3. Notify coaches as far in advance as possible if you must miss a practice. Missing practice jeopardizes your chances on the team. 2:00 ~~class~~ practice.



4. Anytime you come onto floor - you're expected to give out 100% effort. You aren't up there to fraternize or rest. We work. Hustle!
5. Avoid kidding around and all forms of Horse Play. It spoils team morale and causes injuries.
6. Profanity has no place in our practices - an educated man can express himself clearly without resorting to profanity.
7. Don't be "careless", "sloppy", "slouchy", or "vulgar" in your actions or in your appearance.

### III. Mentally

1. The most important single factor in your success is your mental attitude. The way you adjust to your environment is determined by your ability to live with people - including your teammates, fans, teachers, coaches and others without conflict, undue stress or strains, and finding most of your life satisfying and pleasant.

Many times you will have problems and find life unpleasant, but if you are in good mental health you can take these problems in stride. The proper mental attitude is essential - a prerequisite to a successful basketball season.

2. Confidence - A mental state which is necessary for success in any phase of life. We can't win championships and establish a winning tradition unless we believe in ourselves, our teammates, our coaches, our system, etc. Confidence breeds confidence. If you believe in yourself others will believe in you.

It is only he who has learned to like himself who can be generous and friendly with others. Some of you have difficulty understanding criticism and lose confidence when criticized. Some of you understand that severe constructive criticism is often a good sign of interest by the coach. Coaches will seldom waste his time on a player he is not interested in. The main thing is to profit by the criticism you get.

The so-called "sensitive souls" who see some "dig" -- or double meaning in even the most innocent remark are suffering from Low Self-Esteem - LS/MFT. Low self-esteem / means friction and trouble. The braggart, the show off, and the bully are also suffering from low self-esteem.

3. Emotions - Your mental health is affected greatly by your control over your emotions. Recognize your own emotional status. If you can recognize your problem then you may be able to do something about it. Is it anger, fright, discouragement, etc.? We must learn to restraint, as much as possible, the expressions of undesirable emotion.

I believe the player who is mature emotionally will be able to endure pain with courage; wait for rewards; work for success and take an interest in the welfare of the total team--not just himself.

4. Victory Spirit - To be a successful basketball player you must have a tremendous determination to win. You must be willing to work hard, wait, and sacrifice for victory. He will be a great competitor. Hustle all the time and radiate with Vim - Vigor - and Vitality.
5. Loyalty - No basketball player will ever be great unless he has learned the importance of loyalty. It's more than giving all as far as physical effort goes. It involves a devotion to a cause.
6. Respect - The respect of a player for his coach, faculty, and teammates is invaluable. I cannot demand your respect. I'll do all I can to earn it.
7. Project an image befitting the ~~World Class~~ basketball team. The image you project to outsiders reflects on me as your coach, the staff, your teammates, ~~the school~~ and, of course, yourself.
8. Good Books - "Power of Positive Thinking" by Vincent Peale. "How to have Confidence and Power in Dealing with People" by Les Giblin. "I Can" by Ben Sweetland. "I'm O.K., You're O.K." by Thomas A. Harris, M.D.

### "HAPPY WARRIOR" PHILOSOPHY

We will make every effort to prepare ourselves mentally, emotionally, physically, and technically. How is this accomplished? Through concentration, study, hard work, good training and practice habits. Then we will compete with a happy attitude, glorying in the thrill of competition, and making an all-out effort --- recognizing that this in itself is its own reward. We will not be too intensely concerned with the results - except to have them serve as an incentive.

With this philosophy we are able to compete with the relaxed abandon necessary to free the body, emotions, and mind from the restriction of tension. This permits maximum performance and with our maximum performance we'll let the results take care of themselves - and they will.

We should fear no opponent but respect them all, and we will <sup>all</sup> give his utmost in every minute of every practice and every game - all out effort all the time, equal consistency and consistency equals results.

IV. Physically - Training and Conditioning.

When you report on the floor today for the beginning of our basketball season it is assumed, by me, that you are prepared to make personal sacrifices - and deny yourselves many of the social activities and pleasures which other students have.

Remember - you cannot function to your fullest capacity unless you are doing everything possible to put yourself in the best possible physical condition. Basketball is hard and strenuous, and condition counts more in this game than in any other. It can't be forced upon you - you've got to get in the best physical condition possible because you want to. It involves a devotion to a worthy cause.

Don't deceive your teammates, don't let your school down, don't deceive your coach - and mainly - don't deceive yourself by false condition - because in the final analysis you'll find you've deceived yourself most of all.

Our training rules based on principles of common sense and understanding:

1. Diet
2. Sleep - offers the only means of recuperation.
  - a. Arise at a regular hour - regardless of early morning fatigue.
  - b. Stay awake all day.
  - c. Determine the number of hours sleep usually required to produce a feeling of absolute rest upon awakening. Calculate the hour of retirement accordingly - establish the habit of retiring regularly each night at this hour.
  - d. As you undress for bed - shed your worries with your clothes - go to bed to relax, rest and sleep. Practice relaxation.
  - e. Have sleeping room dark, well ventilated and as quiet as possible - if you can't escape noise - adjust to it.
  - f. Avoid eating or drinking too much of anything before retiring
3. Colds - One of good conditioning worst enemies.
  - a. Don't be careless regarding undue exposure - dry thoroughly after taking shower.
  - b. Eat regularly and properly. Don't overeat.
  - c. Get plenty of good sleep.
  - d. Drink lots of fruit juices and water.
4. Drinking cannot and will not be tolerated in any degree or in any form - violation of this rule will result in the immediate dismissal from the team.
5. Smoking
  - a. Doctors say that smoking does affect some of the physiological functions of the body.

5. Smoking - continued

- b. Morally - the player who smokes is very untrue to himself and to his teammates and is doing something that wrecks his conscience because he is cheating and breaking a trust. Strong team morale cannot be built upon the willful violations of our training rules.
- c. Don't smoke.

Our objectives, as far as conditioning program is concerned, is designed to accomplish these Four purposes:

1. To create through the conditioning program as great a spread as possible between our actual needs in competition and our total physical capacity. To provide a "reserve" - whenever there is extra pressure. Also, it's easier to relax and to enjoy our competition and allow us to concentrate on mechanical and tactical factors.
2. Train us to sustain with comfort and efficiency the pace needed in competition.
3. Raise our level of effort - to play harder for longer periods of time without strain or detrimental results. Basketball player, in an average game, will run about 3 3/4 miles at an average speed of 10 m.p.h. (This is the toughest assignment of our popular team sports - FB (1 1/2 @ 15 m.p.h.), Hockey (3 miles at 9 per hr.)). It seems quite possible that an athlete can gradually increase his conditioning level so that each week he is capable of greater effort. Repudiates idea of "Peak".
4. To create a level of conditioning that will eliminate the fatigue problems to an important degree - thus cut down on injuries - and errors of judgment, skill, and alertness. You become sharper in your general skills as your conditioning level increases.

Mental Attitude a Secret of Endurance.....

The old saying "knowledge is power" apparently applies to physical endurance as well as to the mind. This fact was dramatically demonstrated in a recent series of tests designed to net up and tabulate the role that the mind plays in physical endurance.

Fear, both subconscious and conscious, appears to be one of the dominating factors that cause the athlete under physical stress to "give up" or slow down in his effort. What apparently happens is that the athlete, when he begins to develop fatigue symptoms, becomes fearful of their significance and either becomes convinced that his endurance is at an end or that if



he continues making hard effort he will do himself serious harm. When the athlete is told exactly what each symptom of fatigue means and is reassured regarding the fact that they have no serious significance he is immediately able to sustain a higher level of continued effort. Some athletes, once they know the pains and aches and the unusual or scary feelings are not serious, can drive themselves to remarkable levels of continued effort.

The detrimental effect of fear or ignorance of what constitutes the syndrome of fatigue was clearly demonstrated during a study in which 24 members of the Testing Group were sent through a series of "effort tests".

Performances were increased on an average, over 35 percent after the athletes had their symptoms explained.

(1) The average athlete slows down or quits driving when he is 40 per-cent from the limit of his endurance.

(2) When the athlete understands how fatigue symptoms work, that they are not dangerous and that all-out effort is not harmful he automatically improves his ability to endure through effort.

(3) After actually seeing or experiencing practical examples of how "fatigue education" helps the athlete's endurance, performance increases very dramatically. There seems no limit to the level to which his body can rise without causing it any permanent harm.

(4) The reason most athletes are either consciously or subconsciously afraid of fatigue symptoms and let them create a cessation or decreasing of effort is that they have either heard a great deal about "doing too much," "athletic heart", "burning out" and many of the other fallacious ideas that are still far too popular because it seems only natural for them to figure that they have "had it" physically when fatigue symptoms begin to appear. The famous "fear of the unknown" certainly seems to apply to athletic endurance.

(5) The facts disclosed during this study explain such things as why a miler, for example, slows off halfway through the race only to finish strong and say, "Gosh, I feel fine now but was I tired at the half mile!" He was running out of gas when actually he was far from being physiologically tired.

(6) That there is a great need for "fatigue education" to be included in training and coaching programs. Also that such an innovation will produce greatly increased performance levels by the athletes so educated.

(7) That the body apparently goes through periods during which fatigue appears to be taking over but that these are only adjustment periods that can be disregarded time after time by the knowing and courageous athlete. Muscles shrieking in protest can be kept in efficient action if the athlete realized they can and has the physical courage to drive through to the next period of ease.

(8) Fatigue developing from physical activity can be disregarded for long period of time. Apparently it is the same situation that exists when you are hungry or sleepy -- you feel as if you must eat or sleep but you don't actually have to. You get apparently fatigued but you can still keep up the symptoms appear.

The whole series of tests, which actually only proved what has been known to physical education workers for sometime, demonstrated in a practical and dramatic way how such knowledge when applied to athletic effort opens up new vistas of possible performance levels in activities in which endurance is a factor.

They establish very realistically and convincingly that the mind plays a tremendously vital role in physical endurance.

#### V. Technically.

If we practice day after day the proper mechanics and techniques, there will be an increase in the skill and efficiency of performance.

By practicing the proper fundamentals in the proper sequence and continually repeating them - nerve patterns are being established.

The greater the number of times that impulses are sent over these nerve pathways, the more firmly established they become, until what has been practiced becomes automatic or a habit.

This explains why proper execution is important. It also explains why bad habits, once formed, are hard to break.

It is also true that the more a skill is practiced properly, the better you learn to use only the muscles involved in performing this particular skill. Thereby you reduce the amount of energy necessary to perform a given amount of work.



An increase in skill and efficiency will probably be the first changes which occur as a result of our practice sessions.

Remember --- "Practice Makes Perfect" is true only if the proper mechanics are being practiced.

Bad habits can be practiced as well as good ones so it's important that you begin building good habits from the start. "Don't be careless".

As players you must realize that your natural ability can take you only to your certain level - whether or not you go beyond that level will depend on mastery of the fundamentals. A player has learned a fundamental when it becomes so much a habit that he will perform it automatically without thinking about it (instinctively), at the right time and right place in the game.

Our practice sessions are so designed to give you the technical know-how of the game - to Condition us Physically - Mentally - Emotionally and Technically.

Then we can better visualize Victory - we can dream Victory, and think Victory - and achieve Victory!

Here's proof... two balls can drop through.

## Costs Player Basket Ball Just Half the Size of Hoop

The fellow who says the basketball should be large.

The larger the ball, the smaller the scores, he reasons. Also a larger ball would not be palmed so easily and might call for more skill in the game.

All of which brings up the question: What is the size of a basket ball in proportion to the basket?

And how many dribble workers know that the ball is only half as large as the basket?

According to regulations, the diameter of the ball is 18 inches.

The ball is not regulated as definitely. Its circumference can be no more than 29 1/2 inches, or less than 29 1/4 inches, or half an inch.

While mathematics is a science, determining the center of the

basket ball between 91 1/8 and 91 1/4 inches.

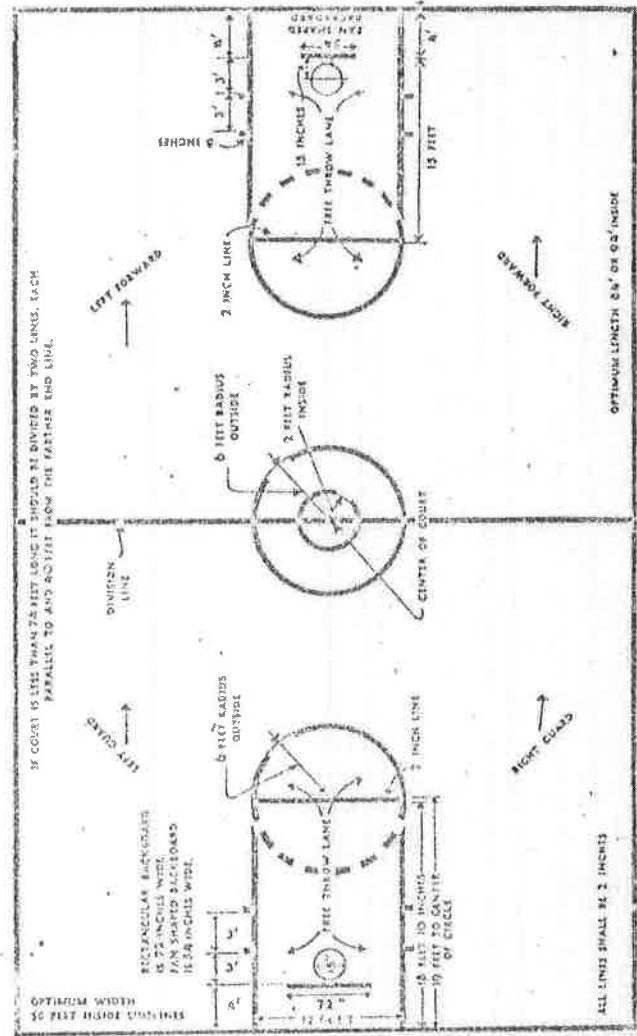
Therefore, as any mathematician can plainly see, two basket balls almost could drop through the hoop at the same time.

It was demonstrated at Benson High when Roger Sorenson, assistant coach deposited two balls on the rim. And they were almost as close to fitting exactly.

Now, these revolting figures may take some of the thrill out of watching a looping shot drop without kissing the rim. After all, the target is twice as large as the weapon.

But a take heart, basket ballers.

Your job is much tougher than that of a golfer. He is knocking a ball 1.689 inches in diameter at a cup which is more than twice as large at 4 1/4 inches.



Right End Shows Small Backboard for High School, Y.M.C.A., A.A.U., Optional.

Left End Shows Large Backboard for College Games

MINIMUM OF 3 FEET

Preferably 10 feet of unobstructed space outside. If possible to provide 3 feet a narrow broken 1" line should be marked inside the court parallel with and 3 feet inside the boundary.

ALL LINES SHALL BE 2 INCHES

IF COURT IS LESS THAN 25 FEET LONG IT SHOULD BE DIVIDED BY TWO LINES, EACH PARALLEL TO AND 10 FEET FROM THE FARTHER END LINE.

SECTION 11. Each Basket Ring shall be securely attached to the backboard. It shall have its upper edge 10 feet above and parallel to the floor and shall be equidistant from the vertical edges of the backboard. The nearest point of the inside edge of the ring shall be 6 inches from the plane of the face of the backboard.

SECTION 12. The Ball shall be spherical and a natural tan color unless there is agreement to use a yellow ball. For college and AAU games, it shall have a leather cover unless the teams agree to use a ball with a composition cover. For high school or YMCA games, it shall have a leather or composition cover. It shall be of the molded type in which the leather panels are not stitched together but are cemented to the spherically molded fabric which surrounds an air-tight rubber lining. Its circumference shall be within a maximum of 30 inches and a minimum of 29 1/4 inches for adults and within a maximum of 29 1/2 inches and a minimum of 29 inches for players below senior high school age. Its weight shall be not less than 20 nor more than 22 ounces. It shall be inflated to an air pressure such that when it is dropped to a solid wood floor from a height of six feet, measured to the bottom of the ball, it will rebound to a height measured to the top of the ball, of not less than 49 inches when it strikes on its least resilient spot nor more than 54 inches when it strikes on its most resilient spot.

NOTE—To be legal, a ball must be tested for resilience at the factory and the air pressure which will give the required reaction must be stamped on it. The pressure for game use must be such as to make the ball bounce legally.

SECTION 13. The home team shall provide a ball which meets the specifications of Section 12. If the ball is not legal, the Referee may choose to use the visiting team's ball.



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## WARM UP DRILLS:

Every player is requested to jump the rope, handle the ball, and take stretching exercises every day of the year 365 days a year.

1. Rope Jumping. While the entire team is encouraged to jump the rope each day, a special emphasis is placed on its importance to the awkward, big boy. He should jump at least five minutes a day each day of the year. A rope is checked out to each player, and he keeps it throughout the year. The rope should be made of 8-gauge cotton clothesline. Be sure it is long enough.

Rope jumping is the first activity in which the players engage. Why is this fundamental considered so important? Because it serves as an excellent warm up exercise and is a fine conditioner. The ability to move the feet close to the floor in a shuffling like action and with nimbleness is essential in basketball. Rope jumping develops co-ordination of hands and feet, thereby improving general footwork and hand action.

Some players, who could hardly jump the rope when they started, developed into expert rope jumpers by their sophomore year. It's as one coach said: "We may not have any very good basketball players, but we certainly have a great bunch of rope jumpers."

2. Ball Handling. This fundamental activity serves as an important part of our daily warm-up period. In addition to being an excellent warm-up exercise, it is a fine developer. It is not the intent to make a bunch of "Fancy Dans" out of the players, but rather to give them confidence in their abilities to handle the ball. This drill develops touch and feel in the hands and fingers. It develops quickness and firmness in handling the ball. The player should feel like the ball is a part of him, and he should feel confident that he can do whatever he chooses to do with it.

In the first practice session of each season, it is well to introduce the players to the basketball, discussing in detail its physical properties and how they relate to the basket, backboard, and court.

Players should learn that the ball has a minimum circumference of  $29\frac{1}{2}$  inches and a maximum circumference of 30 inches. The diameter of the basketball is between  $9\frac{1}{8}$  and  $9\frac{1}{4}$  inches. Since the inside diameter of the rim is 18 inches, two basketballs will go into the basket at once. The basket is twice as big as the ball. It's important for the players to understand this; otherwise they may

get the idea that *one* won't even fit. Every coach will agree there have been occasions when he wondered.

11. EVERY MAN A *49'er*!"

In executing the ball-handling drill, anything goes. The player moves the ball between his two hands in front of him. From this position he does the same thing from up over his head. Now he exchanges the ball fast from hand to hand as it passes behind the back, down between the legs. The players should learn to handle the ball between the two hands, and in one and two hands through feel and touch. The head and eyes should be up throughout the entire drill; the player should not look at the ball.

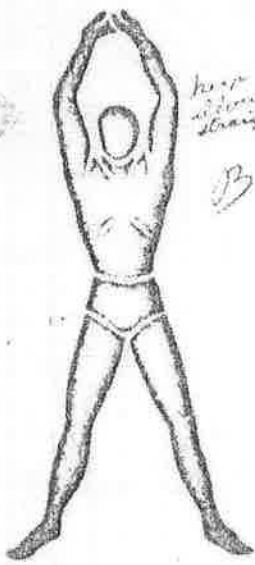
The player can develop into an expert ball handler by using this drill every day. Here again, it is amazing how much improvement is shown in all players from the beginning of the freshman year to the start of the sophomore season. This improvement is proof that the ball-handling drill serves its purpose in the developing program.

7. Faking is a part of ball handling. Therefore, the players learn to use good positive fakes in connection with the ball handling drill. This fake generally is of the two-hand chest pass variety. Keep in mind that in order for a fake to be effective, it has to look like the start of the real action; the player should actually start to make a particular play or move, and at the last possible moment change his mind. This is the most effective fake there is in basketball. The player should study his actions on various moves, shots, and passes in a mirror, and then attempt to develop the actual start of these actions into a fake. The head and eyes start most actions, and for this reason the head and eye fake is one of the best in basketball, particularly so on shooting.

8. Stretching Exercises. These exercises are used in conjunction with ball handling in the daily practice session. One player handles the ball for a minute or so—his partner is active with stretching exercises, some fifteen feet away.

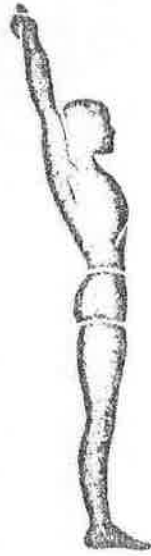
Exercises are used to loosen up the muscles that are most susceptible to injury in basketball. They also are used to improve flexibility and strength; improve and develop conditioning; improve reflexes and reaction time; develop spring; develop relaxation skill; and generally warm up the entire body.

Attention to the detail of execution is an absolute must if the athlete is to profit as he should from exercises. They must be done properly and with enthusiasm. Full extension and contraction should be stressed on all moves so that flexibility can be improved. The following exercises are stressed: (1) back thigh stretching; (2) touching the floor; (3) kneeling back bend; (4) standing spread leg; (5) touching the heels; (6) knee circling; (7) hip rotating; (8) ankle rotating; (9) head rotating; (10) running in place; (11) side saddle hop; (12) hurdle stretching.



A

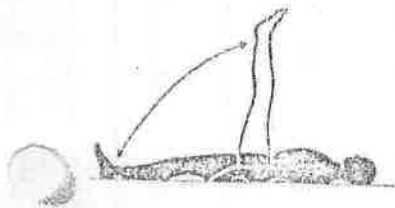
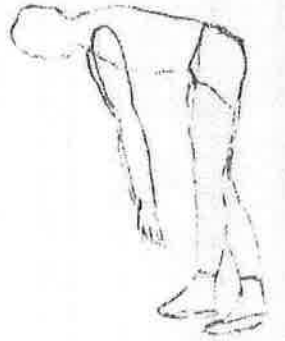
Shoulder stretch.



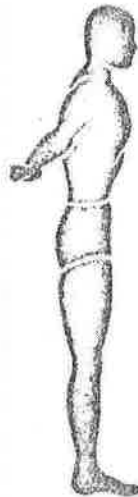
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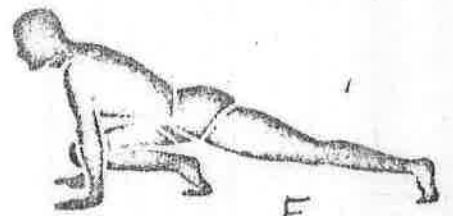
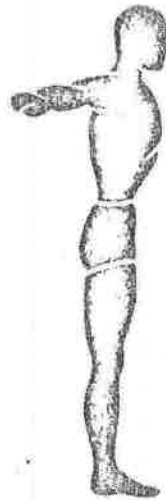
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D



Anterior shoulder stretch.



Ski stretch.



G



H



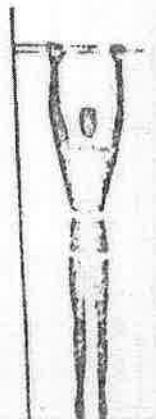
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J



K  
Hi Kick



L

4. Tipping and Basket Play. This drill is designed to teach timing, jumping, and touch. It is an excellent drill for the young, big boy as it does much to improve the skills around and under the basket. This is the place where the height advantage really tells, providing the tall player has the ability to play the ball at the height of a strong jump so that he is touching it back into the basket.

Players work in pairs on this drill. If, however, a player is working alone, he can do his own setting. One player tosses the ball high up on the board or in the air, much as the "setter" attempts to do in volleyball. His partner times his jump so that he is tapping the ball back into the basket at the highest point of his jump. The player should work to go up fast for the ball, and to play it at the highest point of his jump with a full arm extension. The fingers tap the ball back into the basket.

The player's timing should be such that he is playing the ball, not letting the ball play him. As soon as the tipper comes back to the floor, he should be ready to go up again quickly. *Insist on the "second effort" in rebound play.* The player who can react quickly and is up the second time after the ball is the guy who gets the job done. After three to four minutes of tipping from all around the basket, the partners trade tasks.

In conjunction with the tipping drill, the young, tall player should practice going to the floor for a loose ball and going back to the basket with it. The ability to get down low, to change positions fast from high to low and back to high again is important to the big player and can make him much more effective around the boards and on loose balls. The "setter" may drop or set the ball on the floor occasionally so that the tipper can get work on changing positions.





*Section 2*

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PRINCIPLES OF A SOUND OFFENSE

1. MUST PENETRATE THE DEFENSE
  - a. GOOD % SHOT - MUST BE DEFINED
  - b. STRESS INSIDE POWER GAME
  - c. BREAK DOWN PRESSURE
2. PASSING OPPORTUNITY TO ANYONE OF 4 TEAMMATES ATTACKS - PLAY OUT OF YOUR PATTERN RATHER THAN RUN PLAY AS SUCH.
3. FULL COURT - BASELINE TO BASELINE  
FAST BREAK EVERY OPPORTUNITY
  - a. FIRST WAVE - b. 2nd WAVE - c. FAST BREAK ENDS - SET PATTERN STARTS
  - d. TRANSITIONAL GAME - STARTS ON DEFENSE.
4. PROVIDES FLOOR SPACING 15 to 18' THIS CREATES OPERATING ROOM AND OFFERS GOOD PASSING AND CUTTING ANGLES.
5. PROVIDES GOOD OFFENSIVE BOARDS PLAY. REBOUND TRIANGLE AND LONG REBOUND AREA COVERED ON ALL SHOTS.
6. KEEP GOOD DEFENSIVE BALANCE
7. IT KEEPS THE DEFENSE OCCUPIED "ON" AND "AWAY" FROM THE BALL  
FORCES THE DEFENSE TO COMMIT ITSELF. MEANINGFUL PLAYER AND BALL MOVEMENT.



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PASS 

OPTIONAL PASS 

CUT or PATH OF PLAYER 

SCREEN 

CHANGE OF PACE ON CUT 

DRIBBLE 

SHOT 

GUARDS = G

FORWARDS = F

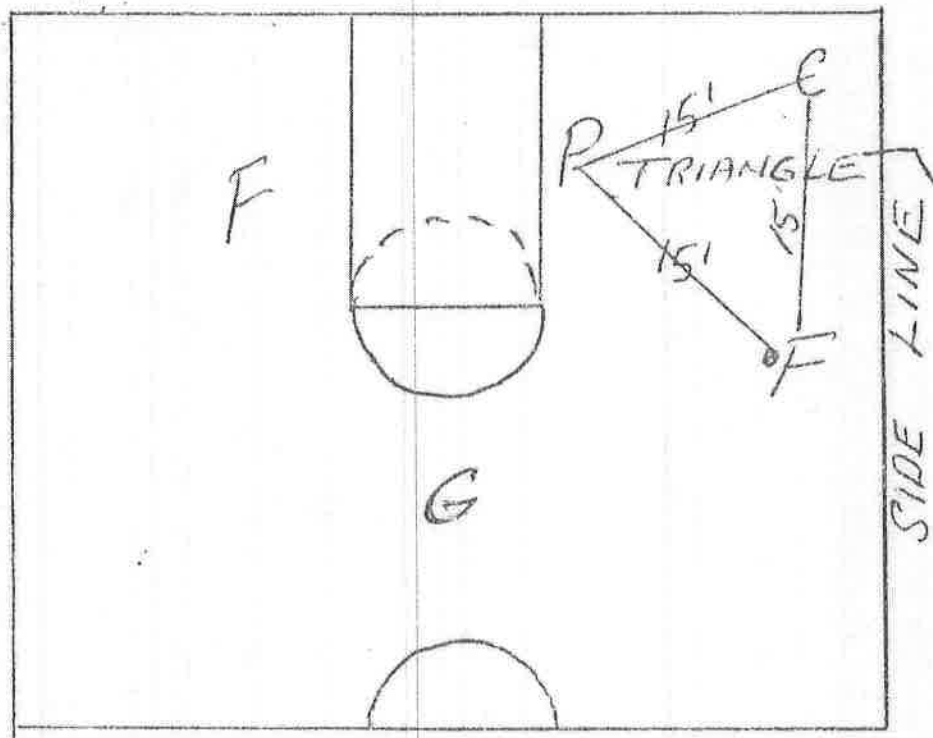
POST = P

MAN WITH BALL = (F)

DEFENSE = X (O)



# SIDE LINE $\Delta$ ATTACK ( $\Delta$ FORMED DOWN SIDE LINE)



ANYTIME WE ARE IN SPOTS INDICATED,  
WE HAVE FORMED A SIDE LINE  $\Delta$ .  
THIS IS THE "KEY" TO RUNNING THE  
SIDE LINE  $\Delta$  SERIES OF OPTIONS.  
ONCE THE  $\Delta$  IS FORMED WE ARE "SET"  
IN A "ONE GUARD FRONT" ALIGNMENT.



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### "LINE OF TRUTH"

DEFINED AS A LINE ACROSS THE COURT 3'  
IN FRONT OF FRONT LINE DEFENSIVE MAN  
COVERING THE MAN WITH THE BALL.

THIS LINE VARIES, THEREFORE, DEPENDING  
ON WHERE THE FRONT LINE DEFENSIVE MEN  
PICK UP THE OFFENSIVE PLAYERS.

### "MOMENT OF TRUTH"

DEFINED AS THE MOMENT THE OFFENSIVE  
PLAYER REACHES A POSITION APPROXIMATELY  
3' IN FRONT OF THE FRONT LINE  
DEFENSIVE MAN.



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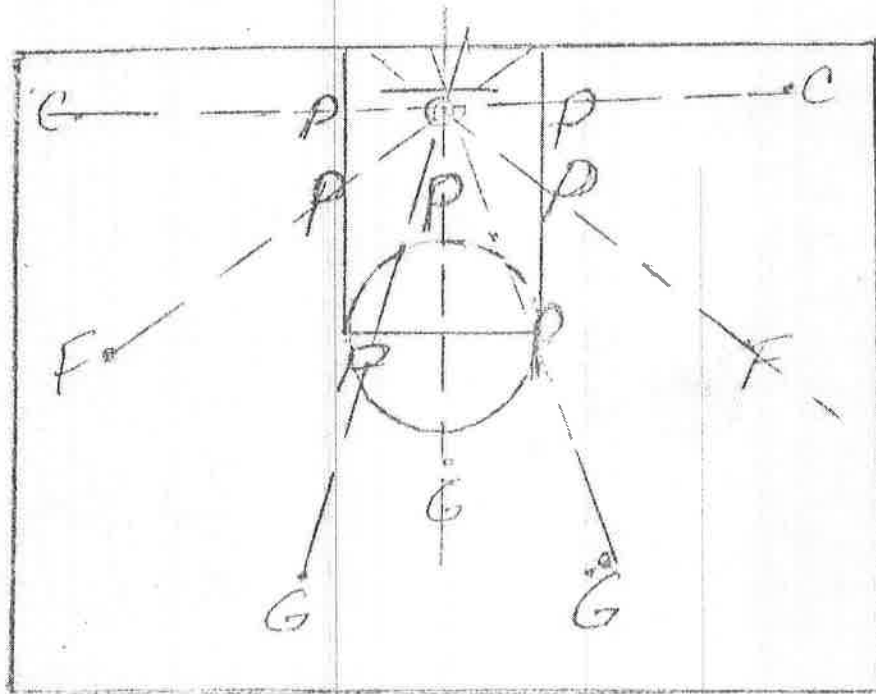
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### "LINE OF DEPLOYMENT"



LINE OF DEPLOYMENT: DEFINED AS A STRAIGHT LINE BETWEEN THE BALL AND THE BASKET.

THE POST MAN "SHAPES UP" TO RECEIVE THE PASS ON THE POST DIRECTLY ON THE LINE AND FROM 15' TO 18' FROM THE PASSER.

HIS POSITION ON THE LINE COMPELS THE DEFENSIVE MAN TO "DEPLOY" OUT OF POSITION

(CONTINUED)

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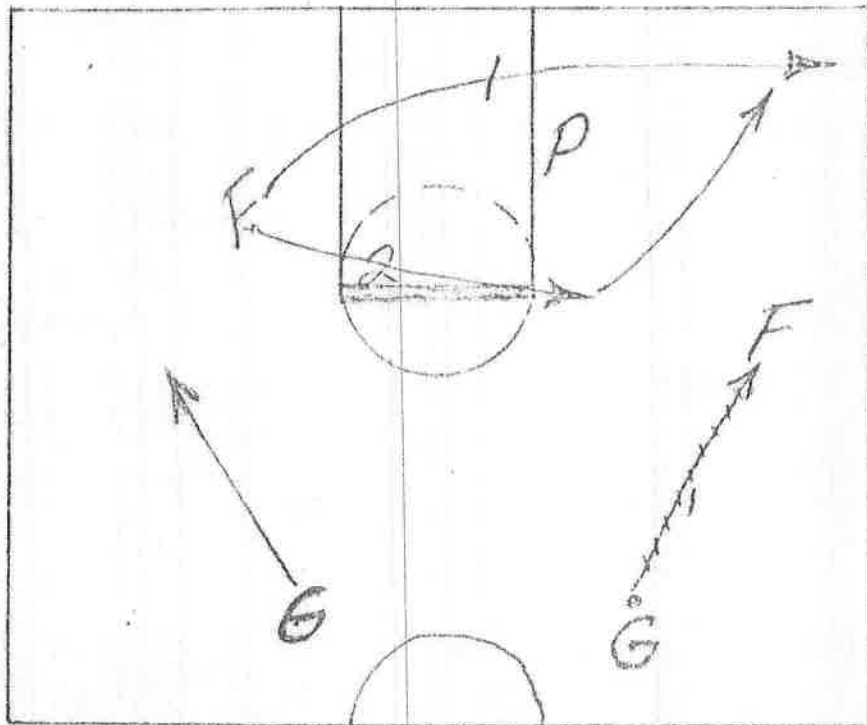
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METHODS OF FORMING  $\Delta$   
OFF #1 G TO F PASS.



WEAKSIDE FORWARD

1. WS FORWARD BASE CUT.
2. WS FORWARD OVER THE TOP.  
"BACK DOOR"



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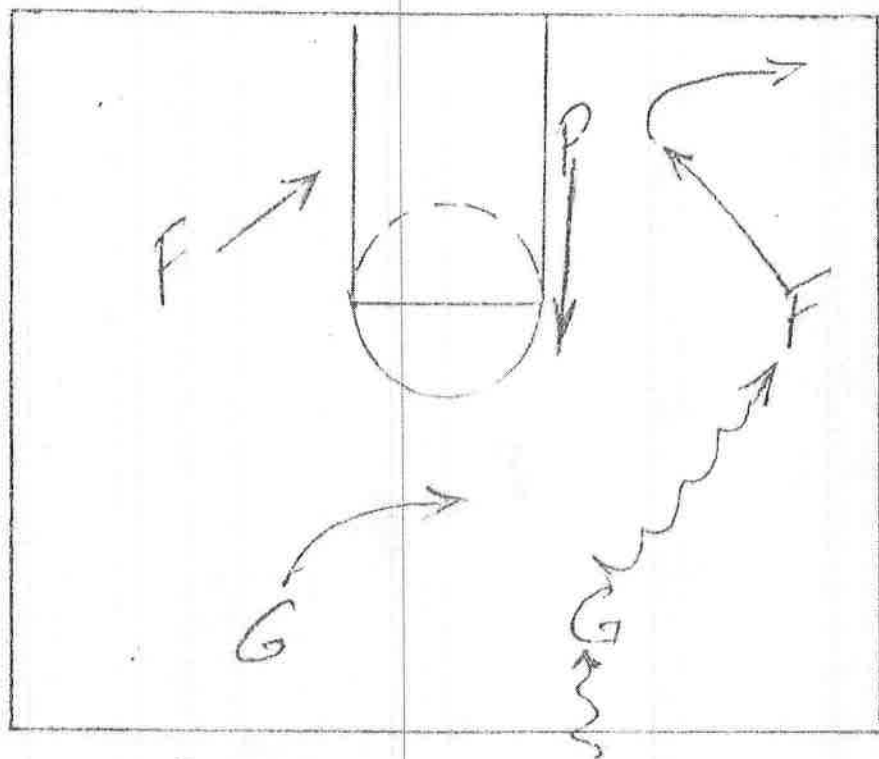
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### METHOD OF FORMING $\Delta$ (TWO GUARD FRONT) (CONTINUED)

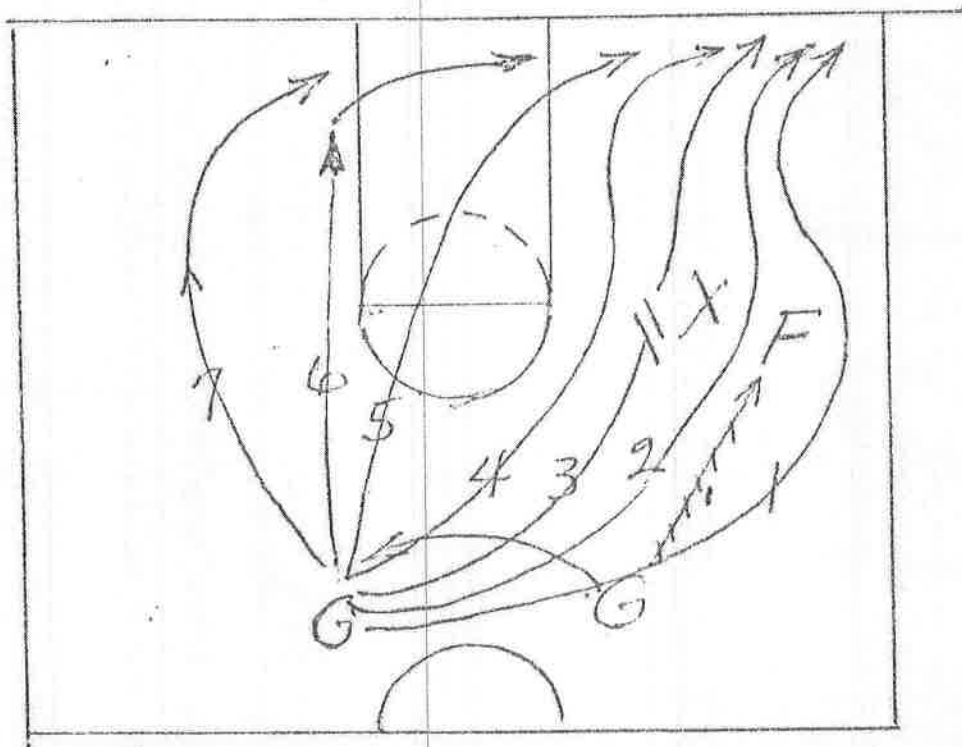


#### GUARD PENETRATING TO F SPOT

1. G PENETRATES TO F SPOT.
2. F REVERSES and CLEARS TO CORNER.
3. POST MOVES UP TO HI. SIDE POST ON G'S PENETRATING DRIBBLE.

# METHODS OF FORMING $\Delta$ (TWO GUARD FRONT)

(CONTINUED)



## WEAKSIDE G CUTS.

1. WSG OUTSIDE CUT.
2. WSG SLICE CUT.
3. WSG SCREEN CUT.
4. WSG INSIDE CUT.
5. WSG BASKET CUT.
6. WSG INTERCHANGE CUT.
7. WSG WEAK SIDE CUT.



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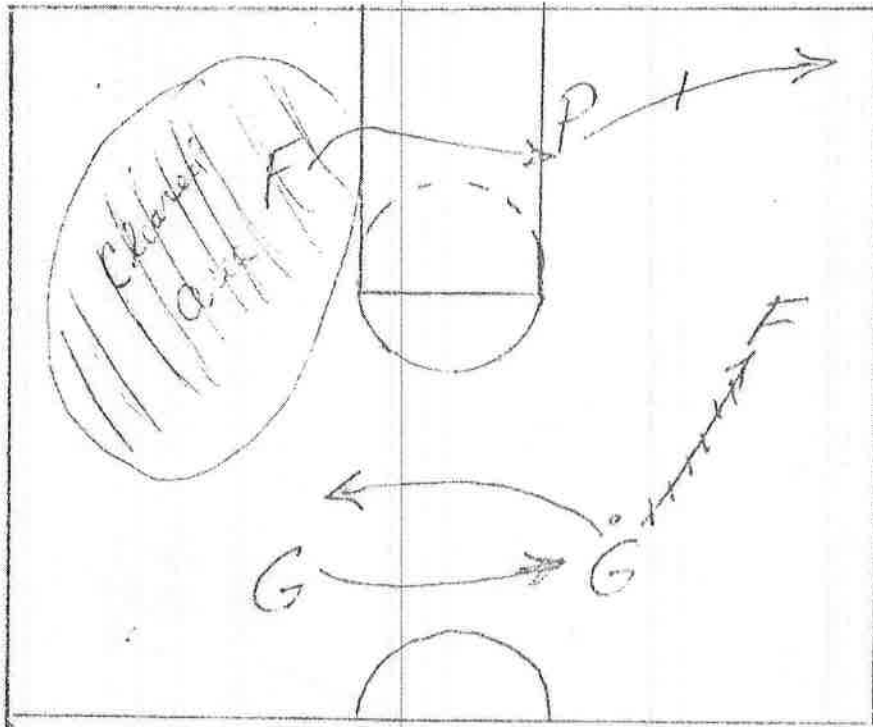
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METHODS OF FORMING  $\Delta$  OFF  
#1 PASS G to F. (CONTINUED.)



POST MAN

1. POST MAN MOVES TO CORNER ON #1 PASS G to F.
2. W.S. FORWARD "POPS" INTO THE POST.
3. G'S INTERCHANGE OUT FRONT.  
(NOTE! CLEARED AREA.)



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### SIDE LINE $\Delta$ ATTACK.

ONCE THE SIDE LINE  $\Delta$  IS FORMED — THE OFFENSIVE "ACTION" IS "KEYED" BY WHERE THE BALL IS LOCATED, (WHO HAS THE BALL).

WITH THE BALL AT THE FORWARD SPOT THE NEXT PASS (WHICH WOULD BE THE SECOND PASS IN THE SEQUENCES OF PASSES) IS TERMED THE #2 PASS.

THIS #2 PASS KEYS THE ACTIONS OF ALL FIVE PLAYERS — AS FOLLOWS =

- I. #2 PASS FORWARD SPOT DIRECTLY TO THE POST
- II. #2 PASS FORWARD SPOT TO THE POST — OFF THE LINE OF DEPLOYMENT.
- III. #2 PASS TO POST PARKING OUT TO WEAK SIDE. "OVER THE TOP PASS".
- IV. #2 PASS TO TOP OF CIRCLE GUARD.

II. #2 PASS TO WEAKSIDE FORWARD IN BACK DOOR SPOT (HI SIDE POST).

IV. #2 PASS TO WEAKSIDE FORWARD SNEAK

VII. #2 PASS TO "CORNER SPOT."

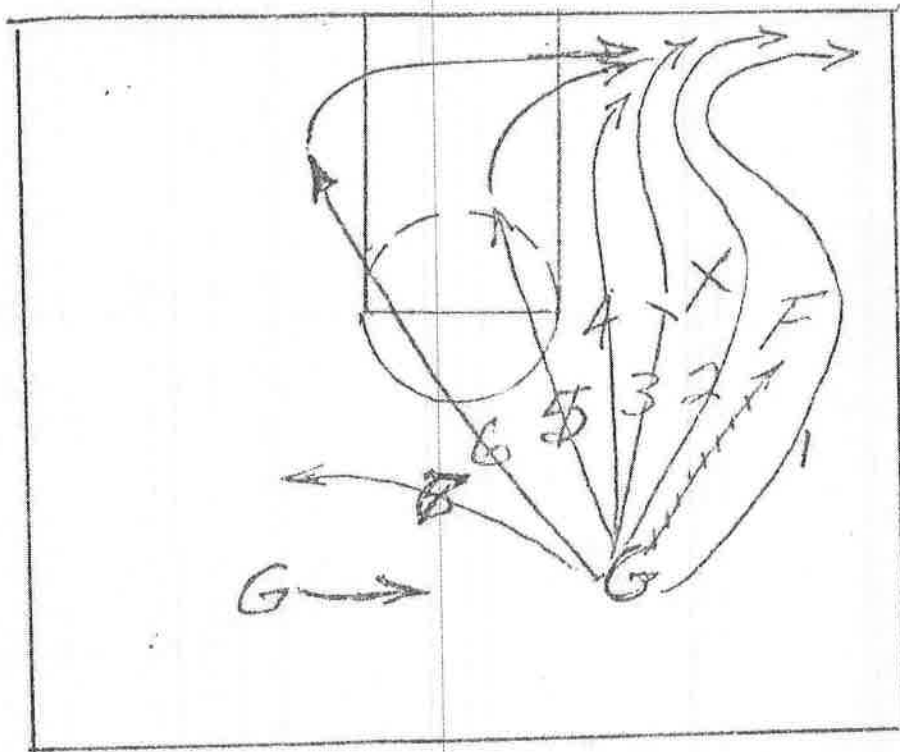
VIII. FORWARD PENETRATING DRIBBLE SERIES

PENETRATION ON THE DRIBBLE INTO THE FREE THROW AREA "KEYS" THIS SERIES.

THE PENETRATING DRIBBLE TAKES THE PLACE OF THE #2 PASS AND THEREFORE BECOMES THE "KEY" TO THIS SERIES.



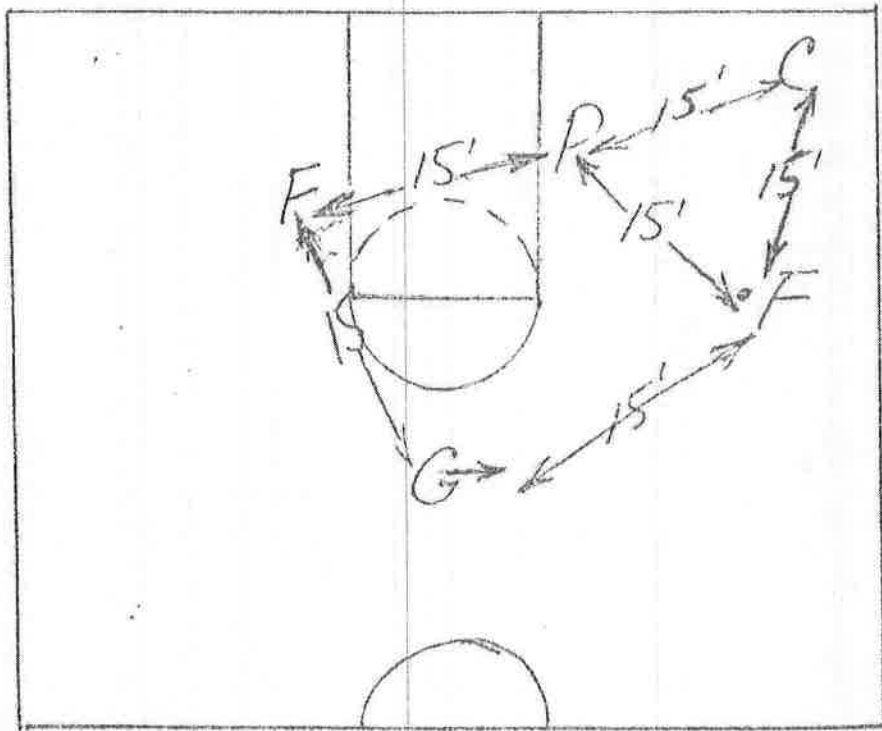
## METHODS OF FORMING SIDELINE TRIANGLE (TWO GUARD FRONT)



G TO F #1 PASS WITH BALL SIDE GUARD CUTS

- |                    |             |
|--------------------|-------------|
| 1. G OUTSIDE CUT.  | 7. G-G CUT. |
| 2. G SLICE CUT     |             |
| 3. G SCREEN CUT.   |             |
| 4. G INSIDE CUT    |             |
| 5. G BASKET CUT.   |             |
| 6. G DIAGONAL CUT. |             |

## SIDE LINE TRIANGLE SPOTS :



NOTE! 15-18' SPACING OF PLAYERS  
ALSO "OVER LOAD" PRINCIPLE.