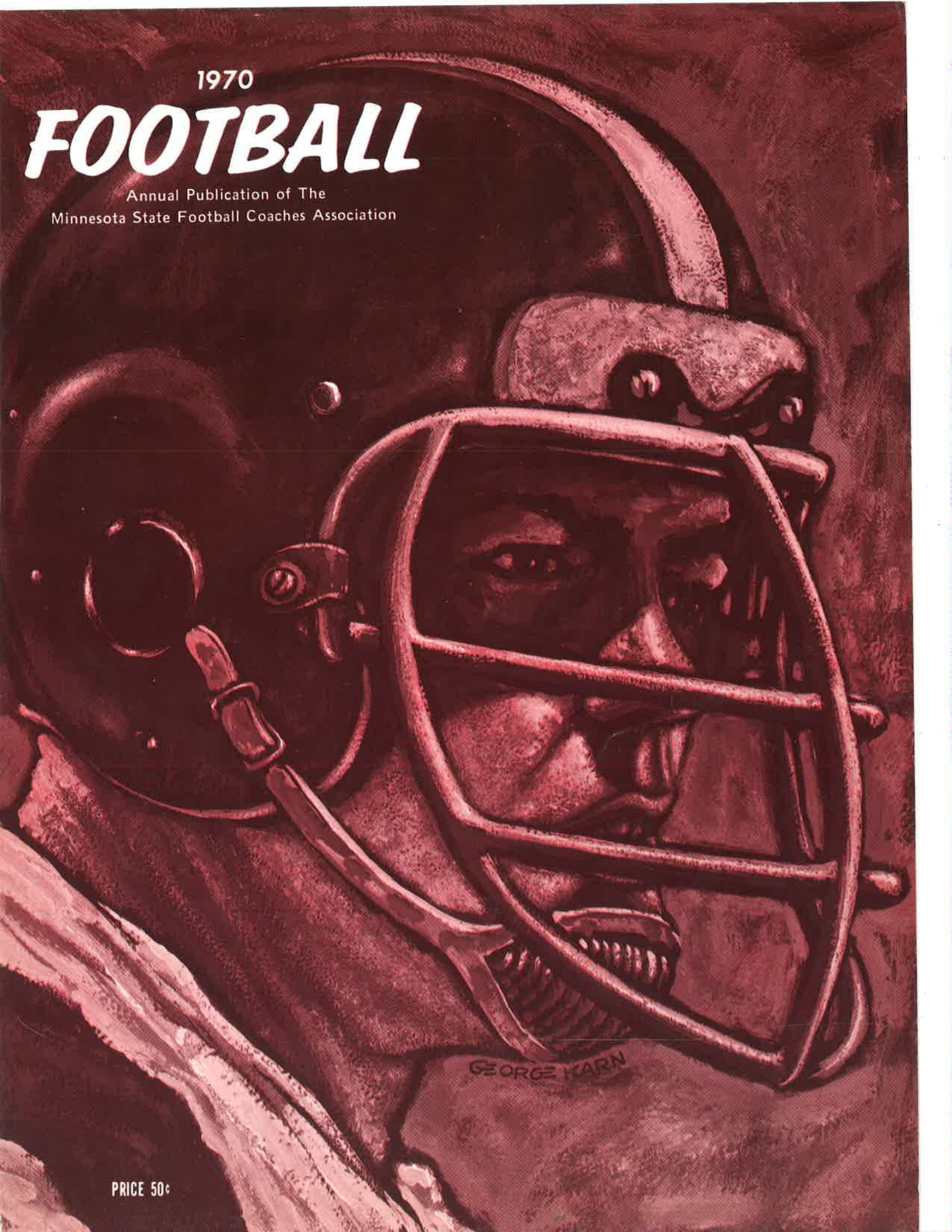


1970

FOOTBALL

Annual Publication of The
Minnesota State Football Coaches Association



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ANNUAL

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This publication is issued annually by the Minnesota High School Football Coaches Association as a media for the exchange of ideas and technique in the game of football.

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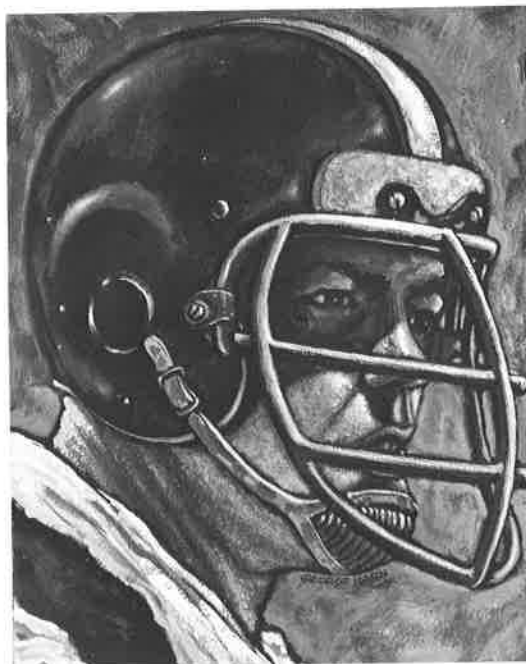
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Every year Artist George Karn out does himself with outstanding action for the cover of "Football" magazine. Karn, a former professional hockey player, hockey and football coach, has been a full-time commercial artist for 12 years.

Don't Withhold Services

by Duwayne Deitz

About The Author



DuWayne Deitz, highly-successful football coach at White Bear Lake High School, has left the prep coaching ranks to become head grid mentor at his alma mater, St. Thomas College in St. Thomas.

Deitz guided White Bear Lake to Suburban Conference football championships in both 1968 and 1969 and was named "coach of the year" in District 14 and Region Four in 1969.

A graduate of Minneapolis Southwest High School, Deitz received his degree from St. Thomas in 1956.

He has coached three all-state players - tackle Doug Jones (1961), tackle Chuck Stuemke (1965) and quarterback Jim Steinmueller (1969).

Recent salary negotiations throughout the state of Minnesota have strained the relationships between the members of the teaching profession and school boards. "Impasses" have become a household word as each faction has been unwilling to compromise their differences. Under Minnesota's "Meet and Confer Law", when an impasse occurs, an adjustment panel will be created (upon request) to try and resolve the difference between the disputing parties. These adjustment panels have lacked the necessary authority to force the parties involved to comply with their decision. This fact has resulted in extended and frustrated negotiations. Lacking the ultimate weapon — strike, teachers' organizations have been seeking alternative methods of obtaining their goals. One such method, the withholding of services in extra-curricular activities was implemented in several school districts the past year. The people confronted with the question of withholding their services have been confronted with a dilemma — should a teacher or a coach remain loyal to his colleagues or to the "kids" who are involved in his particular activity? The course of action that one takes depends on his personal convictions. It is the purpose of this article to express the feelings of one individual on the question of withholding extra-curricular services.

Professor Harry Dykstra of the University of South Dakota submitted the following criteria as essential for an occupation to be considered a profession: it is an activity which primarily involves the intellect; it consists of a specialized body

of knowledge which requires academic preparation; it provides for a lifetime occupation; it demands in-service growth; it establishes its own standards; it exalts service above personal gain; and it commands the respect of the public.*

Does teaching and coaching meet the aforementioned criteria? Yes, with the possible exception of one of the criteria — "establishing its own standards". Therefore, our basic responsibility as coaches is to establish and maintain a code of ethics.

There are reasons why I believe that the withholding of extra-curricular services is unethical. First of all, it violates the principle of an implied contract. Many attorneys are of the opinion that a contract, even though it may have expired, remains in effect as long as the parties involved do not indicate a desire to terminate their relationship. When a coach assumes his responsibilities at the beginning of a season without a contract and the school board does not indicate to him that his services are terminated, it is reasonable to assume that both parties have expressed a desire to continue their relationship within the terms of the previous contract.

In our rapidly changing society, the statement is often made that "the end justifies the means" — all we need to be concerned about is the legitimacy of our goals. Once, our goals are established, we need not concern ourselves with the rightness or wrongness of the methods used in achieving those goals. The Teacher's Code of Ethics and Professor Dykstra's criteria specifically state that personal gain should not be exalted. It is unjust, in my estimation, to demand loyalty, dedication, and personal sacrifice from students who have volunteered to participate in a given activity and then abandon them until salary negotiations have been guaranteed or a salary settlement approved by the parties involved. Postponed football games are difficult to reschedule due to the brief fall season and a conflicting winter sports program. I raise the question, do any of us as coaches have the right to deny a boy the opportunity to participate in a given activity, to win a championship, or to obtain a college scholarship?

A final argument against the withholding of

Continued on Page 49

* Professor Harry Dykstra, the University of South Dakota, Department of Secondary Education, a course entitled "Current Education Issues", 1965.

Continued from Page 4

Defensive drills are organized into four groups — interior linemen, ends, linebackers, and deep backs. We “recruit” a B squad coach to help when we are working on defensive fundamentals.

We add to our offense on Monday by working in groups and progressing to teams. We do a great deal of running of plays against dummies which I feel is important for timing and learning purposes.

We scrimmage our offense on Monday for about 15 minutes during the early part of the season and scrimmage our juniors during this time in the last half. Our scrimmages are very controlled with a very quick whistle.

TUESDAY: 1 hour 45 minutes

In addition to “First 12” we again have a blocking session. Most of Tuesday’s work is aimed at group and team work on offense and defense. Pass defense is always on Tuesday’s schedule.

We dummy our team defense, and I will usually run the scout team with the other coaches working with the defensive team. We scrimmage the goal line defense for ten minutes every week. We just don’t feel you can walk or dummy goal line.

We will run a few key play “live” from the 20 yard line on in but against the poorest defense we can find.

Punt protection is the end of our contact for the week. We feel this must be done live at least once a week.

WEDNESDAY: 1 hour 30 minutes

Wednesday is a non-contact practice with emphasis on the passing game, kickoffs, punt return, polishing of offense on dummies, and looking at opposition plays. We go over field goal situation on both offense and defense.

We finish practice on Monday, Tuesday, and Wednesday with wind sprints and seven man sled drills. Half the squad will sprint while the remainder work with the sled. We feel that sled drills take a lot out of our squad, and they serve a better contribution at the end of practice.

THURSDAY: 40 minutes

We wear full gear on Thursday and treat it as a practice day. Since our season is so short, we do a lot of teaching on this day but must guard against leaving game on practice field. We use our forty minutes in this manner:

5 minutes — light calisthenics

7 minutes — pre-game drills

10 minutes — walk through defenses

8 minutes — walk through punt protection, return, and blocking of punts

10 minutes — signals — we lay scrimmage vests on ground to simulate defenses

We feel that we must send them in thinking about up coming game, but we do not want a lot of yelling.

FRIDAY

I meet with the quarterbacks during the noon hour going over once again where and how we hope to move the ball. I do not believe in the theory “The Hay Is In The Barn” and our preparation is over. I attempt to visit with every starter, if just to say “hello” during the day. I supervise the cafeteria which makes this possible.

We ask the boys who are to be taped to be at the stadium no later than 5:45, others at 6:00.

We follow this time schedule:

6:10 — Quarterback meeting. We go over opening series and any last minute questions.

6:20-6:30 — Defensive linemen and linebackers meet with Coach Marv Kallenberger. Defensive secondary with Coach John Steffen.

6:30-6:45 — Dress

6:45-6:55 — Go over lineups with special emphasis on special teams.

6:55 — Take field for pregame drills.

7:15 — Return to stadium for 10 minutes.

7:25 — To field for game.

This weekly plan has changed some over the years, but basically this is what we’ve attempted to do. If you have any questions, feel free to write me at Austin. I would like to hear from anyone who has a good plan for M.E.A. week.

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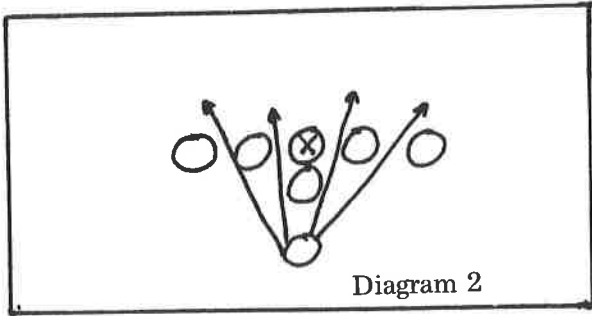
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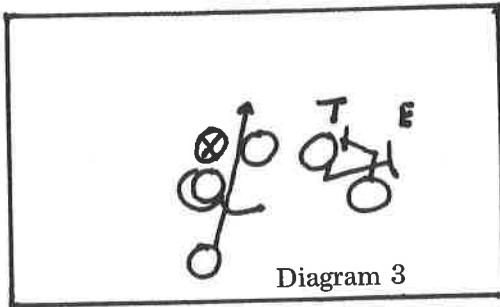
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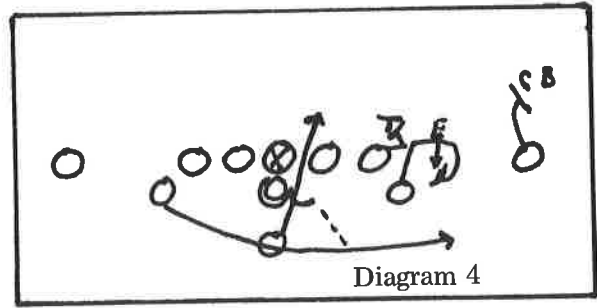
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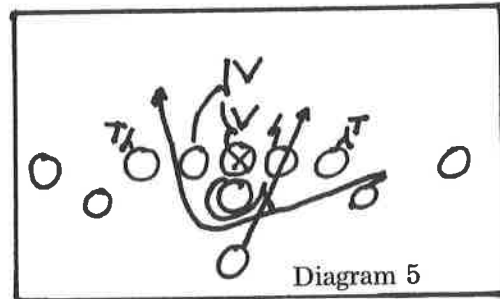
We base our offensive attack basically on speed and execution. We are not a large team and if we had to match our opponents with brute strength, we would be in serious trouble. We use a great number of quick openers (Diagram 2) with our fullback and the line screen blocking. This has been our bread and butter. Along with the quick openers, we will use the belly series off tackle and around end, with emphasis on the deception of our fake to the fullback on the quick opener.



The blocking we use on our off tackle belly (Diagram 3) is somewhat different than most clubs in that we trap the end with a pulling tackle instead of a guard. We also trap the defensive tackle with our halfback, which is an easy block as the tackle is usually looking down the line at the fullback. This enables a smaller halfback to be able to handle a larger tackle. With the use of a tackle trap instead of pulling a guard, we prevent the middle linebacker from keying on our guards, thus leading him to the belly hole.



The belly sweep (Diagram 4) has been our best long gaining play. We set this play up with our fullback quick openers and the off tackle belly series. The key to this play is to get the defensive end thinking inside. If he makes one step to the inside, no block is needed to get around him. If you can just get him to take a look to the inside, it is an easy loop block for our halfback to make. This play has worked successfully for us in many short yardage situations. On third and one, we will use it with the fake up the middle to the fullback. We get the end taking the step in and we are able to get outside for a long gain. The bellysweep also works well near the goal line against a gap type defense. Our linemen are told to seal the gap to the side where the play is going. Our halfback with the aid of the fullback fake, should be able to handle the end without any trouble. The key then is for our split end to keep his man wide enough to keep him out of the play or to drive him across the hole and have the ball carrier go outside of him.



The halfback cross (Diagram 5) goes hand in hand with our fullback quick opener and our belly

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Continued from Page 8

and to maintain a perspective. But it is also a problem to rebuild an ego during those losing seasons when the emotionalism attached to losing can give you periods of depression. Because of his own ego, a head coach may make some mistakes which can do him harm. If anything I say in this article can prevent some of our younger coaches from making the same mistakes I have made, then the article is worthwhile.

Quite often, whenever a new coach assumes a position he inherits a staff of assistants, some of whom may have wanted his job. Also, he usually installs a new system which the assistants have to learn and which they might not be in favor of. In addition to this, he is faced with the prospect of selling himself to a new group of athletes who must also learn new ways of doing things. Regardless of how you approach the situation you are starting less than even.

Faced with this situation it is often quite easy to make some big mistakes. The first of these would be to approach the situation thinking that you are going to impress the staff with your knowledge of the game and thereby take over many areas of responsibility that were formerly theirs. The second blunder would be to try to impress the kids with your coaching ability and knowledge of the game by wasting a lot of time on the practice field monopolizing all the instructional phases. The third big mistake would be to demonstrate to the fans at the game how you have complete control of every phase of the game and how you will call all the shots to prove who is boss.

A big mistake on my part right now would be to expound on the answers I have to solve these problems. I don't have pat answers. I have simply learned to apply some common sense practices which seem to work for me. I say "work for me" only because of assistant coaches like Jim Keeler and Geno Goedel who have been with me for several years and have been so important to the success we have enjoyed in recent years.

My personal guidelines are as follows:

1. Plan your total program together whenever possible.
2. Seek their opinions, borrow from their experience.
3. Give them areas of responsibility and don't infringe upon these if at all possible.
4. Organize your practices so all coaches have their "class" to teach. Don't waste time with your being the only teacher on the field.
5. Encourage your coaches to use their own techniques to motivate or improve learning. Listen to or watch them; you might learn something.
6. Let them build a good rapport with the boys; they need this "reward" just as much as you do. To be appreciated and respected by the boys who he works with is something a coach should not be denied.
7. Don't always place yourself in the center of things. Treat everyone as equals — they may be "superior" to you.
8. Make yourself available to discuss things with your coaches. Another viewpoint can be invaluable.
9. Don't shoot a coach down to build your own image. If you don't approve of what they are doing or how they are doing it, discuss it off the field or on the sideline, but by all means discuss it.
10. Make use of your staff during the game. Organize what each coach will be expected to do and let them carry it out. All of the coaches are on display during a game so let the fans be aware of their importance to the successful outcome of the game. Above all, don't think for one minute that you can do an adequate job of supervising this action by yourself.
11. Don't ever give an order when you make a request.
12. When the news media are looking for interviews, want pictures, or perhaps a speaker, don't forget how good it can feel. This is a reward to be shared.
13. Do everything you can to get the coaches totally involved in the emotional aspects of win-

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men with the necessary confidence, open mindness, to his thankless job and we convince him that there is a possibility of success and actual enjoyment. It is a "brain-washing" job. The first thing that we get across to him is that you have to block the defense line "as it is" whether in position intentionally or by accident; that the one equalizing factor is that each team has the same number of players and that a defensive team overly strong in one area has to have a weakness in some other area; and that the offensive line really has the advantage. They know where the play is going "the point of attack" and when. And most important that once "master" the offense is superior to the defense. That if every offensive player makes the proper adjustment that the strength of the defense can be turned into a weakness. I personally believe this is true, but it takes time, smart ball players, and experience.

All my good ball teams had experienced offense line men. My 1960 team had six of seven off line-man who played three years together. They blocked every type of defense from a 4-5 to the 9-2; in one game they ran seven touchdowns in 9 plays. But they had fair speed, good intelligence and lots of experience, but not really very large.

So now, how do we get this to a green player, "fast," in only a couple weeks. Well, you really don't. That is why the defense tends to dominate early in the season. But here is the past history, what we do to try and speed up the learning process.

At one time, we thought it best to start our offense line against the even defensive line for a couple of days, then introduce the odd and finally the blitzing line backer. However, there seemed to be a severe set back in our progress each time we made a change and too when we went back to the original defense they too were also very confusing to block. So now, what we do is approach the problem from a gap eight defense and attack the problem as being the same along the whole line rather than that of each individual player. According to our blocking hole rules we block the gap eight on an individual basis. Actually, this is very important, because with the stunting defenses the defense man that an offensive player must block is the one who comes through his gap area; and he must block this man immediately, forcibly, and on a one to one basis. On our trap plays, the man at the hole must block in the first man he can block in the next man is trapped. Now, any time a defense man can be blocked "in" we consider that he is "gapped". We let the offense man at the hole make this decision. Even if the man should be "head" on him we consider this opponent "gapped" if he is blocked "in"

and no other opponent passes through the "inside gap." If a team puts two men through a gap then a good block on the first should at least delay the other.

This brings up a very important coaching point. Concentrate on having the block thrown on the line of scrimmage. This is best learned against a gap 8. Players assigned to sealing for the trap man must block anyone from head on the trap men to head on himself. Before releasing to block line backers, he must make sure that no opponents enter the path of the play previous to the linebacker. In other words, in stunting defenses the linebackers are on the line. You don't have to go looking for them, they are right there and really quite easily blocked, if they don't get past you. There seems to be a feeling among blockers of every level of experience that as long as they, the blocker, keeps running all is going well. Simply, the tackler is not interested in the blocker, but the ball carrier. So, you as an offense linesman, must go to the defense man, the very first one, not the safety. If you go past the first defense man you won't block the second, and if you do the block was wasted. Don't worry about the safety. Any good running back can beat the defense man coming "head" on.

We have found that there is a more continuous

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Continued from Page 12

for wanting to progress. A team has to improve from week to week to encourage learning and winning. We have 12 objectives. A few of them are: No fumble, no off-sides, 200 yards rushing, and 100 yards passing. Some of our objectives have been discarded and new ones have been added.

Players must understand that if these objectives are attained, you will be a better offensive team than the one you battle with on game day.

Every year we set up principles of attack. If you are to be a good, or hopefully the best offensive team, you must operate on principles that have proven to be successful. Take a hard look at your offense and see if it has:

Adaptability — Can your offense fit the manpower available? Bring out their strengths, not weaknesses.

Simplicity — Does he understand? This work is used a lot. Be sure it is true. As your players learn more and more, you can raise your levels of simplicity.

Versatility — Does your offense pose different problems for your opponent's defense? Can you trap penetrating lines? Can you power soft lines?

Aggressiveness — Does your offense encourage a boy to be aggressive? Check your blocking drills, player's attitude, etc.

Surprise — Does your offense have the capacity to surprise an opponent? Great battles in history have been won by the element of surprise. Can you teach a simple play on formation in 10 minutes? You don't have much more time for a one shot chance.

Specialization — Does your offense allow you to specialize your player's talents? For example, if your halfback can pass, add the halfback pass.

Programming for the average player — Does your program teach and result in your average players being better than your opponent's average player? Let's face it, we all do not have 11 superior athletes.

Player Appeal — Do your players like your offense? Fun is still a part of good football. Pride in what they do is also a part of good football.

Consistency — Do your basic plays have high consistency? Each year one must eliminate plays that yield a low consistency. If plays are executed with the best of the players abilities, yet the defense can minimize their gains, then throw out the play.

Using the philosophy mentioned with the talents of our players, we proceeded to develop our 1969 offensive team. It was very obvious that our basic offense would be the running attack. We built our offense placing personnel position by position with a reason for every move.

I hope the Hamline offense will always be punishing by nature. We wanted the ball. We wanted to keep the ball. We wanted to attack defenses. A sound and aggressive running attack gave our offensive its background.

The plays we ran and the passing offense we selected depended upon our personnel and philosophy. We know that a running game without an adequate passing attack was not an intelligent way to attack defenses. If you cannot pass adequately, too much pressure can be mounted against a running attack. Several years ago we had some outstanding receivers and a quarterback, so we built our offense around the pass. Our offense was much more exciting for spectators to watch but very hard on our defense. When we had a bad day, our defense ended up playing most of the time. Needless to say that after three incomplete passes and a punt, only 30 seconds had elapsed and the defense was back on duty.

After evaluating our personnel and placing them in their best positions (using their strengths, not weaknesses), we felt that this team would write its own history. We never attempt to copy past teams or other teams. We may borrow or modify some ideas, but we never completely copy.

How we placed our personnel and why we did what we did will follow. Since our end with the best hands weighed only 140 lbs., we felt it mandatory to split him. Our tight end was slow but had

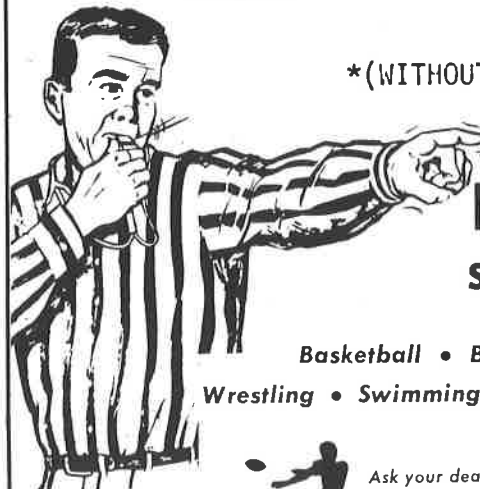
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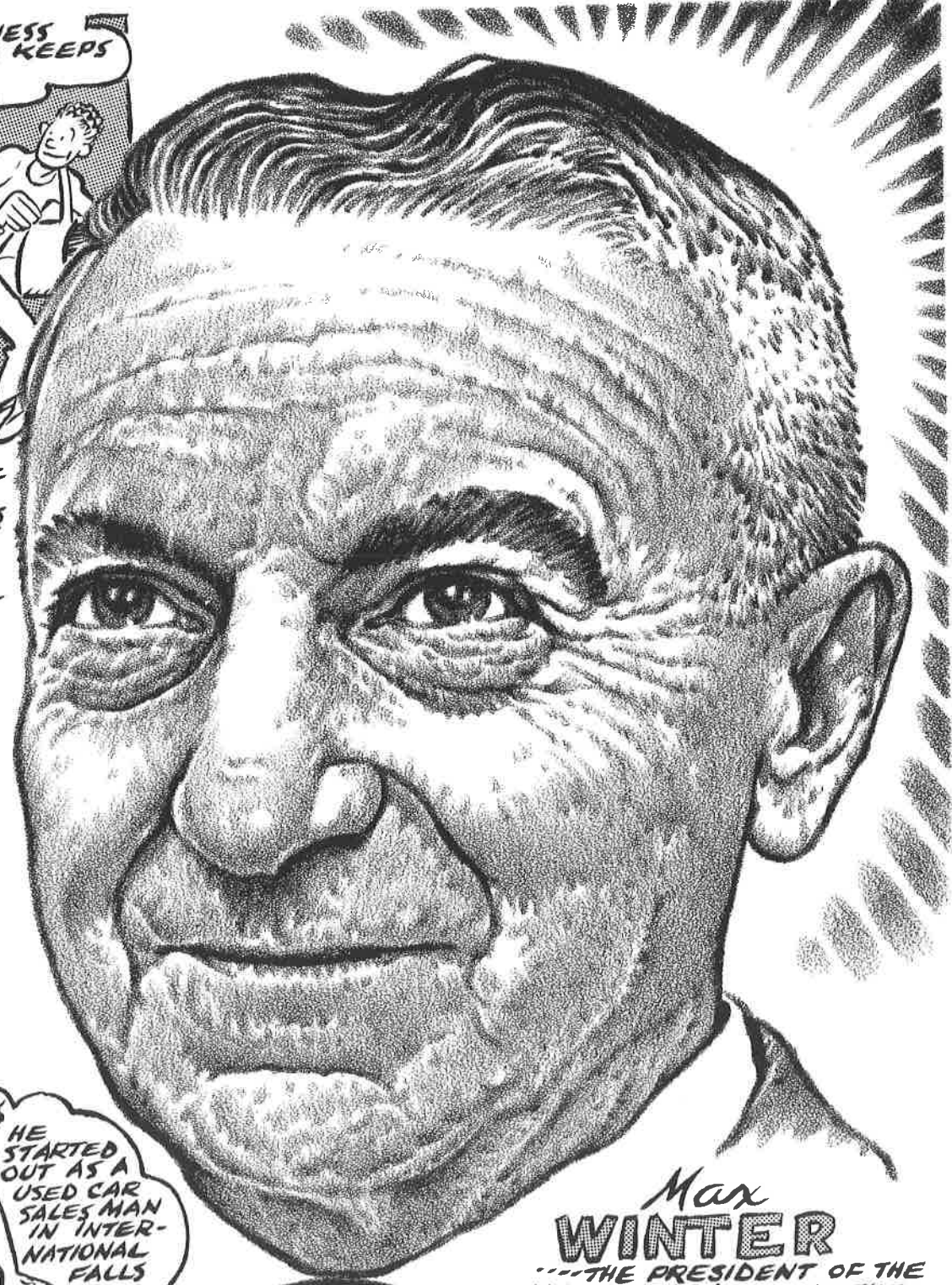
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-JIM NELSON

Continued from Page 16

children here. Some of our best athletes come from such families.

Most of our team members have their first athletic experience as sophomores. We have many weird stories about our boys putting on their uniforms for the first time. We always have a few who want to wear their hip pads backwards with the tail piece protecting them where most needed.

Because our tenth graders have not played organized football they do not attend the first two weeks of fall practice. We coaches do not know what sophomores boys are going to participate, so we must wait until they are attending classes before making our appeal for them to become football players. Our sophomore coaches have a critical problem trying to get a team on the field for their first scheduled game. Other sophomore coaches are able to use the two weeks pre-season practice.

After five or six days of practice it becomes necessary for our sophomore team to play its first game: many times it becomes necessary to set the boys by position for they haven't learned their teammates' names as yet! It doesn't seem fair to expose these inexperienced boys against rich in football experience players. This initial game (played under these circumstances) tends to develop a defeatist attitude among our young boys.

The location of our practice field several miles from school poses another problem. We spend about thirty minutes a day on the bus going to and from the field. If a boy is detained, he misses the bus and must walk to the field or miss practice altogether. Bus service often becomes a problem although in the past few years it has improved, yet a year doesn't go by where the bus fails to come and we have to move our practice to the gym. Due to their heavy scheduling the bus does not stay with us during our practice. Late in the season when the weather becomes unstable we often spend a few miserable unwanted hours in the rain and snow waiting for a bus to return. We have had the experience of a bus arriving an hour late on a game day! If you ever want a team to go flat, charging out of school to find you must wait an hour for a bus.

All sophomores take physical education five days a week. It is here that we try to promote sports. Our physical education classes are well-rounded but it is here we can test the physical talents of our boys. We do a lot of talking and promoting to get these youngsters out for the different sports. These boys are bashful and feel they have nothing to offer a team but we encourage them to try.

Our team captains come into these classes to talk to the boys and encourage them to try a sport.

We certainly tell our students to "come on out. Let us try to coach you. Give us a change to know you."

We are grateful if we end a football season with thirty sophomores, because we know that we shall pick up more boys who try out the first time as juniors. These juniors ask if it is too late to come out for football and we ask, "Where were you last fall? Why didn't you come out?"

They say that they didn't know anybody, but now they have friends who play and they want to get on the team. We welcome these juniors because we understand how they felt as sophomores. These juniors, too, have to be taught how to put on a uniform and all the fundamentals of the game. It takes a lot of coaching to bring these boys in a short period of time to the standards of football that we have in the city.

One of the inequalities a Vocational student faces is that he has to pay bus fare to and from school each day. Bussing of students in Minneapolis is not foreign to our school system, but our students must provide their own transportation. This expense is a real hardship on some families and I feel that there are students who very much need a trade training but are discouraged by the bus expenses.

Some people think of Vocational as a black-board jungle, but this is far from the truth. Our students have selected a trade and set a goal for themselves. They fool around far less than most high school students. Our minority groups mix well. From this standpoint don't feel sorry for a Vocational teacher or a coach. We just don't have

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STANDING BY IN SPORTS

a game involving conference grid champions last fall. Albany won the Central Gopher Conference title and Wadena was co-champion in the Mid-State Conference. Champions of the two leagues will meet at the home field of the Mid-State king in the fall of 1970.

*Another inter-conference game last fall found Chokio-Alberta of the Pheasant Conference defeating New London-Spicer of the West Lake Conference by 20-16. Jerry Lindor scored on a seven-yard tackle-eligible touchdown pass for Chokio-Alberta's winning points.

*Hutchinson's Bill Snyder, Region Three coach of the year in 1969, has stepped down to become assistant senior high school principal at the school. Succeeding Snyder will be Graydon (Grady) Rostberg, who joined the Hutchinson faculty in 1969-70 as freshman coach. Rostberg, a nine-letter winner at Mayville (N.D.) State College, coached at Brownton six years before moving to Hutchinson.

*Dr. Lloyd Hollingsworth, athletic director at Gustavus Adolphus College and former head grid coach for the Gusties, was presented the NAIA (National Association of Intercollegiate Athletics) award of merit this past year in Kansas City. The award was for service as state and district NAIA chairman, national football committee member, football rating committee member and the first editor of the Football Coaching Clinic Notes, now

a regular feature of NAIA. In 15 years as head coach at Gustavus, Hollingsworth had a record of 94-35-5. Hollingsworth was one of six named to the Minnesota High School Football Coaches Association Hall of Fame just a year ago.

*Dilworth High School's football Locomotives chalked up one of the state's most unusual records in the fall of 1959. Coached by Gary Ahlgren, Dilworth out-scored its nine opponents by 339-2, yet lost one game! The Locomotives bowed 2-0 to Pelican Rapids in the game that decided the Heart O'Lakes Conference championship on Friday, Sept. 26, but recorded shutouts over Frazee, Perham, Hawley, Elbow Lake, Barnesville, Thief River Falls, East Grand Forks and Glyndon-Felton in its other eight starts.

*Henning High School is staking claim to the state's top football record over the past 13 seasons. From 1957-69, inclusive, Henning's football Hornets have an overall record of 92-11-4, according to Cliff Buchan, and have posted undefeated marks six times. In the past seven years, Henning is 53-3-1 and the Hornets will carry a string of 19 straight victories into the 1970 season. Henning coaches in this stretch have included DeWayne Kurpui, Jim Miller, Marland Nohre, Merle Hall and Harlen Sundahl.

*The new head football coach at Waseca High School is Gerald Nelson, top assistant under Jim

Continued on Page 48

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Ted Peterson
Lew Swearingen*

1966

*Bert Baston
Lester S. Barnard
Red Hasin
Red Hastings
John Gagliardi
Lefty ranweiler*

1967

*Francis "Pug" Lund
Louis Todnem
Paul Giel
Cliff Morlan
Joe Markley*

1968

*Lee Brockmeyer
Sid Hartman
Charles "Bud" Wilkinson
Elmer Wigen*

1969

*C. P. Blakeslee
Dick Bradley
Ray Christenson
Jim Byrne
Lloyd Hollingsworth
Pete Guzy*

Regional Coaches Of The Year

Top Coaches In Minnesota Football In 1969

REGION ONE—ART HASS, Austin

REGION TWO—WES WISTROM, Jackson

REGION THREE—BILL SNYDER, Hutchinson

REGION FOUR—JOHN HANSEN, Osseo

REGION FIVE—PETER M. HERGES, Albany

REGION SIX—JOHN CONZEMIUS, Wadena

REGION SEVEN—DICK FORBORT, Duluth Morgan Park

REGION EIGHT—JERRY SONNEK, Blackduck



REGION ONE—

ART HASS,

Austin

One of the real veterans of Minnesota prep coaching ranks, Austin's Art Hass, concluded his high school football coaching duties in spectacular fashion last fall.

Hass, who wound up 29 years as a prep mentor, directed Austin High School to a perfect 9-0 record and the Big Nine Conference championship and has been chosen "Coach of the Year" in Region One.

Austin's Big Nine title was its sixth under Hass, with the Packers previously taking championships in 1957, 1958, 1959, 1961 and 1966.

In addition to the Big Nine crowns, Austin was rated No. 1 in Minnesota by the Minneapolis Tribune in 1961 and earned the top rating of the St. Paul Pioneer Press three times - 1959, 1961 and 1966.

A graduate of Coe College, Hass coached in three Iowa schools - Fayette, Grundy Center and Decorah - before becoming head coach at Austin in 1953.

While giving up the football coaching duties at Austin, Hass will remain active on the sports scene because he will devote full-time duties to the school's athletic directorship.



REGION FOUR—

JOHN HANSEN,

Osseo



John Hansen, head football coach at Osseo High School, directed the school to its eighth successive Skyline Conference championship last fall and his efforts have been rewarded by his selection as Region Four's "Coach of the Year."

Capitalizing on defense, Osseo blanked six of its opponents in 1969 and out-scored its foes by 233-28. Two Osseo players were chosen to the all-state team.

Hansen joined the Osseo system in 1952 after graduating from Hamline University and has had 10 conference football championships in those 18 years. Four Osseo teams have gone undefeated under Hansen and his overall record is 107-40-11. In the past eight years, when Osseo has captured the Skyline Conference championship each season, Osseo's overall mark is 67-7-4.

A graduate of St. Louis Park High School, Hansen played football at San Diego and Norfolk while serving with the U.S. Navy and also was a member of the Navy Olympic track team. He lettered in football, track and tennis while a student at Hamline.

REGION FIVE—

PETER M. HERGES,

Albany

Albany High School's football team won its third Central Gopher Conference championship in four years in the fall of 1969 and capped a perfect 10-0 record by defeating Wadena's Mid-State Conference champions 28-0 in a playoff game between the two league titlists.

Those achievements have earned Region Five "Coach of the Year" laurels for Peter M. (Pete) Herges, who has been Albany's head football coach the past 15 years.

Herges has an overall 87-34-4 record at Albany and three times has had undefeated teams (1966, 1967 and 1969). The 1969 club out-scored its 10 foes by 368-46.

Albany has steadily moved up in state prep grid ratings in the past four years. It was rated 25th in 1966, 16th in 1967 and finished No. 2 among the state's small schools in the St. Paul Pioneer Press ranking last fall.

In the last four years, Albany's overall mark is 34-2-1.





REGION EIGHT—

JERRY SONNEK,

Blackduck

Jerry Sonnek, head football coach at Blackduck High School, is in his first coaching assignment and has been selected "Coach of the Year" in Region Eight after only four years as a prep mentor.

Sonnek's Blackduck won the Northland Conference title last fall and finished 6-1-2 overall. In four years at Blackduck, the school has a 30-3-2 overall football record under Sonnek's direction. During that stretch, Blackduck once ran off a 16-game winning string.

A graduate of Wells High School, the 28-year-old Sonnek holds his bachelor's degree from the College of St. Thomas.

Blackduck has garnered two conference championships in Sonnek's four-year tenure at the school.

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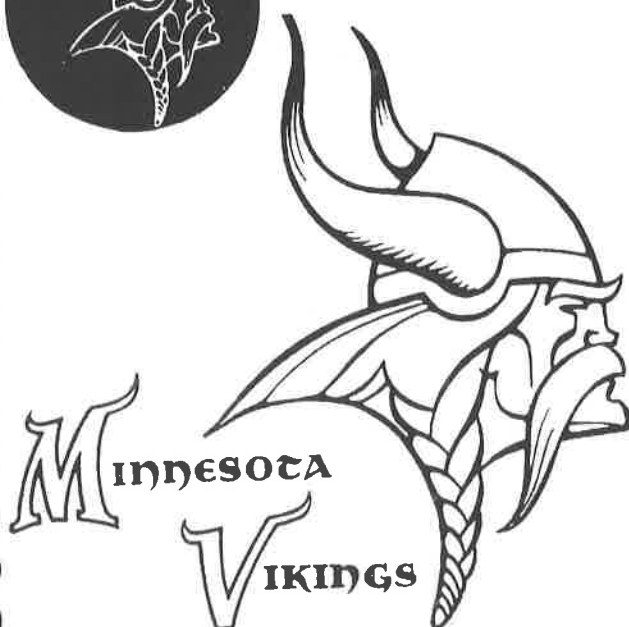
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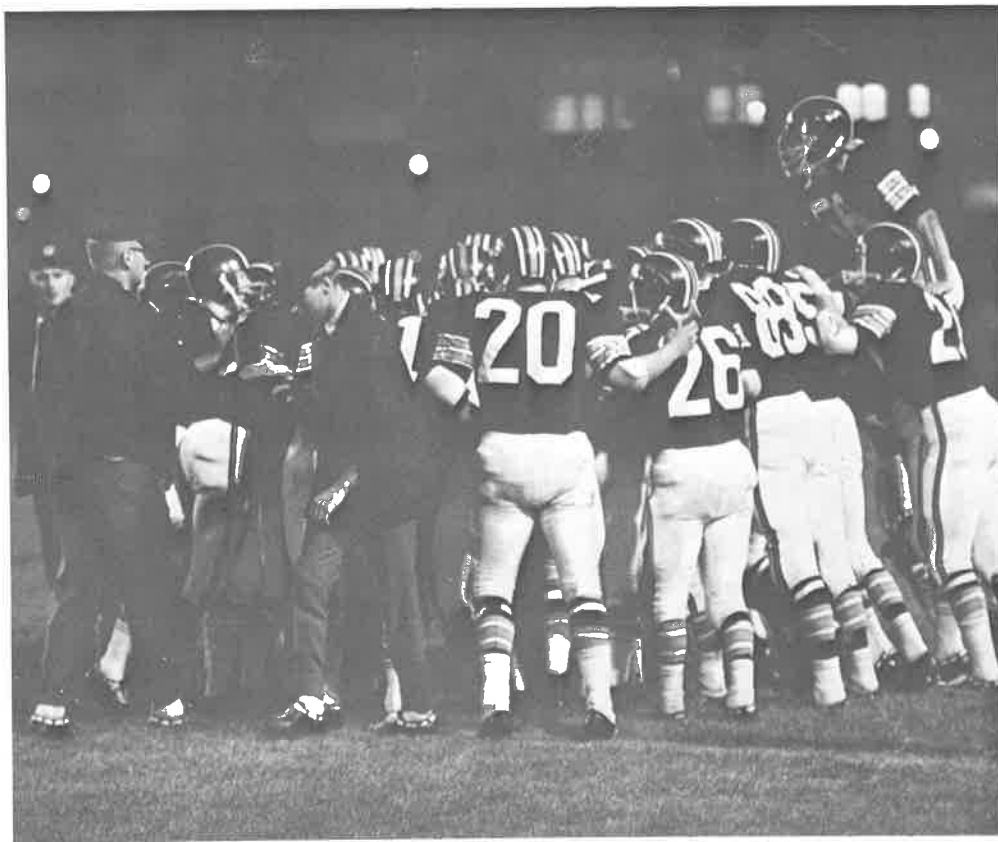
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Jim Sharp, Minneapolis Edison, all city junior fullback pulls in a pass and goes for a long gain against Minneapolis Washburn. Edison lost to Washburn in a hard fought battle 28-20.

MOTION PICTURE

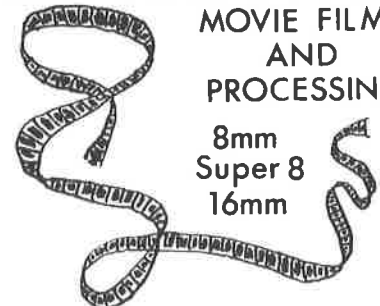
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Marshall's QB No. 11 Chuck Bloome picks up yardage against Redwood Falls in a game Marshall won 36-0. Redwood man coming up is Jay Smith No. 33.

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Terry Larson (40), one of the many fine backfield performers for Hamline University, is pictured above as he swept end in Hamline's game against the University of Minnesota, Duluth.

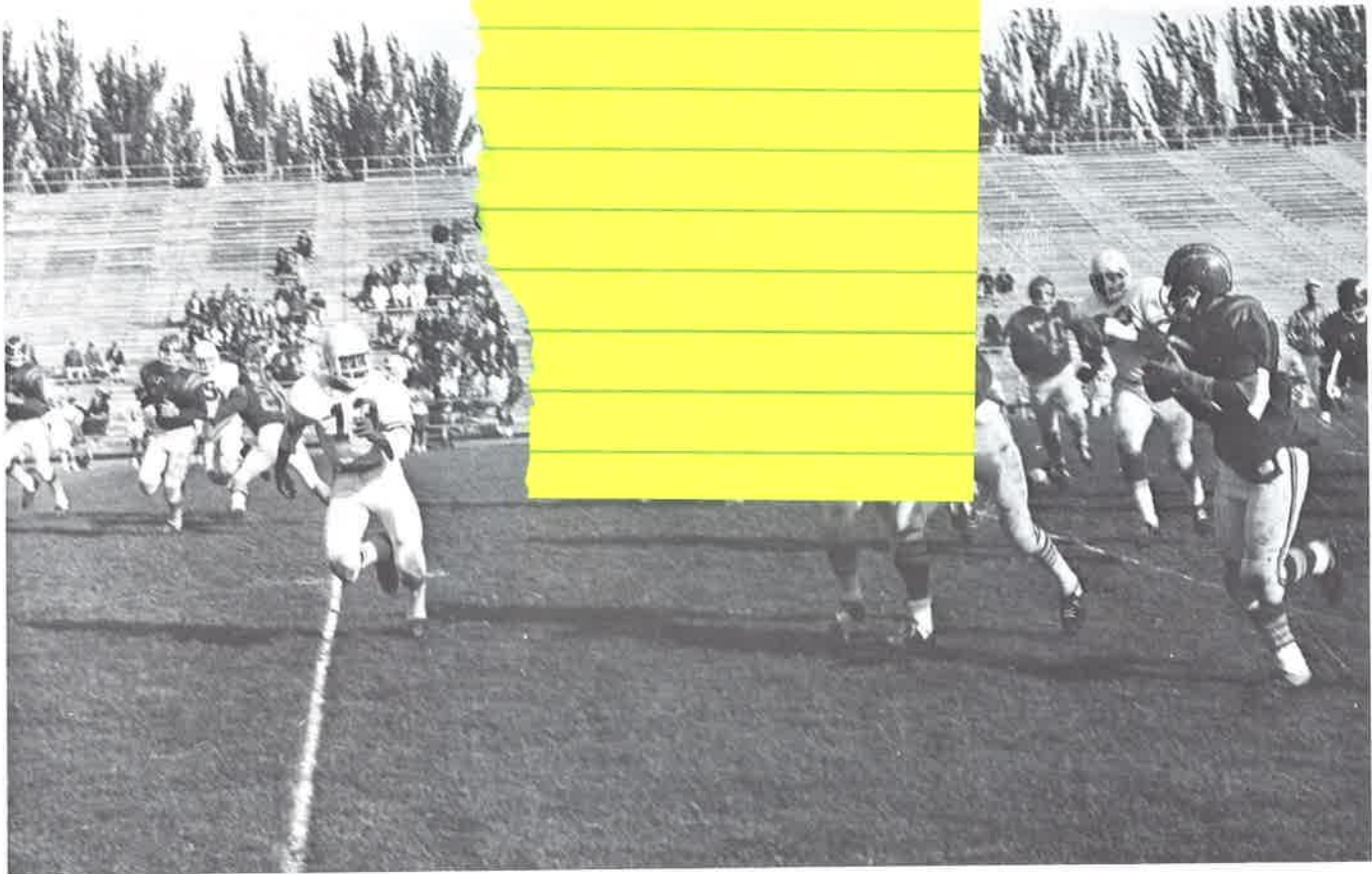
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Minneapolis Vocational (dark uniform) is shown here demonstrating its power sweep in a Minneapolis City Conference game against North.

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Head coach DuWayne Deitz of White Bear Lake, who has resigned to become football mentor at St. Thomas, is shown here conferring with his all-state quarterback of 1968, Jim Steinmueller.



Hard-running Larry Novakoske of Little Falls (43) was being tackled by Bruce Paskey of Detroit Lakes in this photo. Novakoske had a field night against the Lakers, scoring four touchdowns and piling up 237 net yards in 25 carries, but Detroit Lakes pulled out a 28-26 Mid-State Conference victory over the Flyers.

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Blue Earth's Mike Mensing (with football) is pictured here as he was tackled by Cal Gould and Steve Williams of Fairmont in Fairmont's 27-14 conquest. In the background is Rog Olson (65) of Blue Earth.

A crushing block by an unidentified player at the left helps Bren White (22) of the undefeated White Bear Lake football team break loose for good yardage on a punt return against West St. Paul Sibley. White Bear Lake blanked Sibley 27-0 en route to the Suburban Conference championship.



SIMPLICITY IS TERMED KEY

Continued from Page 7

series. The play action of our backfield is the same as that on the quick opener and the belly series. The quarterback will ride the fullback into the hole as in the belly series, then pull the ball back out and hand to the halfback coming back over the weak side guard hole. The quarterback and halfback will then continue on with the fake as if it were a belly off tackle. The line blocking is simple in that you will get help from the defensive man going with the flow of the backfield. Against an odd defense you will double team the middle guard with your center being the driver and your guard being the post. The weak side guard will take the middle linebacker. Against an even defense, however, the strong side guard will take the man head up on him and the center and weak side guard will double team the weak side defensive guard. The center uses the lead block and the weak side guard post's. Against the even defense we tell our ball carrier to cut over the center position instead of going over the weak side guard.

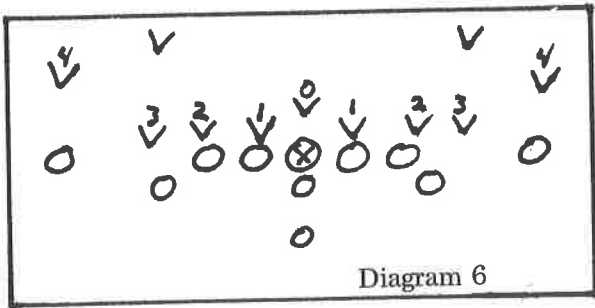


Diagram 6

As in all our blocking, we use basic rule blocking. (Diagram 6) The center has the man head up or in line with him. Our guard counts down from the middle and takes the first man down from the center. The tackle takes the number two man down from the center. Our halfback takes the number three man and the split end takes the number four man or the man that is covering him.

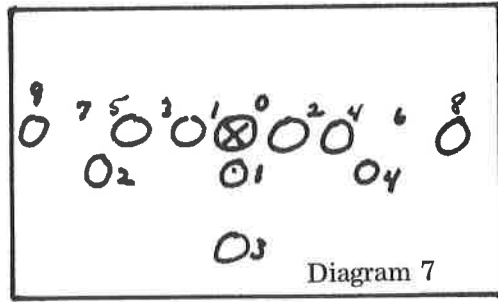


Diagram 7

In addition to using our numbering system for blocking assignments, we also use a numbering system for our plays. (Diagram 7) The first number called is our formation, the second our ball carrier, and the third the hole we want to attack. For example 132 would be our double wing T formation with the fullback carrying the ball between our right guard and right tackle. In using this system any member of our squad can immediately tell you the formation we will be in, who the ball carrier is, and where the play is going.

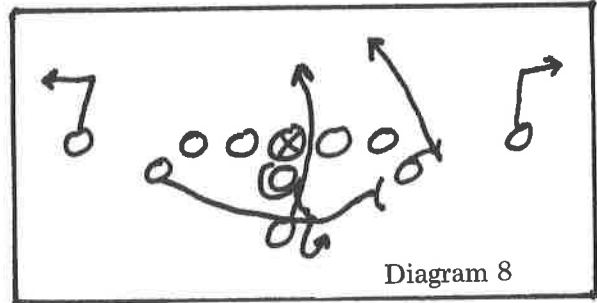
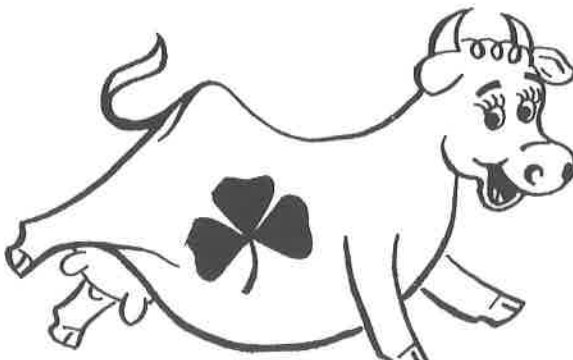


Diagram 8

Along with the numbering of our offensive running plays, we use a number of play action passes. We call the play number and add "pass" to it when we want a play action pass. Our favorite play action pass (Diagram 8) is off our belly series. We send both split ends down ten yards and out to clear the middle. The right halfback steps toward the defensive end as if to block him and then runs a deep post pattern. Our fullback makes the dive fake and continues into the short middle. The left halfback comes around like an inside belly and blocks the end. The quarterback fakes the quick

Continued on Page 44



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VOCATIONAL SCHOOL PROBLEMS

Continued from Page 17

the student problems that you might expect.

The lack of time is the major problem that I have as a football coach. We need to spend time with these youngsters to get to know them and to coach them. We set a strict schedule for our football players. School is out at 3:00. We have to be on the bus at 3:20 and on the field at 3:40. We practice until 5:10 and get back to the school at 5:30. The boys shower and start for home by 6:00. They get home between 6:30 and 7:30. When the season ends mothers say that it is nice once again to eat supper with their boys.

Last year the school dietician served breakfast to our varsity squad on Monday, Wednesday and Friday mornings for twenty-five cents. The cost was waived for the boys who couldn't afford it. During these breakfasts we coaches had a chance to talk to the boys. We had a portable blackboard and we had chalk talks. This worked out fine. Again we got a chance to strengthen our friendship.

During the winter we initiated a weight program for any boy in the high school. All our football players are encouraged to participate. This activity starts at 7:00 a.m. so it is necessary for the boys to catch a bus about 6:00. The weight program serves to develop them physically and to get them acquainted with each other.

I played high school football where we lost two games in four years. At Gustavus we enjoyed many fine seasons. Coming to Vocational I really didn't know what losing was, but I have learned something. You know you learn a lesson losing but it only takes one loss to learn all the lessons!

The first years, after losing, I used to go to the dressing room and express all my disappointments by chewing out each boy for every mistake he made. I bawled them out, often belittling them. It didn't take long before I learned that the boys were just as disappointed as I was and the sensitive time after a loss was no time to rant and rave.

A prayer prior to game has long been a custom. We pray for unity, concentration and a successful output. In place of chew time after each game, we go to the wrestling room, check for injuries, and then kneel and pray. We give thanks that our injuries were minimal, we pray for uplifted spirits; we pray for good preparation in the week to come.

Win or lose, I do not look back on a game. As I walk from the game field I put that game behind me and start preparing for next week. This attitude puts football in its right perspective.

I feel the prayer and the attitude of looking ahead — never behind has taught us to work together as a team. It has helped in developing leadership, respect for authority and faith in our Creator.



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MANY OFFENSIVE STYLES

Continued from Page 13

adequate hands, and was a fairly consistant blocker. We wanted to flip-flop for two reasons: (1) To be able to operate our split end on either defensive cornerback. This allowed us to take advantage of the weaker of the two (2) To allow our tight end to block on both defensive tackles. This also allowed us to work on the weaker of the two.

For the offensive tackles, we also felt a need to flip-flop. Our split tackle weighed 205 lbs. and the tight tackle was 225 lbs. We played the Split Tackle always with the split end. We used to call him the weak tackle; however, the word weak has a connotation of the lack of something. Since his blocking assignments do not call for help from the tight end, he did face a different defensive set than our right tackle. We looked for speed at this position. He was an ex-fullback. Our Tight Tackle was our strongest and could be used to block either defensive tackle with the flip-flop concept.

Our guards were not flip-flopped since we wanted to sweep and trap to both sides. In deciding where to place our guards, the guard who pulled to the left best was placed at right guard. The center had to be able to do two things: snap the ball and cut-off well. The fill block is not a difficult assignment; hence, we made sure he could cut off first.

Next was the backfield. A dream backfield. Our halfbacks were small but very fast (5'7", 149 lbs., 9.8 sec; 5'9", 170 lbs., 9.7 sec; 5'10", 173 lbs., 9.8 sec.; 5'10", 160 lbs., 10.0). We used the fastest plays: sweeps, off tackles, quick traps, and fly. We decided on the full house as our basic formation because it gave us two things: (1) Ability to sweep in either direction without motion (2) Ability to isolate to either side.

Our fullbacks were a coach's delight, two tough and quick runners, and excellent blockers. They were to be the work horses of the backfield. They ended up with 1,400 yards between them. We decided upon belly, trap, and quick hitters for plays.

Our quarterback was a great one. He was quick and an excellent runner. As a result we used the belly option and quarterback sweeps for runs. The style of our passing was spring out and play action.

The intent of this article has been to show how our philosophy affected our style of offense. Needless to say our 1969 offensive team was talented, but more than that we had reasons for our offensive style and we believed in them.

Our 1970 offensive team has a new challenge. We lost 8 out of 11 starters. As a result our philosophy and style is undergoing a hard look again. This summer will be spent reviewing and analyzing the players and ideas aforementioned.

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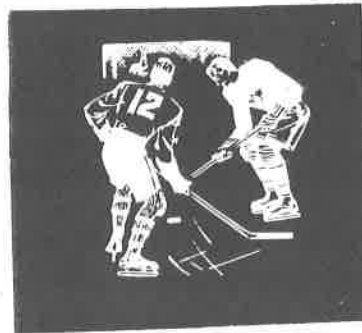


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PLAY OF OFFENSIVE LINE

Continued from Page 11

improvement in the offensive line by approaching it this way. As the season goes on, you can see the offensive line develop each week above the defense even though the defense has had the same extra weeks of practice. Late in the season in our "good" years, opposing coaches have marvelled at our ability to run against a 9 man line. Break it at the line of scrimmage and there is nothing but "day light" down field. Once you get an offensive line coordinated so that you can pull both guards without any leakage, pick up all "blitzing" linebackers, it's a very empty feeling you'll have after the last game of the year, and looking ahead to a green group the next fall. And if, after two weeks practice, they should not recognize an "odd" or "even" defense nor a "blitzing" linebacker, don't be discouraged. The T.V. announcer of the "super bowl" game explained to the T.V. fans that the Vikings couldn't block what we would term an "odd line" and this after almost a ½ year continuous play and maybe 10 years of previous experience. But to justify the above statement in the "pros" as in high school, when all is said and done and both players know exactly what they are doing, it's man on man and may the best man win.

That's the "name of the game. However, if you have that "green line" be careful about over "brainwashing" them or it may happen to you as it did to Pat and Mike. Pat was about to jump off a bridge to end it all when Mike happened along in time to stop him. So, Mike, to make sure that Pat wouldn't try it again thought he should do some "brainwashing." To be fair he agreed to let Pat tell

him in 5 minutes why life just wasn't worth living and Mike would talk to Pat for 5 minutes why life was worth living. After a 10 minute discussion, they both jumped off the bridge!

DON'T WITHHOLD SERVICES

Continued from Page 3

extra-curricular services is that it is counter productive. The intent of the act of withholding extra-curricular services is to gain student and community support, thus, bringing pressure to bear on school boards to guarantee salary negotiations or to arrive at salary settlements. In communities where the withholding of services was instituted, a negative response on the part of students and community was often observed. This response was provoked by the apparent exploitation of "kids". Therefore, teachers and coaches lost what little public support they had previously enjoyed.

Are there any alternatives to our recent courses of action? Our response should be affirmative, but first we must determine the answer to a basic question. Are teachers and coaches labor oriented or professionally oriented? If we are labor oriented, then we should employ the methods that have been most successful for labor. If we are professionally oriented, then our course of action should be obvious. A model should be established by the members of the profession which demonstrates to the public that teachers and coaches possess a specific set of skills and the knowledge of the learning theories necessary to teach these skills to the students under our supervision. Then, and only then, will we as a profession, command the support and respect from the public which we desire.



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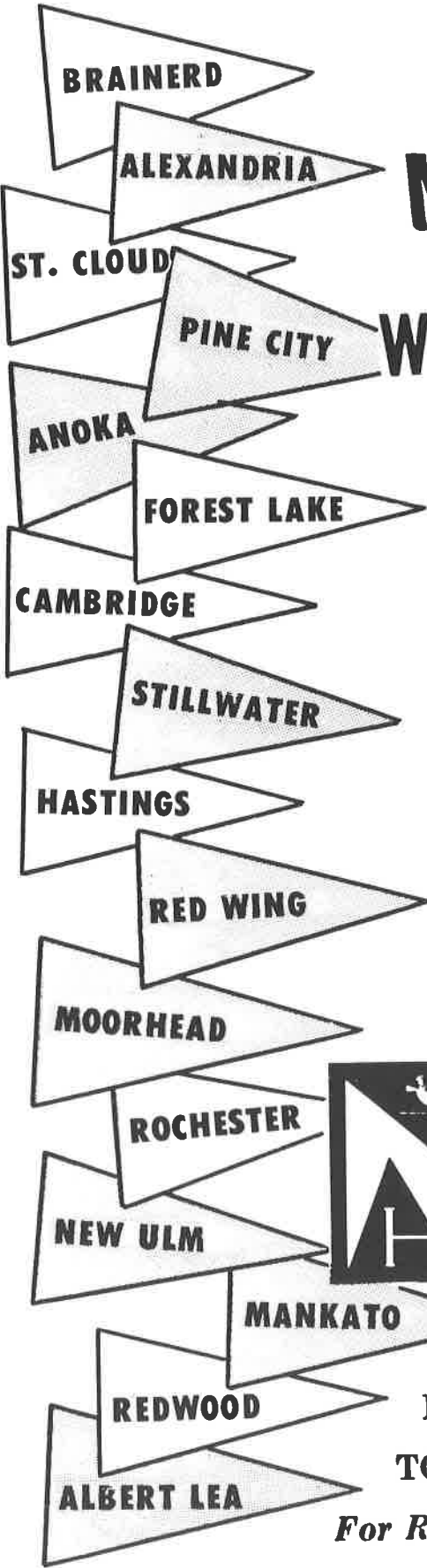
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