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SWOFFORD

A STUDY OF THE EXTENT TO
WHICH HIGH SCHOOL COACHES OF
ILLINOIS USE AUDIO-VISUAL
MATERIALS AND THE VALUE
THEY ATTACH TO THEM

A STUDY OF THE EXTENT TO WHICH HIGH SCHOOL COACHES
OF ILLINOIS
USE AUDIO-VISUAL MATERIALS AND THE VALUE
THEY ATTACH TO THEM

A Paper
Presented to
William H. Zeigel, Ph.D.
Eastern Illinois State College

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

by
Paul E. Swofford, B.Ed.
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CHAPTER I

INTRODUCTION AND BACKGROUND OF THE PROBLEM

The problem presented is "The extent to which high school coaches of Illinois use audio-visual materials and the value they attach to them." For the past sixteen years the author has been coaching high school athletics and during that time has used a great many audio-visual materials. The problem arose from a desire to know how often other coaches used these materials and how valuable they considered them to be.

Joel A. Benedict, Director, Bureau of Audio-Visual Aids, Arizona State College, says that the "value of motion pictures for training purposes has long been recognized by football coaches. Motion pictures correctly taken reveal many errors and weaknesses of players that may not be detected otherwise. A football player is easily convinced of his mistakes when he actually sees himself making them."¹ In discussing the value of certain visual aids, he contends that "films in the training period are so important that nearly all universities and colleges are now filming every

¹ Benedict, Joel A., Football Filming Techniques, Educational Screen, Vol. XXVIII, No. 8, October, 1949, p. 356.

game play by play, and many junior colleges and high schools are doing the same. ²

The importance of visual aids in instruction is increasingly recognized according to Roy E. Priebe, James A. Garfield High School, Los Angeles, California, and William H. Burton, University of Southern California. They contend that "Every day new visual devices are being purchased by school administrators and are being used by teachers who have little or no knowledge of the actual value of the specific aid selected." ³

"Motion pictures are being used by athletic coaches more extensively every year. The leading high schools, prep schools, and colleges spend thousands of dollars annually in the taking of motion pictures of athletic contests. Coaches are of the opinion that the showing of these films to the athletes who participated will bring about an improvement in individual or team performance. Coaches have observational evidence of the truth of this opinion." ⁴

According to the previously mentioned study, the following conclusions seem justified:

² Ibid., p. 356.

³ Priebe, Roy E., and Burton, William H., The Slow Motion Picture as a Coaching Device, The School Review, Vol. XLVII, No. 3, March 1939, p. 192.

⁴ Ibid., p. 192.

1. The use of slow motion pictures in coaching the high jump made for faster progress and better achievement.

2. The use of slow-motion pictures in coaching the high jump eliminated, to a large extent, the initial period of trial and error.

3. Illustrations of good form in slow-motion pictures seem definitely superior to verbal direction and physical demonstration of good form, particularly during the initial period of learning.

4. The use of slow-motion pictures in coaching the high jump was of definite assistance in aiding performers to change from a familiar form of skill to a new, superior, but unfamiliar form.

5. The use of slow-motion pictures enabled the coach to handle effectively a larger number of boys. The average amount of instructional time for the individual was significantly cut down.

6. The use of slow-motion pictures in coaching the high jump contributed definitely to the interest and attention of the boys. There was a marked interest in analyzing individual errors and in improving pictured defects.

7. The general conclusions seem to be in agreement with those derived from investigations of the use of motion pictures in other forms of learning." 5

A study of the use of visual aids in basket shooting was conducted by Theresa Anderson, North High School, Des Moines, Iowa.⁶ Two representative groups were chosen. One group practiced shooting baskets indirectly by aiming at

⁵ Ibid., p. 199.

⁶ Anderson, Theresa, A Study of the Use of Visual Aids in Basket Shooting, Research Quarterly, Vol. 13, No. 4, December, 1942, p. 532.

spots on the back board while the other group practiced shooting directly at the basket. "The study seemed to indicate a statistically significant superiority of the group which used the visual aids over the one that did not. From this study it would seem desirable to aid the beginners in basket shooting by adding spots on the back board until he or she has achieved a reasonable proficiency in throwing baskets and has become able to visualize the proper places to hit the back board." ⁷

Visual instruction has always had an important place in the teaching of physical education activities, according to Florence Hupprich, Department of Physical Education for Women, Oregon State College, Corvallis, Oregon. ⁸ "Methods, devices, and techniques are usually viewed from the standpoint of their economy or effectiveness. The relation of auditory perception to visual perception has a definite application to the teaching of such motor skills as tennis strokes. She continues by stating "There is no doubt that the slow-motion picture is the ideal medium for presenting a motor activity, such as the tennis serve, as an integrated rhythmic movement. Her conclusions were based, in

⁷ Ibid., p. 537.

⁸ Hupprich, Florence L., The Use of Visual Aids in Teaching Tennis Students, The Journal of Health, Physical Education and Recreation, Vol. XII, No. 2, February, 1941, p. 93.

part, on an experiment in the use of slow-motion pictures in teaching track and field skills which was conducted by Edward Ruffa in 1936. He concluded that the pupils learn more rapidly with films and that slow-motion is 3.9 per cent more effective than the oral and demonstration methods now used in teaching.

"Other visual aids which have some intrinsic value in an activity such as tennis include still pictures in the form of stereograph, slides, film strips, opaque projection, daylight projection, graphic materials in the form of illustrations, cartoons, posters, and charts." ⁹

Theodore P. Bank, President of the Athletic Institute, writes that the coach of today is called upon to teach large groups in a relatively short time, obviating individual instruction and attention. "There are many types of audio-visual aids such as motion pictures and film loops, slide films and slides, still pictures, charts, graphs, and opaque projectors." ¹⁰ Bank writes that there is an audio-visual aid for every purpose and with thought and investigation, coaches will have no trouble finding it, and fitting it into their programs.

⁹ Ibid., p. 95.

¹⁰ Bank, Theodore P., Visual Aids in Physical Education, The Athletic Institute, June 1952, p. 18.

"The use we make of motion pictures, teaching aids we couldn't do without, illustrates how we operate as a staff." This statement was made by Charles W. Caldwell, Jr., football coach of Princeton University.¹¹ Caldwell continues by stating, "On the Sundays and Mondays following games, we generally spend fifteen to twenty hours with the game films, grading every man on every play, offensive or defensive, in which he participated."

"Once the main points have been covered, the staff turns to details. I may be at the blackboard with the back-field coach, possibly checking spacing or trying to devise methods of improving our timing on a particular play. The line and end coaches will be off in one corner, running and rerunning game films in the hope that they will be able to pinpoint why so-and-so couldn't adjust to a "new" situation, or why a "sure-gainer" was stopped at the line of scrimmage."¹²

We have established reason to believe that audio-visual materials are valuable aids in coaching athletic teams. It has been stated that all the major football coaches film their games and use these films as valuable teaching aids. Leading high schools are now following the lead of the colleges and recording games on film.

¹¹ Caldwell, Charles W. Jr., Modern Single Wing Football, New York, J. B. Lippincott Company, 1951, p. 40.

¹² Ibid., p. 41.

It has been shown that it is possible to improve basket shooting in basketball by using certain visual aids, that track men are taught much more rapidly, that the tennis serve is more easily learned, and that, in general, the coach of today can find many audio-visual materials that will help him save valuable time while teaching athletics on either the college or high school level.

CHAPTER II

METHODS USED IN THE STUDY

After the selection of the problem it was then necessary to analyze the literature available on the problem. A few articles mentioned that audio-visual materials were important to high school coaches but none was located dealing with this particular problem pertaining to the frequency and alleged value of particular audio-visual materials in high school athletics.

In order to obtain some information from the coaches a questionnaire was designed which listed nearly all the types of audio-visual materials they might use or wish to use. This list included the blackboard, cards, charts, demonstration, diagrams, films, film strips, opaque projector, radio, records, slides, tape recorder, television, and wire recorder. Spaces were provided for the coaches to list any other audio-visual materials they used or valued which did not appear on the questionnaire.

Two columns were set up. The first column sought to determine the frequency of use and through the second column, worded identically with the first, it was hoped to determine the value each coach placed on the material listed. Under

the value column it was possible to rate audio-visual materials which the coach did not actually use.

Four other questions were asked, (1) What materials, not now available, would you like to see produced to help with your teaching? (2) Why do you not use these devices more often? (3) Do you have difficulty locating material? and (4) Who obtains the material?

In distributing the questionnaire the question arose as to what coaches were to receive it and the number of students enrolled in each particular school. It was decided to attempt to get a cross section of opinion from coaches of schools with varying enrollments.

A questionnaire, and a self-addressed stamped envelope, was sent to the coach of each high school selected. These schools were selected from the Illinois School Directory partially on the basis of student enrollment. ¹³

Table I

School enrollment and response to the questionnaire.

<u>School enrollment</u>	<u>Questionnaires sent out</u>	<u>Replies</u>	<u>Per cent of reply</u>
up to 400	20	17	85.0
401 - 800	23	18	78.3
801 and up	<u>12</u>	<u>12</u>	<u>100.0</u>
	55	47	85.4

¹³ Nickell, Vernon L., Illinois School Directory, Department of Textbooks and Publications, Circular Series A, No. 57, 1949-1950.

As may be noted in Table I, forty-seven coaches, representing 85.4 per cent of all coaches polled, participated in the study. Only eight of the fifty-five failed to reply and all of them coach in schools having an enrollment of less than 800. All twelve of the coaches from the large schools replied to the questionnaire.

Another point taken into consideration when the study was set up pertained to geographical location of the schools in which the coaches were teaching.

Table II

<u>Geographical Distribution</u>	<u>Questionnaires sent out</u>	<u>Replies</u>	<u>Per cent of reply</u>
Northern Illinois	28	26	92.8
Southern Illinois	<u>27</u>	<u>21</u>	<u>77.7</u>
	55	47	85.4

The line, drawn roughly, from Champaign through Springfield and then west, was the line used to divide the State into northern and southern sections for the purpose of this study. An almost equal number of questionnaires were sent to each section but the coaches in the northern one-half responded more readily. Only two of twenty-eight northern coaches did not participate while six of twenty-seven in the southern division failed to answer.

The following map shows the geographical distribution of the schools receiving the questionnaire.

CHAPTER III

RESULTS OF THE QUESTIONNAIRE

In setting up a questionnaire we hoped to find the extent to which coaches in schools of like enrollment used audio-visual materials and how valuable they considered them to be. The small schools, with an enrollment of up to 400 students, are represented by seventeen coaches.

Table III.

Frequency of use and Value attached to various Audio-Visual Aids by 17 Illinois Coaches in Schools with enrollment of up to 400 students

<u>FREQUENCY</u>		<u>VALUE</u>			
rank	average rating for 17 schools on basis of a possible 10 points	rank	average rating for 17 schools on basis of a possible 10 points		
1	Demonstration	8.64	1	Blackboard	9.11
2	Blackboard	7.88	2	Demonstration	8.76
3	Diagrams	6.70	3	Films	7.35
4	Charts	5.58	4	Diagrams	7.23
5	Films	3.64	5	Charts	6.10
6	Cards	3.53	6	Cards	5.10
7	Television	2.53	7	Television	3.10
8	Radio	1.00	8	Film Strips	1.64
9	Records	.076	9	Slides	1.53
10	Film Strips	.059	10	Radio	1.35
11	Tape Recorder	.035	11	Records	1.06
12	Slides	.012	12	Tape Recorder	.082
13	Opaque Projector	.000	13	Opaque Projector	.053
13	Wire Recorder	.000	13	Wire Recorder	.053

From the above study it seems as if the coaches of schools with small enrollments use the audio-visual aids that have been in use for many years. Most of the coaches seem to prefer to teach by demonstration and by use of the blackboard. These coaches also rate these two aids as the most valuable. It will be noted, however, that the frequency of use of the film is 3.64 per cent while the value of the film, according to the coaches of this group, is 7.35 points.

Most of the coaches do not consider the comparatively new types of audio-visual materials as valuable. The tape recorder, for example, which the colleges and universities use to a great extent, is scarcely mentioned by this group.

In every instance, the coaches give the audio-visual materials a higher rating for its value than for the frequency of use. Even though none of the seventeen coaches use the opaque projector, they do attach some value to it as a possible teaching aid. The same holds true for the wire recorder.

Many of the coaches included in the questionnaire for schools of 401 - 800, have had unusual success in winning championships for their school. One of these coaches has had the privilege of coaching a State champion basketball team while several others are frequent members of the

sixteen team group which plays for the championship during March of each year at Champaign.

Table IV.

Frequency of use and Value attached to
various Audio-Visual Aids by 18
Illinois Coaches in Schools
with enrollment of 401 to
800 students

FREQUENCY		VALUE			
rank	average rating for 18 schools on basis of a possible 10 points	rank	average rating for 18 schools on basis of a possible 10 points		
1	Blackboard	8.72	1	Demonstration	8.44
2	Demonstration	8.22	2	Blackboard	7.83
3	Diagrams	6.00	3	Films	7.33
4	Films	5.61	4	Diagrams	6.55
5	Charts	4.16	5	Film Strips	4.22
6	Film Strips	2.44	6	Charts	4.11
7	Slides	1.88	7	Slides	2.77
8	Tape Recorder	1.55	7	Tape Recorder	2.77
9	Cards	1.44	9	Cards	2.66
10	Radio	1.17	10	Television	2.55
10	Records	1.17	11	Radio	2.44
12	Television	.055	12	Opaque Projector	2.22
13	Opaque Projector	.050	13	Records	2.17
14	Wire Recorder	.044	14	Wire Recorder	1.29

All of the listed audio-visual materials are put to use by this group of coaches. Many of the materials are used very infrequently, however. The coaches seem to prefer the blackboard and demonstration methods, as did the coaches in the small schools. The film strip, which had

a very low value rating in the small schools, seems to be valued quite highly by this group of coaches. The opaque projector and the wire recorder were not used by the small school coaches but are used in some instances by the so-called middle group.

Only twelve questionnaires were sent to schools having an enrollment of over 800 due to the fact that very few schools in Illinois fall into this classification. All twelve of the schools participated in the survey. These schools have enrollments of 801, in the smallest, to 2,510, in the largest.

The schools polled have been highly successful in winning football, basketball, and track and field titles during the past few years. This group has produced the State Champion basketball team in three of the past five years and the State Champion in track and field for the past two years.

For the above reason, if for nothing else, it should be of interest to other coaches in Illinois to know what value these coaches give audio-visual materials. It should also be interesting, and possibly helpful, to know what audio-visual materials these highly successful coaches use and how often they use these materials.

Table V.

Frequency of use and Value attached to
various Audio-Visual Aids by 12
Illinois Coaches in Schools
with enrollment of more
than 800 students

FREQUENCY			VALUE		
rank		average rating for 12 schools on basis of a possible 10 points	rank		average rating for 12 schools on basis of a possible 10 points
1	Blackboard	9.75	1	Blackboard	9.83
2	Demonstration	8.66	2	Demonstration	9.08
3	Diagrams	8.16	3	Diagrams	8.83
4	Charts	6.75	4	Films	7.83
5	Films	6.75	5	Charts	6.25
6	Cards	4.08	6	Cards	4.83
7	Radio	2.25	7	Film Strips	2.75
8	Records	2.00	8	Records	2.25
9	Film Strips	1.33	9	Radio	1.83
10	Tape Recorder	1.16	10	Television	1.75
11	Television	.091	11	Tape Recorder	1.00
12	Slides	.058	12	Wire Recorder	.091
13	Wire Recorder	.050	13	Slides	.075
14	Opaque Projector	.008	14	Opaque Projector	.016

The large schools seem to be consistent in that they use most the audio-visual materials they value most. They do follow the line of the other schools discussed in that they use, and value, the blackboard and the demonstration methods more than any other. Many of the audio-visual materials which are relatively new, have not been put to use to any great extent.

In order to complete the study of the frequency of the use of audio-visual materials and their alleged value, it was deemed necessary to combine the viewpoints of all coaches taking part in the survey. In this manner it will be possible to ascertain their composite rating.

Table VI.

Frequency of use and Value attached to
various Audio-Visual Aids by 47
Illinois High School Coaches

FREQUENCY			VALUE		
rank		average rating for 47 schools on basis of a possible 10 points	rank		average rating for 47 schools on basis of a possible 10 points
1	Blackboard	8.68	1	Blackboard	8.81
2	Demonstration	8.49	2	Demonstration	8.72
3	Diagrams	6.81	3	Films	7.47
4	Charts	5.34	4	Diagrams	7.38
5	Films	5.19	5	Charts	5.38
6	Cards	2.87	6	Cards	4.10
7	Film Strips	1.49	7	Film Strips	2.91
8	Radio	1.38	8	Television	2.55
9	Television	1.36	9	Radio	1.89
10	Records	1.23	10	Slides	1.81
11	Tape Recorder	1.02	11	Records	1.78
12	Slides	.091	12	Tape Recorder	1.57
13	Wire Recorder	.029	13	Opaque Projector	1.08
14	Opaque Projector	.021	14	Wire Recorder	.091

The above composite rating of the fourteen audio-visual materials by the forty-seven participating coaches would seem to indicate that the schools would use more audio-visual materials if these materials were available

to them. In almost every comparison of the frequency and the value, it will be noted that the coaches rate the materials higher as to value. This is probably due in many cases to the fact that the school budget will not allow them to purchase all the materials they would like to use. It is also quite likely that some of the coaches are not familiar with all of the materials listed. Some of these materials are relatively new and unless the coach has had direct contact with them, it is doubtful if he realizes the value that can be gained by their use.

At the present time the coaches, as a group, are still using the blackboard and demonstration methods as their first and second choices in the field of audio-visual materials. They do, however, rank the film as the third most valuable.

There is very little difference in the manner in which coaches of the northern part of the state, as compared with the coaches of the southern part, rate these audio-visual materials. The southern coaches exceed the northern in the use of cards, charts, demonstration, diagrams, films, slides, tape recorder, and wire recorder. On the other hand the northern coaches resort more to the blackboard, opaque projector, radio, film strips, slides, and television.

The study was partially designed to ascertain what materials, not now available, the coaches would like to have produced that would assist them with their coaching. Twenty-one coaches failed to reply to this question but twenty-six offered a variety of suggestions.

Four coaches believed they could do a better job if the school owned a movie camera which would enable them to make movies of their athletes in practice and in games. Two coaches said that they did have equipment necessary for making their films.

Other suggestions offered by the coaches included:

1. Sports Cartoons
2. Better Charts
3. Loose Leaf Work Books
4. Good Instructional Films
5. More Films
6. Demonstrations by outstanding performers
7. Blackboard in the dressing rooms
8. Tape recorder for scouting games
9. Film strips
10. Television in the athletic department
11. Better fundamental films to be used for audio-visual demonstrations during bad weather and at the start of the season.

12. A record player with synchronized film strip attachment and 14" screen. Film strip to change automatically with the description on the record.
13. A portable board with a cloth material covering. A set of demonstration figures with cloth back that would have an affinity for the cloth on the board. This device could be one of the best visual aids for football, and would also be practical for use in basketball.

One coach believed only in demonstration and wanted no other visual aids produced.

The coaches were asked why they didn't use audio-visual aids more often. Twenty-three coaches did not reply, seven contended that they were not available, three said that they did not have enough time, and two reported that the materials were too expensive.

Other reasons for not using audio-visual materials more often were:

1. One can use too many audio-visual aids.
2. We couldn't get them until this year.
3. Good films are difficult to find.
4. They are not suitable and, in my opinion, not too valuable.
5. I believe that you learn a thing by doing it. Get out on the field, demonstrate, explain, and go to work.
6. Not handy when needed.
7. Too much teaching load, not enough time to prepare.
8. Not pertinent to the subject.

9. Limited facilities.
10. No projector.
11. No facilities at opponents fields.

From the above list it would seem that some of the coaches doubt the value of audio-visual materials, while others have not had the necessary information as to the source and availability of some materials they would like to use.

Audio-visual materials are obtained by many different persons and combinations of persons in the Illinois High Schools taking part in the study.

Table VII.

Those responsible for obtaining audio-visual materials for the Athletic Departments in 45 Illinois High Schools

<u>Those obtaining the material</u>	<u>No. of schools</u>	<u>Percent</u>
Coach	18	40.0
Audio-Visual Director	8	17.8
Coach and Audio-Visual Director	7	15.6
Coach and Principal	3	6.8
Coach, Audio-Visual Director and Principal	2	4.4
Principal	2	4.4
Athletic Director	1	2.2
Physical Education Director and Audio-Visual Director	1	2.2
Audio-Visual Director and Others	1	2.2
Coach, Principal, Audio-Visual Director and Biology Department	1	2.2
Others	<u>1</u>	<u>2.2</u>
	45	100.0

It is evident, from studying Table VII, that much confusion exists in the various schools concerning those persons responsible for obtaining audio-visual materials for the athletic department. In thirty-one of the schools reporting, the coach either obtains the material or assists another member of the faculty in doing so. It is interesting to note that one school is supplied through the efforts of the Coach, Principal, Audio-Visual Director, and the Biology Department.

In most cases the coaches stated that they did not have any difficulty in obtaining the materials they needed. Thirty of them found materials easy to obtain while fourteen replied that audio-visual materials were difficult to find. Only three did not reply to the question.

See and Hear: The National Audio-Visual Journal, lists nearly one thousand films for sports, physical education and recreation. Thirty-five of these films present different phases of basketball, thirty-seven pertain to baseball, sixty concern football, and twenty-six explain the different events in track and field. ¹⁴

Sports, Physical Education & Recreation Film Guide presents a comprehensive listing of more than eight hundred sound and silent motion pictures and film strips for in-

¹⁴ See and Hear, Chicago 26, Issue 6 of Vol. 7, April, 1952, pp. 9-45.

structional and recreational use by coaches, athletic and recreation directors, and for program chairmen of civic and recreation groups. This film guide lists twenty-two basketball, fifty-one football, twenty-four baseball, and seventeen track and field films. ¹⁵

There are approximately one hundred and fifty sources of these films on sports. Most of them can be purchased or rented while many are available by merely paying the postage. This also applies to the filmstrips produced at the present time.

Present day sports authors diagram offensive and defensive alignments as they use them in their individual systems of play. These diagrams can be found in almost any recognized book on football or basketball. ¹⁶ Charts and cards of various kinds are produced by major sporting goods companies and may be obtained merely by requesting them. An example is the Scouting Chart by Clarence Munn, presently coaching football at Michigan State College. This chart may be obtained from the MacGregor-Goldsmith Athletic Goods Company of Chicago. ¹⁷

¹⁵ The Sports, Physical Education & Recreation Film Guide, Vol. 1, No. 1, May, 1947, pp. 9-75.

¹⁶ Leahy, Frank, Notre Dame Football--The T Formation, New York, Prentice Hall, Inc., 1949, p. 23.

¹⁷ Munn, Clarence, Scouting Chart, Chicago, Illinois, The MacGregor-Goldsmith Company.

CHAPTER IV.

THE USE OF AUDIO-VISUAL AIDS IN HIGH SCHOOL

The coach, of the average Illinois High School, would be unable to use all of the audio-visual materials which are available at the present time. There are also several reasons why he would not wish to use all of them.

The expense attached to the use of all listed audio-visual materials would be prohibitive. Very few coaches would be able to procure all the materials for the athletic department. Most coaches would not be able to find the necessary time which would be required to make use of all available materials. Then too, the average coach would, in all probability, be unfamiliar with some of the materials.

The average high school coach, as found in this study, uses the blackboard and demonstration methods frequently and values them very highly. These two may be supplemented with films which will show many fundamentals, correctly, to a large group at one time. Some high schools of this immediate vicinity try to record one or two of their games, each season, on film. This proves a valuable aid for the following game and can also be referred to in following seasons in order to prepare for

that particular opponent, providing the same coach has remained at that school, and also to give the players an over-all view of what the coach is going to attempt to do on both offense and defense during the season which is just beginning.

Most coaches diagram their plays and have the prospective players make copies in order to learn them well during the time when they are not on the practice field. It saves a lot of time if the player goes to practice with a knowledge of what he is going to do on each particular play.

Probably the newest device being used by high school coaches is the tape recorder. This device is rapidly taking the place of the wire recorder since it is much easier to operate and also very effective. The principal use of the tape recorder is in scouting an opponent. Many of the high school fields are equipped with an electrical outlet so that visiting scouts can use the tape recorder to get a complete word-picture of the game. This recording can then be played countless numbers of times by the coaching staff and the complete game outlined. This tape recorder method gives the scout an opportunity to continually watch the game while recording its minute details. This was not possible under the old

system wherein the scout attempted to write all the details as they happened.

From the above it can be seen that only five, of the audio-visual materials listed, would give the coach of the average high school all that he would need to do a rather complete job.

Demonstration, blackboard, diagrams, films, and a tape recorder would give him and his players a complete picture of everything that they would really need.

The demonstration method would be used during the practice sessions to show how the coach wanted the player to react to situations, the blackboard would be valuable before the game and during the half-time intermission, the films could be shown to present the methods of outstanding performers and to show the high school player what he did correctly, or incorrectly, during the last game, the diagrams would allow the player to study during his hours off the practice field, and the tape recorder would give the coach a wealth of information concerning his opponents.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this study the attempt has been made to show the frequency with which high school coaches in Illinois, use audio-visual materials and also to what extent they value these aids.

In the beginning it was shown that leaders in the field of athletics are well aware of the importance of audio-visual aids in the teaching of athletics. It was also shown that a great number of the major colleges and universities are recording their games on film in order to show mistakes and good points of their individual and team play. Some high schools are also doing the same but not to the extent practiced by the colleges and universities.

By using the questionnaire method it was found that the forty-seven responding coaches, located in various sections of the state, do use audio-visual materials but not to the extent that they would prefer.

Many of the coaches participating in this study offered suggestions concerning materials they would like to see produced. These suggestions included sports cartoons, good instructional films, demonstrations by outstanding performers, film strips, television in the athletic department, record

players with synchronized film strip attachment, tape recorders, and loose leaf work books.

It appears that several of the coaches would use audio-visual materials more often if they knew where to obtain them and what materials were available to them. Some of the coaches suggested that materials be produced that are available to them at the present time.

The study seems to indicate that there is a certain amount of confusion in the school concerning the person, or persons, responsible for obtaining materials. Several coaches reported that two or more persons ordered audio-visual materials while in one instance four persons, working at four different positions, ordered audio-visual materials for the athletic department.

A partial list of films available to coaches of Illinois may be found in Appendix B. These films cover the fields of baseball, basketball, football, and track and field.

In view of the fact that many coaches have indicated, in this study, that they don't know what audio-visual materials are available and that they don't know where to locate them, it would appear feasible to include this as a part of their preparation before being sent into the field to coach high school athletics. If every prospective coach

were required to become familiar with the different types of audio-visual materials, it might possibly enhance his chances of becoming a leader in his chosen field.

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APPENDIX

QUESTIONNAIRE

The purpose of this questionnaire is to determine the extent to which Audio-Visual materials are used, their value, and how they are obtained in Illinois High School Athletic Departments.

In the first column under FREQUENCY, please grade each device used. If you use it regularly score it 10--if very seldom score it 1, etc. Score the second column under VALUE the same way depending upon the value you attach to the device.

FREQUENCY		VALUE	
<u>Device</u>	<u>Score</u>	<u>Device</u>	<u>Score</u>
Blackboard	_____	Blackboard	_____
Cards	_____	Cards	_____
Charts	_____	Charts	_____
Demonstration	_____	Demonstration	_____
Diagrams	_____	Diagrams	_____
Films	_____	Films	_____
Film Strips	_____	Film Strips	_____
Opaque Projector	_____	Opaque Projector	_____
Radio	_____	Radio	_____
Records	_____	Records	_____
Slides	_____	Slides	_____
Tape Recorder	_____	Tape Recorder	_____
Television	_____	Television	_____
Wire Recorder	_____	Wire Recorder	_____
Others	_____	Others	_____
	_____		_____

What materials, not now available, would you like to see produced to help with your teaching?

Why do you not use these devices more often?

Do you have difficulty locating material? Yes ____, No ____.

Who obtains the material? Coach ____, Principal ____, Audio-Visual Director ____, Other Persons ____.

(School _____)

APPENDIX

The following is a partial list of baseball, basketball, football, and track and field films available to Illinois coaches. These films have not been previewed by the Author and undoubtedly are of varying value.

Baseball

Source--American and National Leagues of Professional Baseball Clubs, 64, E. Jackson Blvd., Chicago 4, Illinois.

Batting Stars of Baseball. (30 min) Loan

Circling the Bases. (20 min) Loan

The Democracy of Baseball. (20 min) Loan

Double Play Kings of Baseball. (20 min) Loan

Infield Play at First and Third. (20 min) Loan

Inside Baseball. (30 min) Loan

Pitching Stars of Baseball. (20 min) Loan

The Umpire in Baseball. (20 min) Loan

World Series--1943 to 1948. Complete. Loan

World Series of 1949. (35 min) Loan

World Series of 1950. (30 min) Loan

World Series of 1951. (35 min) Loan

Source--American Legion, National Headquarters, Indianapolis 6, Indiana.

It's Your Team. (20 min) Color. Rent \$1.

Source--Coronet Films, Coronet Bldg., Chicago 1, Illinois.

Batting Fundamentals. (11 min) Color--\$80. B & W \$40. Rent: Color--\$4.50; B & W--\$2.25

Catching Fundamentals. (10 min) Color--\$80. B & W \$40. Rent: Color--\$4.50; B & W--\$2.25

Source--Encyclopedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Illinois.

Catching in Baseball. (11 min) Sale--\$50. Rent--\$2.50

Hitting in Baseball. (11 min) Sale--\$50. Rent--\$2.50

Throwing in Baseball. (11 min) Sale--\$50. Rent--\$2.50

Source--Ideal Pictures Corp., 65 East South Water St., Chicago, Illinois

Baseball Fundamentals and Techniques--NY Giants. (45 min) Sale--\$150. Rent--\$8.

Source--Official Sports Film Service, 7 S. Dearborn St., Chicago 3, Illinois.

Baseball Today. (28 min) Rent--\$4.

Source--RKO Radio Pictures, Inc., Chicago, Illinois

Connie Mack. (8 min) 10-year license--\$40.

Diamond Showcase. (9 min) 10-year license--\$40.

Pennant Chasers. (9 min) 10-year license--\$40.

Public Sport No. 1. (9 min) 10-year license--\$40.

Source--Wilson Sporting Goods Co., 2037 N. Campbell Ave., Chicago 47, Illinois.

Around the Diamond. (30 min) Color. Loan

Play Ball, Son. (20 min) Loan

Swing King. (22 min) Loan

Basketball

Source--Association Films, Inc., 79 E. Adams St.,
Chicago 3, Illinois.

Basketball by-the-Code. (3 reels) Rent--\$4.

Basketball Thrills of 1950. (1 reel) Rent--\$2.

Basketball Today. (26 min) Rent--\$4.

Basketball Up-to-Date. (3 reels) Rent--\$4.

Modern Basketball. (25 min) Rent--\$4.

Play Championship Basketball. (6 reels) Sale--\$150.
Rent--\$12.50 a day, \$25. a week

Source--Coronet Films, Coronet Bldg., Chicago 1,
Illinois.

Basketball Fundamentals. (15 min) Sale--\$50.
Rent--\$2.75

Source--Encyclopedia Britannica Films, Inc., 1150
Wilmette Ave., Wilmette, Illinois.

Ball Handling in Basketball. (11 min) Sale--\$50.
Rent--\$2.50

Defensive Footwork in Basketball. (11 min) Sale--\$50.
Rent--\$2.50

Modern Basketball Fundamentals. (30 min) Sale--\$48.
Rent--\$3.

Shooting in Basketball. (11 min) Sale--\$50.
Rent--\$2.50

Source--The National Collegiate Athletic Association,
La Salle Hotel, Chicago 2, Illinois.

N.C.A.A. Basketball Tournaments. Loan

N.C.A.A. Basketball Tournament--1941. (1 reel) Loan

N.C.A.A. Basketball Tournament--1942. (1 reel) Loan
N.C.A.A. Basketball Tournament--1944. (3 reels) Loan
N.C.A.A. Basketball Tournament--1945. (3 reels) Loan
N.C.A.A. Basketball Tournament--1946. (3 reels) Loan
Source--RKO Radio Pictures, Inc., Chicago, Illinois

Basket Wizards. (9 min) 10-year license--\$80.

Basketball Headliners. (20 min) 10-year license--\$80.

Basketeers. (9 min) 10-year license--\$40.

Kentucky Basketeers. (9 min) 10-year license--\$40.

Winning Basketball. (9 min) 10-year license--\$40.

Source--Wilson Sporting Goods Co., 2037 N. Campbell
Ave., Chicago 47, Illinois.

Big League Basketball. (20 min) Loan

Football

Source--Association Films, Inc., 79 E. Adams St.,
Chicago 3, Illinois.

Football By-the-Code. (30 min) Rent--\$4.

Touchdown Thrills--1949. (1 reel) Rent--\$2.

West Point Championship Football. (6 reels)
Sale--\$150. Rent--\$7.50

Football Today. (28 min) Rent--\$4.

Football Up-to-Date. (3 reels) Rent--\$4.

King Football. (28 min) Rent--\$4.

Know Your Football. (1 reel) Rent--\$2.

Modern Football. (28 min) Rent--\$4.

Source--Castle Films Dept., United World Films, Inc.,
542 S. Dearborn St., Chicago 5, Illinois

Football Parade of the Year--1948. (complete
edition) silent--\$9.75. sound--\$21.75

Source--Chicago Tribune, Public Service Office, 33
W. Madison St., Chicago 11, Illinois.

All Star Cleveland Brown Football Game. (26 min) Loan

All Star Philadelphia Eagles Football Game. (32 min)
Loan

Source--Encyclopedia Britannica Films, Inc., 1150
Wilmette Ave., Wilmette, Illinois.

Ball Handling in Football. (11 min) Sale--\$50.
Rent--\$2.50

Blocking in Football. (11 min) Sale--\$50. Rent--\$2.50

Training in Football. (11 min) Sale--\$50. Rent--\$2.50

Source--RKO Radio Pictures, Inc., Chicago, Illinois

Football Highlights of 1946. (20 min)

Football Highlights of 1947. (20 min)

Football's Mighty Mustang. (8 min) 10-year license
\$40.

Past Performances. (9 min) 10-year license--\$40.

Touchdown Tars. (9 min) 10-year license--\$40.

Hail Notre Dame. (9 min) 10-year license--\$40.

Source--A. G. Spalding & Bros., Inc., 180 N. Wabash
Ave., Chicago 1, Illinois.

Inside Football. (22 min) Color. Loan

Track and Field

Source--Association Films, Inc., 79 E. Adams St.,
Chicago 3, Illinois.

Sport of Orienteering. (2 reels) Color. Rent--\$2.50

Source--Coronet Films, Inc., Coronet Bldg.,
Chicago 1, Illinois.

The Broad Jump. (11 min) Sale--\$40. Rent--\$2.25.

The High Jump. (11 min) Sale--\$40. Rent--\$2.25.

Source--Encyclopedia Britannica Films, Inc., 1150
Wilmette Ave., Wilmette, Illinois.

Dashes, Hurdles, and Relays. (22 min) Sale--\$85.
Rent--\$4.50.

Distance Races. (11 min) Sale--\$50. Rent--\$2.50

Jumps and Pole Vault. (11 min) Sale--\$50. Rent--\$2.50

Weight Events. (11 min) Sale--\$50. Rent--\$2.50.

Source--The National Collegiate Athletic Association,
La Salle Hotel, Chicago 2, Illinois.

N.C.A.A. Track and Field Meets. Loan

Source--RKO Radio Pictures, Inc., Chicago, Illinois

Record Breaker. (9 min) 10-year license--\$40.

Source--United World Films, Inc., 542 S. Dearborn
St., Chicago 5, Illinois.

The Broad Jump. (1 reel) Sale \$45. Rent--\$3.

Discus. (11 min) Sale--\$45. Rent--\$3.

The High Jump. (11 min) Sale--\$45. Rent--\$3.

The Hurdles. (11 min) Sale--\$45. Rent--\$3.

The Middle Distances (11 min) Sale--\$45. Rent--\$3.

Pole Vault. (11 min) Sale--\$45. Rent--\$3.

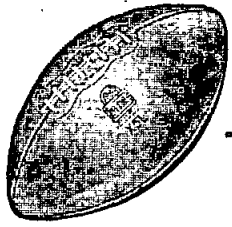
The Relays. (1 reel) Sale--\$45. Rent--\$3.

Shot Put. (11 min) Sale--\$45. Rent--\$3.

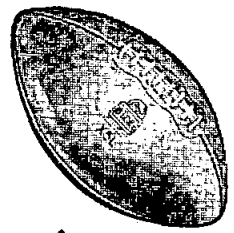
The Sprints. (22 min) Sale--\$90. Rent--\$6.

Track and Field Series. (includes all events)
Sale--\$45 per reel, \$475 for the series.

United World Track and Field Series--1947. (11 titles,
11 min each) Sale--\$45. each, Rent--\$3 each, Sale for
the entire series--\$475.



MacGregor GoldSmith



SCOUTING CHART

By CLARENCE MUNN, Syracuse University

SINGLE WING BALANCED LINE	Yard Line	Down	Yard-age	Ball Carrier	Comment

