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Procedures and techniques in the teaching of field hockey skills through thirty-five millimeter Kodachrome slides.

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Thesis  
Wills, S. E.  
1956

Boston University  
School of Education

PROCEDURES AND TECHNIQUES IN THE TEACHING OF  
FIELD HOCKEY SKILLS THROUGH THIRTY-FIVE MILLIMETER  
KODACHROME SLIDES

Thesis

by

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in

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Chapter I

INTRODUCTION

A. Definition of the Problem

A sincere and conscientious educator is constantly alert to new and better ways of teaching. She is eager for methods and materials that provide the vitalized experiences and enriched learning situations that contribute to realization of ultimate aims and objectives. The past decade has seen a rapid development of audio-visual equipment that to a great extent meets this need. Concurrently, the field of education has developed a whole new set of methods and techniques for making best use of these new teaching tools.

Many schools are equipped not only for still and motion projection but also for the use of a variety of auditory and visual materials. Most all have basic equipment for visual presentation of subject matter - familiar equipment such as blackboards and bulletin boards.

The enriched experiences made possible by this development range from first-hand experiences in

dramatics, field trips, and demonstrations to the contrived experiences offered by projected and non-projected materials.

Visual materials are of particular interest in a subject such as physical education where the study of motion is of prime importance. In physical education it is not always possible to provide first hand experiences. The expert player, the Olympic athlete, is rarely available for demonstration. Carefully selected projected and non-projected materials compensate for the absence of a skilled demonstrator or an experienced team.

The motion picture accurately reproduces action and provides an ever-available source of skilled demonstrators. Its value in sports teaching is enhanced by the fact that action can be slowed down for detailed study.

Still projection also has merit, particularly in showing basic starting positions, grip, and similar techniques which do not show up as well in motion pictures.

Filmstrips, a related and continuous sequence or strip of still projected pictures through special

photographic techniques give an impression of motion.

In field hockey, as in many sports, many excellent films and filmstrips are available. The motion picture helps set the stage or introduces skill action and provides expert demonstration for possible analysis. The filmstrip, to a lesser extent, seems to serve the same purpose.

Possible drawbacks to the use of films are that they, first, take most of the activity period to show, thus taking away from participation time which best goes hand-in-hand with the demonstration. Second, they are expensive to own and rentals are surprisingly high. A single rental is usually all that is possible. Third, on the rental basis, they are not always available exactly at the time needed.

Filmstrips are most effective when the entire unit is shown. However, it is possible to show single frames. They are not usually available for rental but are inexpensive to own.

Slides are effective when shown singly or in a series as the situation calls for. Secondly, they are

inexpensive and, of all three, are the only material that can be developed successfully by an amateur.

These factors regarding most effective use of participation time, economy of materials, availability, and suitability indicate the value of supplementing the materials available in field hockey by a series of thirty-five millimeter kodachrome slides.

B. Statement of the Problem

The purpose of this study is threefold:

- (1) To select skills
  - a. to be taught to a beginning class in hockey
  - b. to be used by methods classes in developing skill in analysis of technique
- (2) To develop a series of thirty-five millimeter kodachrome slides based on the selected skills.
- (3) To try out and determine the effectiveness of these slides in the teaching of methods classes.
- (4) To set up a possible sample test to be used in the methods class.

## Chapter II

### REVIEW OF LITERATURE

#### A. Materials in Audio-Visual Education

Recognition of the value of audio-visual methods, techniques, and materials in all areas of teaching is responsible for the publication of quite a few books dealing with this subject.

Dale<sup>1</sup> bases his book on the principle that all teaching, from the first grade through the college level, can be greatly improved by the use of visual and auditory materials. It is known that they are a powerful means toward achieving the major purpose - good teaching. Dale suggests the use of many different types of audio-visual materials in teaching. The motion picture and all types of still projection are among the media suggested.

Kinder<sup>2</sup> says audio-visual education has been taken too casually, and today the modern school program

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1. Dale, Edgar. Audio-Visual Methods in Teaching. New York: The Dryden Press, 1948.
  2. Kinder, James S. Audio-Visual Materials and Techniques. New York: American Book Company, 1950.

demands teachers who can vitalize learning.

In Haas and Packer<sup>3</sup> are found specific suggestions and details for preparing audio-visual aids and ideas and concepts that will improve learning.

There is a growing belief that the field of audio-visual education is adding to the teaching of specific knowledges and skills and contributing to better teaching in general.

#### B. Materials in Field Hockey

In field hockey as in most sports, a basic presentation of skill and its progression has been developed, resulting in the publication of many books.

All England Women's Hockey Association's Women's Hockey<sup>4</sup> is based on all features of the game - from improving her play to quickening her interest. They suggest a teacher's job is to "impart knowledge" in such a way that it is fun and enjoyable. From good

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3. Haas, B. Kenneth and Packer, Q. Harry. Preparation and Use of Audio-Visual Aids. New York: Prentice-Hall, Inc., 1955.

4. All England Women's Hockey Association. Women's Hockey. London: MacDonal and Evans, Ltd.

sound coaching suggestions, the book leads into fundamentals and analysis of skills, always emphasizing good teaching of these.

Myer and Schwarz<sup>5</sup> suggest a progression and analysis of skills and team play. This was a help in the selection of skills to be photographed.

Taylor<sup>6</sup> emphasizes once more the importance of good coaching and knowledge of skills to be put into action. The key to the scheme is footwork, stickwork, observation, anticipation, and teamwork. Taylor breaks all this down so you can see the best way in building the game. Books written by English players, as this one is, have some very sound progressions and analysis of skills.

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5. Myer, Margaret and Schwarz, Marguerite. Technic of Team Sports for Women. New York: Prentice-Hall, Inc., 1955.

6. Taylor, Eileen. Coaching Hockey in Schools. Oxford: Marjorie Pollard Publications, Ltd.

## Chapter III

### TECHNIQUES AND PROCEDURE

#### A. Selection of Field Hockey Skills

The first step in determining the selection of skills to be photographed was to survey the literature available on the subject of field hockey. On the basis of this study, the basic skills to be used were selected.

In the selection process the course outlines for the beginners and methods course at the Bouve-Boston School were consulted.

Selection of skills was based also on the results of consultation with authorities in the field.

It was decided that a single set of pictures for both beginners and methods course classes would be used. The set would be used with beginners for the introduction of skills and to clarify skills learned. In the methods class, a detailed study of the same pictures would be made, with emphasis on analysis and coaching points.

As a result of the survey of literature, study of course outlines, and consultation with authorities, the following list of skills was selected.

I. Individual Field Hockey Skills

A. Grip - (A<sub>1</sub> - A<sub>5</sub>)\*

top hand  
both hands  
both hands and body position  
incorrect grip and body position

B. Dribbling - (B<sub>1</sub> - B<sub>5</sub>)\*

correct  
incorrect

C. Drive - (C<sub>1</sub> - C<sub>4</sub>)\*

back swing  
follow through  
incorrect - sticks

D. Flick - (D<sub>1</sub>)\*

E. Scoop - (E<sub>1</sub>)\*

F. Left Hand Lunge - (F<sub>1</sub> - F<sub>4</sub>)\*

correct  
incorrect

G. Straight Tackle - (G<sub>1</sub> - G<sub>2</sub>)\*

H. Dodges - (H<sub>1</sub> - H<sub>4</sub>)\*

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\* In general, slides are numbered in accordance with selected skills and drills.

## II. Team Play

### A. Offensive - (A<sub>1</sub> - A<sub>11</sub>)\*

forward tactics

passing  
positioning  
field play  
circle play

fouls

obstruction  
sticks

### B. Defensive - (B<sub>1</sub> - B<sub>17</sub>)\*

defense tactics

field play  
circle play  
marking  
covering  
backing up

fouls

obstruction  
sticks

---

\* In general, slides are numbered in accordance with selected skills and drills.

B. Development of Thirty-five Millimeter Kodachrome Slides

In order to obtain the most skilled demonstration of individual techniques, it was decided to use as subjects players from the Boston Field Hockey Association. When two subjects appear in a slide, they wear orange or black tunics for the purpose of continuity and contrast.

It was felt that posed pictures of team play could not accurately and vividly portray team play. For this reason, pictures of team skills were taken during actual games in a sectional tournament.

The following plan was set up to provide a guide in the taking of these pictures.

- a. skill to be presented
- b. best angle to take the picture
- c. number of subjects needed
- d. number of exposures to adequately cover  
the skill
- e. specific details to be emphasized

The pictures were photographed with an Argus C3, thirty-five millimeter camera. The film used was koda-

chrome color film, daylight type, K 135. A General Electric Exposure Meter Type PR-20 was used to determine light exposure to be used. The C3 Telephoto lens was used in team play pictures to cut distance in half to get the true perspective of the game situation.

Where accuracy of details and closeups were essential, as in the grip, the pictures were posed.

Twenty-five slides were selected of skill techniques; twenty-seven team pictures were chosen; a total of fifty-two pictures make up the series.

#### C. Use of the Pictures

The single set of slides may be used with the beginners' classes in the following manner.

The beginning class may be shown the slides throughout the course to present new material and to clarify skills learned.

The methods class, thinking in terms of analysis of coaching points, might see these pictures in a progression and related to the skills being taught in activity classes. After members of the class have

presented skills, the appropriate slides may be projected for further study and analysis. Team play slides may also be used within the class periods to test a student's recall and knowledge of the situation.

A possible sample test might be used, similar to the one on the following page, to test a student's recall power and knowledge of the subject. The following headings could be used to help the beginning teacher channel her thoughts - Positioning, execution of techniques, follow-through (if any), and additional comments which could be anything else brought to the students' mind

## SOPHOMORE HOCKEY

## PICTURE ANALYSIS

<u>Positioning</u>	<u>Execution of Technique</u>	<u>Follow Through</u>	<u>Additional Comments</u>
--------------------	-------------------------------	-----------------------	----------------------------

1.

2.

3.

4.

5.

6. Outline the complete teaching progression for the left hand lunge including your analysis of that skill.

7. What qualities might you look for in a forward ?

8. Your lesson plan says it is time to review the dribble, circular tackle and drive. Put these into a practice drill using all three in a single combination.

9. Your beginning hockey class has progressed to the point where it is time for them to go on the field and start team play. Outline your method for getting them on the field and holding their position during play.

10. List five (5) coaching points on each of the following that you would give to the defense players. (a) COVERING (b) MARKING

## Chapter IV

## PRESENTATION AND ANALYSIS OF SLIDES

A. Kodachrome Slide Presentation

Each skill is considered in the following manner:

- A. Presentation - a pictured skill with an identifying title
- B. Analysis - this lists the approach, position, correct and/or incorrect, of the pictured skill
- C. Comments - any additional thoughts or comments on the slide are mentioned under this heading
- D. Test - in some cases, a test is set up to identify correct or incorrect skills in terms of individual or team play.

I. Individual Field Hockey Skills

Picture Number A<sub>1</sub> - The Grip

A. Presentation -

The front view of the subject, showing close up of the top hand and proper grip.

B. Analysis -

1. Stick placed on the ground, toe forward.
2. Left hand placed on the stick as if shaking hands.

C. Comments -

1. A characteristic of this subject is a forward head but proves very successful for her.

Picture Number A<sub>2</sub> - The Grip

A. Presentation -

The front view of the subject, showing close up of the turn of the top hand.

B. Analysis -

1. Left hand turns.
2. Back of left hand, facing forward.
3. Hitting surface of the stick is forward.

C. Comments -

Notice the wrist is free for flexibility  
and that the elbow is also free of the body.

Picture Number A<sub>3</sub> - The Grip

A. Presentation -

The close up of the hands alone.

B. Analysis -

1. Right hand placed on the stick several inches below the left hand which is at the top of the stick.
2. The left hand is most important for power and flexibility.

C. Comments -

Some coaches might comment on the turn of the top hand in this subject. It is not necessary to have quite as much turn. However, the hands do act like a hinge joint.

Picture Number A<sub>4</sub> - Grip and Body Position

A. Presentation -

Incorrect and correct grip shown by two subjects.

B. Analysis -

1. The subject in the orange tunic is correct.
2. The subject in the black tunic is a picture of awkwardness throughout.
3. The incorrect subject in black - hands are placed too low on the stick.
4. Body is placed too low to the ground as a result of her hands.
5. Flexibility in the wrist action is hindered by the position of the bottom hand.

C. Comments -

This subject in black is an example of what sometimes happens to a beginner.

D. Test -

Which player is correct? Give your reasons for the poor skill portrayed by one of these players.

Picture Number A<sub>5</sub> - Grip and Body Position

- A. Incorrect and correct grip shown by two subjects (same as Picture Number A<sub>4</sub>, with two different subjects)

Picture Number B<sub>1</sub> - The Dribble

A. Presentation -

The front view of the subject, showing body and hand positions.

B. Analysis -

1. Right hand placed on the stick several inches below left hand.
2. Palm of right hand facing forward.

C. Comment -

Notice the position of the stick ahead and a little to the right of the forward foot. The body is inclined forward, ready to move. Notice also that the elbows are free of the body.

Picture Number B<sub>2</sub> - The Dribble Position

A. Presentation -

Dribbling position, both hands on the stick.

B. Analysis -

1. Right hand placed on the stick several inches below the left hand.
2. Same picture as Picture Number A<sub>1</sub>,

except this subject does not have quite as much of a forward head. Both positions are effective for both subjects.

C. Comments -

Notice the position of the body, ready to move.

Picture Number B<sub>3</sub> - Position of the Stick

A. Presentation -

Angle of stick for dribble.

B. Analysis -

1. Subject in black tunic has laid her stick back, thus would be unable to stop an oncoming ball.
2. The correct way shows that the hitting surface is flat and behind the ball.
3. The elbows are much freer of the body, so movement is not hindered.

C. Comment -

The body position of a player should be moving in the direction that she wants to go.

D. Test -

How can the incorrect player change the position of the stick?

Picture Number B<sub>4</sub> - Dribbling

A. Presentation -

Taking the correct position of the hands, the subject begins to move into the dribble.

B. Analysis -

1. Stick is ahead of the player.
2. Elbows are free of the body.
3. The body and feet are going in the direction the player is moving.

C. Comment -

The ball is carried by a series of short taps and is kept close to the stick so that it is in control at all times.

Picture Number B<sub>5</sub> - Incorrect Dribble

A. Presentation -

The subject with a poor hand position tries to execute a dribble.

B. Analysis -

1. Hands too close.
2. Ball carried too far behind body.
3. The shoulders are turned, thus could cause a foul if opponent were close by.

C. Comments -

This is a carrying position which a beginner quite often takes.

Picture Number C<sub>1</sub> - Backswing of the Drive

A. Presentation -

This is a poor presentation of the backswing of the start of a drive.

B. Analysis -

1. The hands are together on the drive.
2. Elbows are free of the body.
3. Poor picture because of a lack of back swing.

C. Comment -

The body is in a poor position for a good backswing.

Picture Number C<sub>2</sub> - Drive, Follow Through -

A. Presentation -

Hands together, body inclined forward, the subject executes the follow through of a drive.

B. Analysis -

1. Hands together.
2. Body inclined forward.
3. Notice the feet are apart and that the knees are bent for good body movement.

C. Comment -

Wrist action at the moment of impact with the ball and finishing with a locked wrist to avoid the foul sticks adds to the skill of the drive.

Pictures Numbers C<sub>3</sub> and C<sub>4</sub> - Drive

A. Presentation -

Both these pictures are the same as Pictures Numbers C<sub>1</sub> and C<sub>2</sub> with a little more action

B. Analysis -

1. Subject on the move.
2. Notice body position.

C. Comments -

This player has a very definite follow through.

Picture Number D<sub>1</sub> - Flick

A. Presentation -

A flick is a pass that raises the ball off the ground.

B. Analysis -

1. Left hand grasps the top of the handle.
2. The right hand holds the stick several inches down the handle.
3. This player uses her left foot forward; however, many players use the right.
4. The body is low.
5. The flick is a reaching stroke. The ball is far from the foot and the player bends and extends.

C. Comments -

This player finds it easier to do the flick

with the left foot forward. With beginners, I believe I would teach it off the right. Notice the possibility of the left hand for beginners touching the knee. This player gets such a reach that for her it does not occur.

Picture Number E<sub>1</sub> - The Scoop

A. Presentation -

Side view of the lifting stroke of the scoop.

B. Analysis -

1. Notice good body position of player
2. The left hand holds the stick as in the dribble.
3. The right hand, as stick is laid back, grabs just above the splicing.
4. The handle is out in front of player's left leg.

C. Comments -

Scoop is used as a dodge forward over an opponent's stick, as a shot, for a goal and/or as a pass.

Picture Number F<sub>1</sub> - Left-Hand Lunge

A. Presentation -

With good extension of the body, the subject executes a left-hand lunge.

B. Analysis -

1. On the stick side of her opponent, the left-hand lunge is valuable.
2. Lunger lunges forward on the left foot.
3. The stick is thrown downward across the body with the right hand.
4. The ball is blocked, not hit.

C. Comments -

In this slide, the subject has just released her right hand from the stick and from this point might use it to balance her body position.

Picture Number F<sub>2</sub> - Left-Hand Lunge (Side Angle)

A. Presentation -

Side angle is shown of the lunge to emphasize body position.

B. Analysis -

1. Notice the lunge in the body.

2. Ball is blocked, not hit.

C. Comment -

The body should still be in a position to recover quickly to do something with the blocked ball.

Picture Number F<sub>3</sub> - Left-Hand Lunge

This is another picture of two subjects executing the lunge - all analysis and comments are the same as Picture Number F<sub>2</sub>.

Picture Number F<sub>4</sub> - Incorrect Left-Hand Lunge

A. Presentation -

Front view of the subject executing an incorrect left-hand lunge.

B. Analysis -

1. Stick must block the ball and can not hit the opponent's stick.
2. Watching the ball will help to eliminate this fault.
3. Stronger left wrist action.

C. Comment -

This is a fault which occurs with many beginners.

D. Test -

What is wrong with this skill? How would you correct it?

Picture Number G<sub>1</sub> - Straight Tackle

A. Presentation -

A front view of the straight tackle, showing the ball with the tackler.

B. Analysis -

1. Eye on the ball.
2. Tackler wants to meet the ball when it is off the oncoming player's stick.
3. The tackler's stick is placed on the ground.
4. Notice the body position - still in a position to continue on moving.

C. Comment -

Good players should not hesitate to come forward and tackle the player with the ball. Even if the ball is not taken away, it will most likely force the player to pass.

Picture Number G<sub>2</sub> - Incorrect Straight Tackle

A. Presentation -

Side view of the straight tackle showing position of the stick.

B. Analysis -

1. Tackler has failed to keep her eye on the ball.
2. She has failed to keep her stick to the ground when approaching to tackle.

C. Comments -

Again this is a common failure of beginners.

D. Test -

What is the ability of the black player to stop the ball? How will she correct this?

Picture Number H<sub>1</sub> - Dodge to the Stick Side

A. Presentation -

A back view of the player executing a dodge to the stick side.

B. Analysis -

1. As the player approaches the opponent,

the dodge is executed by a pull of the ball to the left.

2. Good footwork is essential.
3. Notice the momentum of the opponent carries her on.

C. Comment -

This dodge can be successful when done accurately and quickly.

Picture Number H<sub>2</sub> - Dodge to the Non-Stick Side

A. Presentation -

A side view picture presented to show the speed with which this can be done.

B. Analysis -

1. The ball is sent to the non-stick side of the opponent.
2. The ball is hit just far enough to be able to run behind the opponent and pick it up again to continue play.

C. Comment -

A player must watch that she is not sending the ball to an opponent. Good footwork is a must.

Pictures Number H<sub>3</sub> and H<sub>4</sub> - Poorly timed Dodge

A. Presentation -

Two slides which attempt to show the timing involved in the dodge to the non-stick side.

B. Analysis -

1. The ball has been let go too soon.
2. A fast and alert opponent can anticipate.
3. Notice the opponent recovers the ball.

C. Comment -

The development of timing is an important part of a player's skill.

D. Test -

What could you tell this player to help her to be able to recover the ball?

II. Team Play

A. Offensive

Picture Number A<sub>1</sub> - Start of Game

A. Presentation -

View of the line-up at the center bully.

B. Analysis -

1. Team uses all of the field.
2. All players are ready to move.

C. Comment -

The space which a good team can use makes for a wide open game with drives and passes.

D. Test -

Name the players that would be lined up on the center line.

Picture Number A<sub>2</sub> - Twenty-five Yard Bully

A. Presentation -

A look from the right of the field (of the black team) at the twenty-five yard bully.

B. Analysis -

All players ready to move.

C. Comment -

The ability of a player to move when her team gets the ball is most important.

D. Test -

Name the players and position them for a twenty-five yard bully.

Picture Number A<sub>3</sub> - Circle Play

A. Presentation -

Center forward, in a front view, carries the ball into the circle.

B. Analysis -

1. The center forward, in a dribble, rushes the ball toward the goal.
2. Notice the body movement which probably indicates speed.
3. Defense player has been left behind and is making an attempt with a left-hand lunge.

C. Comments -

The ability of a player to rush the ball in the circle is most essential.

D. Test -

What coaching points might you give this forward?

Picture Number A<sub>4</sub> - Circle Forward Play

A. Presentation -

View from the goal of an oncoming forward player.

B. Analysis -

1. Notice the speed and push that this player displays.
2. Defense seems to have been left behind.
3. Other defense are coming in from the sides to cover the hole made by a teammate.

C. Comment -

Notice the body movement the center forward has as she rushes the ball in.

D. Test -

What coaching points would you give for the other players in this picture, other than the center forward?

Picture Number A<sub>5</sub> - Forward Pass

A. Presentation

View of the left wing getting into position to make a right drive.

B. Analysis -

1. The body keeps moving as the player prepares to drive.
2. Notice this player has left her defense behind her.
3. A quick pass must be made before the fullback can get into position.

C. Comment -

The ease and flow of movement that should occur from one movement to another is sometimes difficult for players to learn. As in this picture, there is no stopping while one gets set for the drive.

D. Test -

To whom might this player be passing?

Picture Number A<sub>6</sub> - Field Play

A. Presentation -

View of the right inner moving the ball down the field with support from her forward line.

B. Analysis -

1. A forward line works together.
2. Notice the right wing moving in line with her inner. Also the shadow in the picture might indicate the center forward in line also.

C. Comment -

No team can function without the teamwork of a forward line.

D. Test -

What coaching points might you have for the supporting players in the picture?

Picture Number A7 - Drive at the Edge of the Circle

A. Presentation -

View from the end line of the right inner at the edge of the striking circle.

B. Analysis -

1. Drive when you hit the edge of the circle.
2. Notice the forward line together.
3. Notice the defense coming out.

C. Comment -

The feeling a forward should have is hit and go, for not always is her shot made and she must be there to get the rebound.

Picture Number A<sub>8</sub> - Forward Pass

A. Presentation -

View of the left wing in the back swing of a drive to center the ball.

B. Analysis -

1. Notice player is rushing to get the ball off before the defense get on to her.
2. The wing apparently got by her defense but she has recovered and is coming up to do a left-hand lunge.

C. Comment -

A quick flick of the wrist will aid the wing in getting rid of the ball.

Picture Number A<sub>9</sub> - Rush for the Goal

A. Presentation -

View of a center forward attempting to get rid of the ball when closely marked.

B. Analysis -

1. Center forward will have a hard time to get the ball away before the defense reaches the ball unless she places her stick on the ground.

C. Comment -

An oncoming goalie means thought and execution of the skill quickly.

D. Test -

What comments would you give all players in this picture?

Picture Number A<sub>10</sub> - Forward Pass

A. Presentation -

View of a center forward attempting to get rid of the ball when closely marked.

B. Analysis -

1. Not too many available players to pass to.
2. Defense marking very closely.
3. Every eye on the player with the ball.

C. Comment -

A clear-out to the sidelines would probably be her best bet.

Picture Number A<sub>11</sub> - Forward Moving the Ball Down

The Field

A. Presentation -

Front view of a player moving the ball down the field in a dribble.

B. Analysis -

1. Good body movement.
2. Ball kept close to the stick.
3. Dribble will soon be ineffective as defense player moves in.

C. Comment -

The player looks to be within the striking circle so she could take this dribble into a flick or a quick drive to the goal.

B. Defensive

Picture Number B<sub>1</sub> - Defense of Goal

A. Presentation -

View from behind the goal of the position

of the goal keeper in stopping an easy oncoming ball.

B. Analysis -

1. Easy ball
2. Forward is not really rushing.
3. Goal keeper is in ready position to clear the ball.

C. Comment -

Many beginners attempt to go out too far to stop an oncoming ball.

Picture Number B<sub>2</sub> - Goalie in Clear

A. Presentation -

Side view of goalie in actual clear from the goal.

B. Analysis -

1. Notice good body position and balance.
2. Notice that when possible she is clearing with her feet.

C. Comments -

No rushing forward makes it easy for this goalie.

D. Test -

List three essential coaching points of a good goalie.

Picture Number B<sub>3</sub> - Goalie Interference

A. Presentation -

Endline view of the goalie who has come out on to the forward player.

B. Analysis -

1. Goalie has come out to try to spoil the forward's shot for the goal.
2. Goalie's eye is on the ball.
3. The quickest way to remove the ball is by a kick.

C. Comment -

The goalkeeper must study the techniques of her opponents to determine their play in the circle.

D. Test -

Are the other defense in this picture helping the goalie?

Picture Number B<sub>4</sub> - Fullback Covers for the Goalie

A. Presentation -

View from beside the goal cage of a goalkeeper who was pulled out of position and the fullback covering for her.

B. Analysis -

1. Fullback pulled out of position and unable to recover.
2. Covering for the goalie is the fullback.
3. Fullback has no goalie privileges but can use her stick to clear the ball away from the goal and thus save what would have been a sure goal.

C. Comment -

This is one case when an alert teammate covered in an unusual situation - good team play.

D. Test -

What comments would you make about this picture as to positioning, execution of technique, or follow through?

Picture Number B<sub>5</sub> - Defense Recovers

A. Presentation -

Front view of the recovery of the left fullback to try to stop the inner who is about to shoot for the goal.

B. Analysis -

1. Defense should try to stay between the opponent and the goal.
2. When defense does get out of position, a quick recovery should be made.
3. This picture looks like the defense has recovered possession of the ball - now she must do something with it.

C. Comment -

It is a difficult thing to get across to players to try to stay with the game even though they have made a mistake.

Picture Number B<sub>6</sub> - Defense Recovers in the Circle

A. Presentation -

View from the endline of a fullback who is coming over to get rid of a ball that seems to be loose in the circle.

B. Analysis -

1. A quick-moving player can help cover when a teammate gets left behind.
2. The turn of the defense's shoulders looks like she is going to clear the ball out to the side and down the side.

C. Comment -

A rushing forward makes an even faster recovery and get-away from the fullback.

Picture Number B7 - Defense Marking

A. Presentation -

A view from the endline of a marking defense player.

B. Analysis -

1. Fullback marks the inner.
2. Her position is between her opponent and the goal.
3. Notice the goalie who is in position in case the fullback should miss.

C. Comment -

Good footwork makes it possible for a player to be in position.

Picture Number B8 - Defense Does a Circular Tackle

A. Presentation -

A view of the completion of a circular tackle.

B. Analysis -

1. If a defense player finds herself on the left side of her opponent a circular tackle could be executed.
2. Notice the body position of the player away from her opponent so that a foul of obstruction will not occur.
3. Now that she has successfully tackled the forward, she must change direction of the ball.

C. Comment -

A very adept player can execute a good circular tackle.

D. Test -

What coaching points would you give for a circular tackle?

Picture Number B<sub>9</sub> - Out of Position

A. Presentation -

A view of a situation that so often happens when one player plays out of position.

B. Analysis -

1. One player should be defending.
2. The left inner is attempting to make a play and the center and right half are trying to cover for the fullback who was left behind.
3. Teamwork should include only one player from each ball at the same time.

C. Comment -

In beginning play, one thing a coach has to impress upon the players is that the whole team does not play the ball at once.

Picture Number B<sub>10</sub> - Good Defense Marking

A. Presentation -

A view from the endline of defense play in the circle.

B. Analysis -

1. In the circle especially, a defense player

should mark closely.

2. Notice in the picture that the left inner is marked by the fullback, the center forward by the center half, the right inner by the left fullback.
3. Wide open and better play is possible when players play their own positions.

C. Comment -

Close marking is possible but still every eye is on the ball.

D. Test -

What coaching points do you have to offer about the positioning in this picture?

Pictures Number B<sub>11</sub>; B<sub>12</sub>; B<sub>13</sub>; B<sub>14</sub>; B<sub>15</sub>; - Defense

Makes an Attempt to Recover

A. Presentation -

The following views are various attempts made by the defense player who has been left behind and tries to recover.

B. Analysis -

1. Defense should stay between her opponent and the goal.

2. If she does get left behind an attempt should be made to recover.
3. By means of a circular tackle, lunge, or a job

C. Comment -

In recovering a player must be careful not to foul.

Picture Number B<sub>16</sub> - Defense Fouls- Sticks

A. Presentation -

View from the endline of a defense player making sticks in attempt to recover the ball.

B. Analysis -

The defense player in yellow attempts a left-hand lunge. In doing so, she lifts her stick above shoulder height.

C. Comment -

The opponent gets a free hit in the game when a foul occurs.

D. Test -

What would you tell this defense player to do to avoid sticks?

Picture Number B<sub>17</sub> - Obstruction

A. Presentation -

Front view of a defense and forward player causing obstruction on the field of play.

B. Analysis -

1. A player must keep the ball between her opponent and herself.
2. No body contact at all is possible.

C. Comment -

Obstruction is a foul committed by all beginners. They should be made aware of this just as soon as possible.

## Chapter V

## SUMMARY AND CONCLUSIONS

The major purpose of the study was to develop a series of thirty-five millimeter kodachrome slides for the use with beginners' and methods classes in the teaching of field hockey skills.

A survey was made to select the skills to be photographed. The specific skills were then photographed with the use of skilled demonstrators.

Beginners' classes and methods classes may use these slides to introduce materials or to study in detail for coaching points. These slides may also be used with beginners in the secondary school level.

The following recommendations for further study are made:

1. the development of a test to determine the effectiveness of the use of these slides with beginners' classes.
2. the development of a more objective test to be used with the methods class.

3. the addition of skill slides to the series.

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1. Motion Picture Films (16 mm., silent, in color)
  - No. 2 - Elementary Techniques, Part I, 450 ft.
  - No. 3 - Elementary Techniques, Part II, 450 ft.Film Distributors - Joan Murphy, 505 Armstrong Avenue,  
Brooklyn Terrace, Wilmington, Delaware.

2. Film Loop produced by All England Women's Hockey Association, London.
3. Yanish, Dorothy and Landish, Jean. Field Hockey Film Strips. National Section on Girls' and Women's Sports, 16th Street, Washington 6, D. C.