Instruction Materials Help

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itor of poor swinging faults than an instructor. He actually teaches very few new players. Of Will’s 400 playing members, at least 350 of them have been playing golf for several years. Their faults are ingrained. When they come to a pro for a lesson it is for the purpose of correcting what they think is wrong and not necessarily to acquire a better swing.

This may be the result of the pupil having seen too many “position” illustrations in instruction articles or books. Or, it may be that people are conditioned to concentrate on only one thing at a time. Getting them to think of the swing as a series of flowing actions in which there is quick and coordinated meshing, rather than a sequence of choppy motions that are tied together in a kind of stop-and-go fashion, should be the aim of the professional.

Doesn’t Overemphasize Anything

Thus, Will tries to avoid overemphasizing any phase of the swing. “Spend too much time on the grip,” he says “and you get your student thinking that the swing is all grip.”

The Overbrook pro maintains that more