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time many old maintenance problems were eliminated. We had a loose working agreement with the contractor, so we could “play it by ear.” That is precisely what we did.

**Line of Play**

It was suggested by the architect that all roadways and ramps be kept out of the line of play if possible. Roadways skirt areas where a slightly off-line shot may produce an unfair bounce.

There is no place in a landscape for a straight line. Not only does this apply to roads but also to banks and other types of dirt fill. Curves should be put in roadways wherever possible. When making an earth fill, banks should be tapered so they appear to have been created over the years by the natural movement of water and by the elements. This eliminates water pockets and gang mowers can move in any direction without scalping the turf or digging into the soil.

**Avoid the Climb**

In replacing bridges with dirt fill at Hyde Park it seemed unnecessary to build up to the original height of the bridge. Yet, we couldn’t create a situation where a pedestrian would have a new climb when leaving a ramp. It is very important that earth ramps be kept as low as possible. This not only makes them less costly to build but easier to maintain since shoulders can be made more gently rolling. We learned several tricks in solving this particular problem.

- The walking golfer won’t complain about walking downhill; it’s when he has to climb again that he becomes unhappy. In some cases, where the golfer walks down to a ramp lower than the original bridge, the other end has been brought up so gradually that the new climb is not noticeable. Helpful along this line is to make the ramp like a sway back horse. This gets away from a straight line appearance.
- In some cases the golfer actually walks downward when leaving a bridge. This situation lends itself very well to a lower-than-bridge ramp.
- In another spot, where a bridge came out on the same level as the tee, a new parking area was hollowed out three or four feet below the top of the tee, creating a bank at the side of the tee. The climb is virtually unnoticed because it is in the tee area.

**Grass on the Ramps**

Our final problem was to get grass on ramps and slopes. Since construction was started in late Oct., we were faced with the problem of trying to raise a stand of grass in Nov. when temperatures are not exactly favorable. By using a large quantity of domestic rye in our mixtures, plus a high rate of Milorganite under a straw mulch, satisfactory ground cover was established. This stabilized the new slopes and produced a fair turf for the following year.

**New Jersey Golf Show**

The New Jersey Shore winter golf league, in operation for the last three years, has set aside Apr. 23 as the date of its first golf show. It will be held in Convention Hall, Asbury Park, and it is hoped it will turn out to be one of the best attended shows ever undertaken for N. J. and Metropolitan golfers. Films, teaching clinics and displays of 1961 golf merchandise will be featured.

**Change Magazine Setup**

The PGA, which has been in a reorganization mood for the last several months, is re-tooling the setup of its magazine, The Professional Golfer. Bob Russell, dir. of public relations who formerly was editor of the publication, is now serving as its supervising dir. Nan Berry, with the Golfer since 1958, has been promoted to managing editor and Jo Ann Warden, formerly an editorial assistant, is now assistant editor. John A. Hubbard has been added to the staff in the newly created role of business mgr.
Haig Ultra Woods and Irons

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Explain Your Terms

Many times when you use "blocking out, casting, etc.," the poor, perspiring pupil has no idea of what you're talking about.

By AL HUSKE
Professional, Glen Oak CC, Glen Ellyn, Ill.

One of the great failings in golf instruction is that the pro doesn't always explain himself in terms that the pupil understands. If he has been in the game very long, chances are he has fallen so far into the habit of using shop or trade talk that it may not occur to him that he is using expressions that are completely foreign to the poor fellow who is taking a lesson.

It would be enlightening if all of us, and particularly the veteran teachers, would pay close attention at least once a week to the terms we use in instruction work and determine just how often we may be talking over the heads of our pupils. Occasionally I have tried to take stock in this manner, but I'll confess that I don't do it often enough.

Study a list of your favorite teaching terms. You use such expressions as blocking out, casting, dead clubhead, inside out, locked and perhaps a score of others. These are good, precise terms, as far as you are concerned. But what do they mean to the person you are teaching?

You'd Be Confused, Too

Possibly nothing at all. Put the shoe on the other foot for a moment. If, in talking to you, your pupil were to use such words and phrases as short selling, tort, slab lattice and others with which he may be familiar because of his occupation or profession, you'd be bewildered. When a pupil or a member of your club uses these expressions he isn't talking to you on your grounds, just as you probably aren't getting through to him when you use language that only you and another pro understand.

Let's try to picture what goes on in the mind of a pupil when we start using some of our unfamiliar phrases.

Perhaps you don't like the way in which he is pivoting, so you shout, "You're blocking out the shot!"

What's In the Way?

That may sound pretty profound, but certainly it isn't enlightening. The poor, perspiring pupil, never having heard the expression, wonders what you're driving at. Blocking out conveys the impression that something must be getting in the way, but for the life of him he can't figure out what it is. It may be any of 16 parts of his anatomy.

So, you attempt to show him, placing your hands on his hips and swiveling him around to get the feel of what the hips should do on the downswing. Or, if you have detected poor footwork or poor hand action, you may place a hand on his left knee and manipulate it in the turning action you want to accomplish, or in case of the hands, show him what you mean by supinating the wrists.

That is fine. There is no better way of teaching golf than literally taking the pupil in hand and maneuvering him into the position or action you want him to achieve, or at least feel or sense.

Term Is Dropped

But perhaps there is one thing you overlooked. You were shouting something about blocking out before the physical correction was made. Now, you don't even mention the term again. The result is that the pupil knows what you want him to do in certain phases of the swing, but he still is puzzled by that "blocking out"
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term that remains unexplained. If he is
the kind of person who doesn't want to
show what he considers to be his ignor-
ance by asking you to define or explain
it, he'll probably never find out what it
means. But it will bother him to the ex-
tent that he will be more preoccupied with
it than with what you have showed him
about pivoting, or hitting with his hands.
So, part of the lesson is lost for him.
That is why I say explain your terms,
constantly taking time to query the pupil
to find out if he knows precisely what
you mean when you use some of the
phrases peculiar to the golf teaching pro-
fession. It will enable him to grasp the
whole lesson five times faster than if you
leave some of your trade terms dangling
without explanation.
I feel that the explanation of terms for
the benefit of women students is even
more important than for men. The reason
is that men ordinarily have a larger sports
or golf vocabulary than women, and as a
result, have at least a vague idea of what
you are talking about. But it isn't going to
do any harm to be completely on the side
of clarity in teaching either sex.

Some Have Wide Range
The more advanced the pupil, the wider
the range of shop terms you can use in
teaching him. By the same reasoning, all
of your terminology should be fitted to the
pupil. The fellow with a technical back-
ground revels in all the involved expres-
sions you can throw at him, but on the
other hand only a few of these may
confuse the person who works at a non-
mechanical occupation. Junior players
usually are bored by the intricate phrase
unless it has true pictorial qualities. Above
all and regardless of whom you are teach-
ing, don't use high flown professional
phrases just for the sake of impressing
someone or making him feel uncomfort-
able.
While I am very much opposed to be-
wildering people with unexplained trade
terms, I think there should be more teach-
ing of the theory of the swing and of the
hit. I haven't been able to do as much of
this as I would like, but I think it would
be interesting to be able to devote a good
deal of time to small groups and explain
these things by chalk talks and demonstra-
tions. I'm sure that all my pupils would
be better golfers if they had a clearer under-
standing or better, a fuller mental picture,
of what they are doing when they swing
a club. At the same time they would
benefit if they had a better conception of
what happens when the clubface meets
the ball properly. Maybe all this sounds
a bit schoolroomish, but I don't think there
is a golfer alive who wouldn't profit by
being a bit longer on theory than he actu-
ally is. That goes for the top players, too.

Strong Visual Terms
As a final note, I think you can improve
your teaching by searching out the terms
in your vocabulary that have strong visual
impact. I have two favorites. One is the
use of "compass." To impress the pupil
with the need for maintaining a solid ver-
tical axis throughout the swing, I tell him
that his head and spine are the point
around which the pointer (arm, hands and
clubs) spin or swing. Several of my pupils
have told me that this simple idea has
given them a true picture of how the swing
should be executed, and even a few say
the thought of the compass is uppermost
in their mind when they address the ball.
Another term that has registered well,
and particularly among women, is the
"surveyor's rod." It is, as you know, the
imaginary vertical line that extends from
the ground and just touches the outside of
the player's left shoulder at address. I
admonish my pupils not to lurch or lunge
beyond that line at any time during the
swing. Most of them remember not to, or
at least, they are well aware that they
shouldn't. It isn't uncommon for me to
look out the pro shop window or across
to another fairway and see one woman
player instructing another by using a club
as a surveyor's rod. It's a great satisfaction
to know that one of my favorite teaching
tools is being treated with so much respect
and confidence.

---

Raise $2,375 for Ed Oliver

A total of $2,375 was raised on Ed
Oliver Day at the recent playing of the
Palm Springs Classic, according to Walter
Burkemo, Eldorado CC pro and local
chmn. of the Oliver fund. The money was
turned over to James L. O'Keefe of Chi-
icago, national chmn. of the fund. Under
O'Keefe's guidance, a committee has been
formed to raise educational funds for Oli-
ver's four children and to help Porky over
the hump. He has been living in Wilming-
ton, Dela., following removal of a lung
last summer.

Contributions should be sent to the
Porky Oliver Fund, Western Golf Assn.,
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Oakland, Calif.

March, 1961
Veterans Vie with Youngsters for PGA School Learning

The last graduate had barely left the podium with his prized sheepskin when dirs. of the third PGA West Coast business training school (Feb. 14-17 in Los Angeles) began to make plans for next year's semester.

“Our 1961 attendance was four times that of the first school and doubled that of last year,” said Dick Boggs, dir. of the school. Boggs is head professional at Sepulveda GC in Encino, Cal. (San Fernando Valley) and is 1st vp of the Southern California PGA section.

“Conducting a business school understandably is a long-range time-consuming project,” said Boggs, “but we honestly feel we have accomplished a very useful contribution to the game by teaching these fellows things that most of us had to learn the hard way.

“We feel we have imparted knowledge to the participants of our school that will make them better representatives of the PGA,” Boggs concluded.

Guy Bellitt, pres. of the SoCal section, concurred with Boggs' views.

Many Prominent Pros

“All you had to do was to see some of the people we had in attendance to appreciate the importance and success of our school,” said Bellitt. “We certainly had our share of prominent tournament players including Ken Venturi, second leading money winner in 1960; Al Geiberger, top rookie of 1960; Tommy Jacobs, Bob McAllister, Eddie Merrins, Joe Zakarian, Felice Torza, 1953 runnerup in the PGA championship; Jerry Priddy, former major league baseball star, and Smiley Quick, runner-up in the 1959 National Seniors Open.

“What especially pleased us,” Bellitt added, “was the attendance of Class A professionals, who certainly didn't need the one-year credit toward their five-year apprenticeship.

“Al Borla of the Michigan Section; Ed Newkirk and Torza of Illinois and Mac Hunter of our own section, who was both a lecturer and student, came here to learn. Hunter told me that listening to Samuel Rothman (accountant for State of California) talk on taxes alone was worth having this school.”

Boggs maintains that tournament players and others present didn't attend the (Continued on page 130)
New Wilson Staff Woods for 1961

Now Wilson adds to famous Strata-Bloc a new Aqua-Tite process that seals out moisture for life of club. Also featured: colorful new nylon face insert. New calfskin grip with modern narrow windings. New Staff-Pro shaft. New Staff Woods for 1961: available through golf professional shops only.

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(A Subsidiary of Wilson & Co., Chicago)

March, 1961
This year, more than ever before, the spotlight of the golf market will be on the kids.

The juniors have long been the "new frontier" of the golf business. This goes back to the days when caddies, growing up, expanded American golf from a "society" game and a pastime for displaced Scots to a popular sport.

There has been for some time a feeling among pros that the caddie has passed his crest as the No. 1 replacement and market insurance element in the golf market.

At representative clubs in metropolitan districts where the population explosion produced more potential caddies than golf could use, the caddie recruiting problem has been beating caddiemasters, caddy chairmen and professionals. This is in spite of the invitation of Evans scholarships and similar programs designed to channel alert kids into caddying.

Numerous professionals remark that the opportunity of playing a private course on Monday (caddies' day) is the prime incentive in getting a lot of excellent caddies to carry clubs. Many of these pros reserve their Mondays to watch kids tee off and practice and to give them instruction.

Future Getting Dimmer

Generally, though, the caddie aspect of the golf market's future appears to be getting dimmer because of:

(1) Higher caddie rates and reluctance of kids to caddie unless they can carry double. Especially with women who are more "careful" than men are with money, caddies fees are pricing the kids out of business. It used to be consideed that it was declasse for a woman at a first class private club to haul a bag cart instead of hiring a caddie. One thing that changed this was the big growth of women's golf during the months when caddies weren't available because of school hours;

With caddies vanishing from the scene, it's lucky that some pros and the National Golf Foundation started promoting Junior programs.