

# Teaching to 5,000,000 Kids Calls for Pro Training

By "CECE" HOLLINGSWORTH

**P**PROMOTING golf among the five million students who are potential golfers is of timely importance. This will be done eventually as many educators recognize the value of this type of recreation and education. However the stimulus has never been sufficient to cause general acceptance in the public school program. So far as the work has been done with private schools or colleges and interscholastic or intercollegiate team play. Very little has been done about making the teaching of golf a part of the public school curriculum.

Unquestionably golf should be a part of the public school athletic activities. Nevertheless several objections arise which must be met before golf can be acceptable to the school program. To be generally accepted the teaching must not take too large a ground area. The danger factor must be minimized. The per unit cost of instruction must compare favorably with that of other accepted types of play. The cost of equipment and the maintenance of same must be within the reach of the school system.

Actual opportunity for play must be afforded, financed by the school. The administration of this activity will present a major problem. The instructor must meet the requirements of the teaching profession. These casually noted problems and many more will present themselves to be solved or adapted before the five million can be reached successfully.

## Golf Teaching Space

Such a program is certainly one which is feasible. Caging would be possible in such a way as to make all wall space available and drop nets could be arranged for added space. Most play-grounds are too small now but most of them have space which could be adapted to golf instruction. Room can be found for instruction and practice nets if the activity is adaptable and it is. The per unit cost of instruction

would appear to compare favorably with the cost of other play activities. Many more for instance could use the space allotted to a tennis court than can play tennis. The same might be said for basketball and certainly no more expense would be involved.

The danger factor must be minimized. From the standpoint of administration this is a major factor. The acceptance and success of golf as a physical education activity depends to a large extent on the safeness and the adaptability to mass instruction. No activity regardless of its benefits may be accepted into a physical education program without a maximum safety factor.

Practice in the golf activity as a whole is essential to maintain interest. This is true of all games. We must break all games up into their elements in order to learn fundamentals. But we must also offer the activity as a whole or we shall never accomplish our goal. The inability to offer the whole game is probably the main reason for golf never having been given generally in the physical education program. This adaptability would seem impossible. Just how this can be accomplished is a problem. However a plan could surely be arranged by which a certain number of cards could be played at the nearest municipal course as a home assignment. The actual rating for grades could be done by objective tests at the school itself.

This activity is essentially one of individual performance. In this respect golf is not unlike those activities on the track or in gymnastics. The factors of individual competition and team play are quite as present in golf as in many other accepted activities. We shall find this true especially in such events as two ball foursomes and team events. A scoring system with objective measurement is very feasible. Scoring may be arranged in the more

essential phases of the game. Thus golf, it would seem, has been overlooked as an activity adaptable to the physical education curriculum.

One of the major activities in physical education is the carryover. In golf one finds more people participating from the age of the pre-school child to the feeble adult than any activity except swimming. Unlike many games and activities of physical contact golf may be participated in by two of very unequal scoring ability. In no other game can one handicap so fairly. A lack of adaptability to objective measurement renders many other activities unequal to golf as a universal game with equal appeal to young and old, experienced and inexperienced alike.

### Instructor's Qualifications

The instructor must know golf and must meet the requirements of the teaching profession. The teaching has set for itself a high requirement of professional training. This is required in order that all instructors shall be well grounded in the understanding of the pupil. In teaching, the sciences, social sciences, psychology, English, foreign languages, etc., insure the profession that individuals graduating in teaching will have a good general background. These are general requirements in education. The old time ball players who got their coaching jobs for what they knew of a sport are being replaced by men professionally trained in education. The professionally trained men in education will certainly be the type of men who will qualify as an instructor in the public schools. "Pros" are passing up a golden opportunity in not preparing themselves properly if they wish to go into this line of work.

Unquestionably the field is open and the "five million" are in the "golf market's cradle." Golf is adaptable to the physical education program. The aims and objectives in physical education are highly satisfied. Golf is adaptable to all ages, to all physiques, to both sexes, and it carries over for a longer period than any other activity. Golf appeals to the introverted and extroverted persons alike. Golf participation requires no set degree of proficiency to be of interest in participation and competition. The situation is ideal but the activity must be adapted to the curriculum and the public school is the proper medium through which to promote this most ideal activity.

## BRIGHT LINES FROM BRIGHT PROS

**PLAY UP THE** class lessons for juveniles.

A pupil who develops into a champion means much bigger earnings for his pro, and every pupil who shows interest and a better game increases your business now with pupil and parents, as well as insuring your future.

*Bobby Cruickshank,  
Country Club of Virginia.*

\* \* \*

**START EARLY.** You can sell a lot of goods to your members before they get out on the course. They'll give you time for inspecting and buying merchandise at their homes and offices before the season. When the season starts they are keen to play rather than to stop to buy.

*Harold Clasen,  
Cloquet (Minn.) G. C.*

\* \* \*

**IF YOUR MEMBERS** can get "the best" anywhere else in quality, value or service in sales or lessons, then you'd better revise your method of operating before you can boast that you are doing right by your job.

"The best" means that the hardest work has to be done. We accept that as our job. "The best" in 1933 isn't going to be good enough to rate as "the best" for 1934. We all have to advance with the years.

*The Harrison Brothers (Don and Elmer),  
Algonquin G. C. (St. Louis district).*

\* \* \*

**THE MOST SUCCESSFUL** idea for increased interest and business at our club in 1933 was the scheduling of more tournaments with out-of-town clubs. Home and return matches were played. During one of these matches more people played our course than ever before. More tournaments within the club helped a lot. This livelier tournament play brought me an increase over 1932 business.

*Robert Collett,  
Elkins (W. Va.) C. C.*

\* \* \*

**IF THERE'S EVER** any doubt, give the member the benefit. When you have your members confident that you are sincere in serving them and not after them