

cal experience to supplement the theory they learn in the classroom. You must also be willing to help them get a toehold somewhere after the college training is completed.

It is not a sacrifice that I am suggesting to you. All that is needed is an expanded outlook as to the field of activity which these men will open to your profession. If ways can be devised to greatly reduce the cost of playing golf to the average man, there will be a demand for many more golf courses. With general recognition of the standards held by your profession and the type of service you are equipped to render, your members will be sought to manage recreation facilities of all sorts where turf is an important part of the set-up. However, you must be a little generous of your time and support to bring this about, and prevent such management from gravitating into the hands of other groups. I see no reason why this program of educating young men should mean the displacement of a single

competent superintendent in your organization today.

One final word of explanation. This program of training young men will not reduce the necessity for the type of self education which you mature superintendents are now carrying out. You will still need your meetings, conferences, and schools, to keep you abreast of the latest scientific discoveries on soils, grasses, diseases, insect pests and methods of applying these new findings to practical turf culture. You will need even more to inquire into the proper place of golf and other forms of recreation in the life of your respective communities, and devise methods of bringing such healthy recreation within the reach of the millions who want it. The program of training young men in the fundamentals of your profession will provide you with adequately prepared recruits who can hold the advances which you have made in the past 20 years and permit you to forge ahead in the development of greater opportunities for service.



LELAND GIBSON

Camera Is Key To Gibson's Teaching

By David Marsh

LELAND GIBSON, professional at the Kansas City (Mo.) University Golf Club, has developed and stylized a modern method of golf instruction which has proved invaluable to his club members as well as most lucrative to himself.

At the beginning of last season Gibson took an inventory of his physical and mental assets. He totaled his debits and credits. He examined critically the list of club members, the amount of merchandise sold the year before, the number of lessons given, and came to the conclusion that he should devise a more thorough and systematic method for servicing his members, both for their good and for his own good.

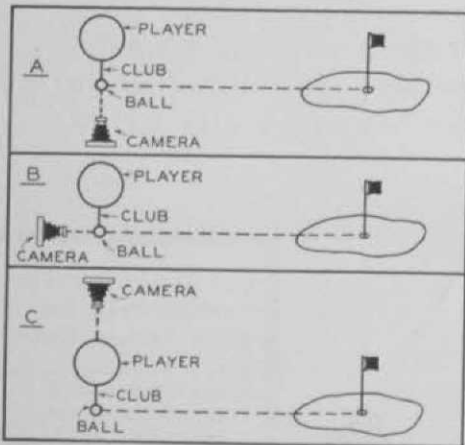
About two weeks before the season opened he mailed to each member a brief personal note suggesting that in order to

get started right for the new season that they sign up for a series of 10 half-hour lessons so that by the time the real summer golfing weather arrived their game would be in good shape for a more successful season than they had ever before experienced. From this point on, Gibson's procedure is this: when the member decides to take the series of lessons Gibson's first step is to set a date to play 9 holes with the member. During the 9 holes of play he may offer a few suggestions, but chiefly he devotes this time to observations and notes on the golfer's outstanding faults.

He notes flaws in the player's swing; he notes where the player uses bad judgment in club selection or in making the shot, and in short, he endeavors to see exactly where the player is losing

from the player's age and physique the course of treatment which should do him the most good. Later, in the pro-shop, he fills out a record card which carries all information pertinent to the player's game. On this card he has the member's name, age, weight, height, make of clubs he uses (this angle can often be used later on in selling the player a new set of clubs which will be more adaptable to the player's swing—whippy shafts for slow swingers, etc.), and general remarks in regard to the student's faults. Also on this card is space for marking the dates on which lessons are taken. For the 9 holes of play and the analysis Gibson makes no charge—just writes it off as good-will advertising.

The lessons themselves are so given that the most time is spent on the worst faults as revealed in the analysis. In addition to this Gibson uses an inexpensive moving picture camera and projector and takes slow-motion pictures of the student making his customary swing before the lessons are started. This affords a basis for comparison later. He finds it most satisfactory and revealing to take the pictures exactly from points as diagrammed below:



The cost of the film, which is very nominal, is borne by the student. Or it can be included in the cost of the series, if preferred. Another roll of pictures is taken from exactly the same points after the series of lessons has been completed. The player can then readily see and understand why he has improved his shots. The old film can be used as a quick reference any time he has a tendency to get back in his old groove, and the new or final film will show him how to retain his new

swing. The player of course owns the two rolls of film which he may keep forever if he pleases.

This moving picture idea is attractive to the average player. We all like to see ourselves in pictures and this can be built up into a powerful selling point for the series of lessons.

Gibson keeps his projection machine at the club so that anyone may run off his own film at any time, thus keeping fresh in his mind the points he learned in the instructions.

Grip Pix Taken

Another angle which Gibson employs is this: he has had a number of photographs (stills) taken of the grip and stance he advises. But they are different than most golf photographs in that they are taken with the camera lens looking down at the grip, club position, and position of the feet, from the point of view of the eyes of the player. Most photographs are taken from the wrong point of view, Gibson feels, as they are taken from the point of view of a bystander. Gibson has been quite successful with his new style pictures.

Another unique angle to the Gibson system is that he asks his students to refrain from making wagers on their game until the series of lessons has been completed. The reason is this: when a player gets in a tight spot in a money game it is too easy to return to his old style swing because he knows just what sort of shot he can expect to make. It is best to use the new swing, or grip, or what not, in "fun" games until a few weeks after the lessons have been completed. This enables the player to build up confidence in his new style to a point where he knows, and knows he knows, that his new style will produce the best result.

Due to the modern clinical style of attacking the teaching problem Gibson has drawn many players from other clubs in the city. One of his students who at the start of last season had rather an unorthodox swing and played usually in the low or middle 80's, improved so rapidly that by the end of the season he won his club championship. And not only that but defeated in the final round a player who twice had gone to the finals of the Kansas City match play championship. Another of his students went to the finals of his club championship when the best he had ever done before was to

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University of Kansas City coeds are shown receiving instruction from Leland Gibson, pro at the University GC. These students take lessons under Gibson three times weekly, for which they receive gym credit.

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win one round in the championship flight.

This style of instruction has kindled much enthusiasm at Gibson's club, so much indeed that at almost any time of day during the summer players may be found on the practice tee keeping their stroke in the groove.

Gibson feels that this type of "clinical merchandising" has far reaching possibilities both for club members and for the pro. His club, a semi-private organization, has reacted most enthusiastically to this teaching style. And if it works with members of moderate means then it will undoubtedly work out even more profitably at clubs where there is a closely knit and financially able group of members.

Drake Students Enthuse Over New Course in Golf

AN enthusiastic report on the tremendous possibilities of developing golf in schools was received recently by GOLF-DOM from Monty Schenck, Woodside GC, Des Moines, Ia., pro, who has just completed the first semester of the first student golf instruction program ever held at Drake University in Des Moines. Says Schenck:

"What I feel is more significant than anything else in regard to the unusually

successful golf program at Drake, is the fact that the university had never before offered golf in its department of physical education curriculum. The great initial success of student golf at Drake shows the tremendous possibilities in schools and colleges for development of golf—if some time and effort is spent along this line.

"The first thing I did upon getting the O. K. from Drake officials to go ahead with school instruction, was to acquire a golf net and mats. I was then assigned to a large room in the field house that was generally used for basketball. This room was 75 ft. by 40 ft. Students signing up for the golf classes (there were four classes each day) numbered 128. It was planned to divide the classes into beginners, and advanced; but the way things turned out three-fourths of the total number were beginners.

"The golf instruction classes ran according to the following schedule—classroom work on Monday and Wednesday, and regular exercises in the practice room on Tuesday, Thursday and Friday. During the semester I obtained two sound motion pictures on golf, and four silent pictures, all in 16 mm. These movies contained instruction and actual shot demonstration by the game's leading golfers. Several times during the semester I had prominent golfers lecture on fundamentals of the game."