

Survey Gives Important Data on Women's College Golf

A study of golf for women students in 58 institutions of higher learning in the U. S. has been completed by Miss Helen Margaret Robbins as a thesis submitted for a degree of Master of Arts in Education at the University of Kentucky.

Miss Robbins made her study under the supervision of M. E. Potter, head of the department of Physical Education, University of Kentucky.

Highlights of Miss Robbins' study of women's golf instruction in the colleges are of special interest to foresighted pros, inasmuch as the prospect of development of golf among college women has an important bearing on future field for pro golf.

Miss Robbins found, from her survey:

1. Women physical education staff members give most of the instruction of golf for women in the institution of higher learning.
2. The average size class is not more than 20 students. It is agreed that in smaller classes, the instructor is able to give more individual attention.
3. In general, golf is an elective activity in the academic field on the freshman, sophomore, junior or senior levels.
4. Credit is given for golf in the majority of institutions. The credit is applied to the required physical education credit.
5. The period of instruction in most institutions of higher learning is approximately two hours a week. The length of the instruction period varies.
6. Credit is not given for extra-curricular golf participation in most institutions of higher learning.
7. Intramural golf for women is enthusiastically accepted in the majority of schools.
8. Approximately half of the institutions of higher learning offer intercollegiate golf for women. The program includes sports-days and informal invitation matches.
9. Golf is included as an extra-curricular activity in most of the institutions included in this survey.

10. The elimination tournament seems to be the most popular type of tournament.

11. The majority of schools play golf outdoors during a part of the year.

Inclement weather and the season of the year are the factors creating the need for indoor play.

12. Approximately half of the institutions of higher learning own their own golf course. The schools that do not own their own course, have access to either a municipal course, country club, or private course.

13. The distance of the course from the campus varies from one to 12½ miles. Most school-owned courses are close enough to the campus to permit the student to walk to their classes.

14. Private automobiles are the chief means of transportation.

15. Indoor practice ranges are popular indoor facilities, but the majority of the schools do not have the facilities needed for indoor activity.

16. In all institutions of higher learning, some out-door practice facilities are available.

17. The questionnaire results indicated that about one-half of the schools have a special catalogue fee charged for golf instruction.

18. Expenses are defrayed by fees paid by the individual student and greens fees in most instances.

19. Approximately half of the schools furnish their own golf equipment, the other institutions of higher learning require the individual to supply her own equipment.

20. The accepted equipment required of each girl consists of a brassie, five iron, two iron and putter.

21. The following list of skills and knowledges are accepted accomplishments desired in each student:

- (a) Techniques of strokes with the wood, mashie, niblick and putter;
- (b) Knowledges consist of scoring, rules etiquette, terminology, when to use different clubs, types

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of swing, history of the game, and types of tournaments.

22. The basis for grading the student is accomplished by skill tests.
23. In general, few schools require a golf note book. Those that have such, usually require it of the physical education major student.
24. The golf reference books most often used by instructors of golf in institutions of higher learning are: Ernest Jones and Innis Brown, "Swinging Into Golf"; Helen Schleman, "Group Golf Instruction"; and Jennette Stein and Emma F. Waterman, "Golf for Beginning Players."
25. Most schools indicated there is a definite need for additional teaching material. The following points were suggested as phases to be stressed:
 - (a) Material written in terms of physical education major students and teachers rather than professional players.
 - (b) Material that is more specific, not just analysis of skills.
 - (c) Books written by educators not professional players.
 - (d) Books written on the teaching of golf in physical education, indoor and outdoors. Including the history of the game, equipment needed, cost, method of organization for large and small classes, references and practicing devices.
 - (e) Rules and nonessentials eliminated.
 - (f) Skill tests.
 - (g) Charts showing different strokes.
 - (h) Motion pictures which are free of advertising and comedy.
 - (i) Visual education in slow motion analysis.

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