

there are 20) gets to hit half a dozen balls before the assembled class. The student is stimulated to do his best. After a student has exhibited his swing the instructor may ask the class for suggestions as to what improvement could be made. Or the instructor might make a constructive criticism followed by a suggested swing change. An attempt at a swing change is made right on the spot.

One learning golfer did think "the individual correction sessions before the assembled class made a good way for improvement whether one was the individual being corrected or a spectator." Another "liked the opportunity of class members to observe each other to see how bad we were." Yet another voiced a frequent response by saying, "I liked the idea of having my swing faults pointed out."

The time element in learning and the effect of directed and supervised practice drew this comment: "Hitting balls three times a week during the class period helped me to coordinate my swing and make it a full and connected movement."

The slice, always a big factor for beginners, drew this remark, "the golf instruction was a great benefit because I learned how to correct my slice by way of the left hand counter-clockwise flip."

"I wish we could have had a little more explanation on when and where to use the different irons," was one lament.

These few revelations from the minds of

golf students in university classes could be multiplied many times over in bringing out to us in pro golf that we have plenty of problems to solve in making it easier and quicker for our pupils to learn. We need to study the learning angle with the same intensity and thoroughness we have been devoting to teaching. The effective golf lesson is an informed partnership.

We have to discover what our students' inward reactions are. I have found that the delayed cadence of the swing with its slight pause at the turning point of the swing seems to be remembered by almost all my pupils at the University of Minnesota. Sometimes pupils will show up at later classes greatly improved. I will ask "how did you do it?" The answer often is "it was that short swing exercise which you recommended. I go through it every day." At the time I presented the exercise I had suspected most of my pupils were disinterested.

But, when I got the answers by questioning the pupils I found that my judgment of their reaction had been wrong. The university golf classes lend themselves to this sort of search for what goes on in the pupils' minds. The same conditions do not prevail in giving private lessons at clubs but I am sure that more attention given to what the pupil is thinking rather than the dominating accent on telling the pupil may be a factor in attaining the results from golf instruction that the pro and each of his pupils earnestly seek.

Golf Grows in School Sports Program

More than 50,000 students in nearly half of the nation's colleges and universities offering a broad sports program now are learning to play golf according to a recent survey made by the National Golf Foundation. Actual figures taken from reports of 475 schools filed with the Foundation show 53,191 students taking golf in phys. ed. classes, playing on intramural teams or competing on the school golf team.

A further tabulation shows the total to be made up of the following groups:

- 24,106 men in phys. ed. classes,
- 16,529 women in phys. ed. classes,
- 15,474 men in intramural golf programs,
- 3,566 women in intramural golf programs,
- 3,233 men on golf teams and
- 183 women on golf teams.

Other reports show:

- 102 colleges and universities now have their own golf course facilities,

- 2,184 high schools now have golf teams and

- 1,351 high schools conduct intramural golf tournaments.

The above totals are based on enrollments for the 1950-51 school year. They represent a growth that could best be shown by comparative data taken at some previous time but there are apparently no similar records available. The above survey, rather broad in scope, is the first of its kind to be made and in order to learn what growth, if any, there has been in golf in the school sports program each school was asked to give the year when golf was first introduced to the phys. ed. classes, added to the intramural sports program and the year the school had its first golf team. On the basis of the information submitted less than 25 schools had golf in phys. ed. classes 25 years ago. The remarkable growth has been since World War II. Reports show that 48 per cent of all schools reporting have added golf during the past five years.