

Why and How Golf Rates High In Physical Education

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(Address at Professional Golfers' Association annual meeting)

Professionals and golf goods manufacturers are interested in increasing the number of golf players as each participant is a prospective buyer of merchandise and a prospective pupil. Club officials are interested in increasing the number of golfers to insure a substantial future for clubs. And aside from the commercial factors involved, all in golf are interested in increasing the number of golfers because of the life-long enjoyment of the game possible to every player, golf's contribution to the pursuit of happiness, and its value in promoting physical fitness.

In 1949 there were 24,476,658 pupils in attendance in public schools in this country while in 1950 the fall enrollment in higher educational institutions was 2,296,592 students. They are some of your future customers and pupils. Accordingly, what you do to assist in the instruction and promotion of golf now will pay dividends in the future.

There are several phases of a physical education program; golf instruction and participation can be a part of each one. In most schools and colleges a service program is required or elective for all students. Emphasis is placed upon instruction in a wide variety of sports which of course includes some opportunities for competition. We can include the adapted and restricted program as a part of the service program. This program is for those with handicaps which restrict their participation either temporarily or permanently.

To provide opportunities for competition and to afford pupils the opportunity to use skills learned in the service program, intramural sports, girls' and women's ath-

letic associations and club activities are promoted by physical education teachers. Students who desire to do so may compete among themselves with others in the same school in the intramural and athletic association programs. Somewhat like intramural sports programs are the after-school clubs which include students of like interests in a sport.

Extramural sports, as the term implies, provide opportunities for competition with or against students from other schools. Play days and sports days, representative of extramural sports, are becoming increasingly common.

In play day competition teams are comprised of representatives of several schools while in sports day competition several schools enter one or more teams in several activities. At times the intramural sports champions of two or more schools compete against each other in extra-mural sports. Physical education teachers have found that such competition in the form of sports days stimulates intramural sports participation.

Physical Education Classification

All of you are familiar with interschool (interscholastic or intercollegiate) athletics in which individuals and teams from one school compete against those from one or more other schools. As a general rule this phase of the program has included only those of superior ability in the schools. Ideally, there should be not one but several interschool teams in each sport. Golf has a place in all phases of the ideal physical education program.

Physical education activities have been classified variously by different members

The golf professional or public or private course official must know what's being done in high school and college golf or he's not properly informed about the fastest growing phase of the game.

There now are 108 colleges and universities with their own golf courses.

Here is a talk alert professionals should show to physical education department heads of high schools and colleges in their respective cities.

Carl Nordly is an outstanding authority on golf in the school physical education program. His work with Frank McCormick, former University of Minnesota athletic director, who made a prominent place for golf in the school's physical education activities, and Nordly's work with Les Bolstad, U of M golf coach and with the Minnesota PGA, have been of great value to golf and to physical education of college students.



Tee line of the Univ. of Minnesota golf driving range is filled during practice period following physical education class lesson by golf coach, Les Bolstad.

of the profession. I like the following classification: individual and outing, dual sports, team sports, fundamental skills, stunts and self-testing, and rhythmic. If we think of individual sports as those which may be enjoyed alone, dual sports as those which require at least two participants for competition, and team sports as those which require several competitors, golf may be classified as an individual, dual, and a team sport. The fundamental skills are the common activities, such as, walking, running, jumping, throwing, catching, carrying, pulling, and climbing. You can visualize the application of most of those skills in a golf game. Stunts need no definition here, nor does a self-testing activity. Certainly golf in practice and in competition provides the the participant with ample opportunity to test himself and to strive to lower his handicap. Rhythmic activities are those which are used to develop rhythmic ability or require ability for smooth performance.

If you will visualize a physical education program as a table top and the essentials of the program—facilities, equipment, leadership and time—as the table legs, you will understand that a weakness in one of the essentials will cause the program to topple.

With reference to those essentials, the results of a study reported in October, 1950 are significant. Four hundred ninety-two school superintendents in cities of 2,500 population and over "were asked to list, aside from budget limitations, the most serious obstacles and difficulties that must be overcome in order to strengthen their programs in health, physical education and recreation." The following points were listed:

1. Lack of adequate physical facilities (space, gymnasium, play areas, both indoors and outdoors, equipment)—45 percent

2. Shortage of adequately trained personnel—31 percent

3. Inadequate public relations program, lack of public interest—15 percent

4. Lack of time—8 percent

Another study on "Existing and Desired Physical Education Activities in 126 Illinois Secondary Schools" was reported recently. These schools of various sizes reported that golf was not included among 21 activities now offered in boys' programs. However, thirteen (10.3 percent) of the schools include golf in the program for girls although the activity ranked last in the list of 21 activities. In spite of the failure of golf to be taught in the service programs of the schools, about two-fifths of the men physical education department heads and more than one-third of the women reported they would like to add golf to their physical education programs. In regard to the expressed desires about including golf, the authors, Clyde Knapp and Beulah Drom, stated, "The inference that department heads believe that more activities should be offered within the framework of their present limitations in time, facilities and personnel must not be drawn."

Top Ranking PE Need

Those two studies reveal the need for attention to, and provision of, the essentials of facilities, equipment, leadership in the expansion of physical education programs which would include golf instruction.

Golf in my opinion is one of the best physical education activities. I consider

Golfdom

the gymnasium, athletic field and golf course as places where pupils can go to have enjoyable and meaningful experiences which contribute to their total development. Golf comes under the category of such experiences.

As you well know, the activity may be enjoyed and is being played by men and women late in adult life; it is played by people of varying skill in the activity; men and women compensate for their physical handicaps in playing the game; it is one of the best of family recreation activities; the game affords participants wholesome social experiences; it provides opportunities for the development of standards of conduct; handicapping systems make possible approximately equal competition; and, finally, golf gives the participant the opportunity to compete against himself as well as others. Thus, golf when evaluated on the bases of several criteria is one of the best physical education activities.

Objectives of School Golf

What then are objectives for golf instruction in schools?

1. To develop skill beyond the novice class for satisfying participation after school hours, during week-ends, vacations, and adult life.

2. To develop attitudes favorable to participation.

3. To acquire appreciations of the skill-performance of others for spectator purposes.

4. To develop pride in performance in keeping with one's limitations and capacities.

5. To avoid injury to self or others while practicing or playing the game.

6. To practice the etiquette of golf as participant and spectator.

7. To understand golf rules, terminology, and its place in American life.

8. To understand golf news on sports pages—handicap, flight, match and stroke play, etc.

9. To develop consumer judgment in the selection, purchase and care of golf equipment and clothing.

Pro Teaches the PE Teacher

In my frequent relations as adviser to graduate students at the University of Minnesota, I have learned that many of them have not had instruction in golf. If they are to teach golf in schools and colleges, they need skills and knowledge about the game. The physical education teacher would want to learn from you the fundamentals of the game; teaching hints for individual and group instruction, the beginner, average and expert performer and the interschool team; how to obtain the best results from instruction given during classes which vary in size and duration; the rules of the game; golf etiquette; how to provide and use indoor

and outdoor space for instructional purposes; how to organize tournaments and competition with limited facilities; suggestions in regard to the selection, purchase and care of golf equipment and clothing; a few good references—books, periodicals and pamphlets which are not costly; and sources for obtaining teaching aids, such as, movies, slide films, pictures and charts. It should be noted here that physical education teachers indicated the need for golf slide films in response to a questionnaire mailed by The Athletic Institute.

There are additional ways in which the golf professional can promote golf instructions in the schools. He can promote campaigns to collect old balls and clubs and distribute them to the schools, assist in developing facilities for instruction indoors and outdoors, promote reduced green fees for students during hours when play is slack, rent equipment at a nominal cost, suggest materials for a school golf library and films which may be used for instruction and motivation, instruct physical education teachers and students during off seasons, give demonstrations in school assembly periods, help to establish classification and rating systems, aid in stimulating a variety of golf competition—intramural, extramural and interschool, participate in coaching clinics which are sponsored by colleges during summer months, and stimulate research in golf at colleges and universities.

In regard to the last point, many physical educators in graduate schools would be pleased to cooperate with the golf professionals in attacking research problems. The development of standard golf nomenclature and the most effective ways of teaching golf to individuals and groups are examples of research problems.

Golf at University of Minnesota

We do not claim that we have at the University of Minnesota the best golf facilities and program among colleges and universities in the United States. There is no intention to boast about them. On the other hand, I believe you will be interested in some aspects of golf promotion which are being employed and which are somewhat unique.

Facilities.—The outdoor facilities include an 18-hole golf course, 6,301 yards in length. The shortest hole is 155 yds., and the longest 545 yds. The course has well kept greens and two beautiful water holes. To speed the play the rough is kept short and there is very little of it.

Adjacent to the No. 12 fairway and not far from the clubhouse a 9-hole short course has been constructed on 18 acres. The holes range in length from 80 to 212 yds. Since only three of the holes have constructed tees, six of the holes can be varied in length. Lester Bolstad, golf in-

structor and varsity coach at the University of Minnesota and a member of the PGA, is enthusiastic about this short course which started to operate in the spring of 1951. He foresees the development of many such courses throughout the country. He expects an increase in participation on it as the course is popular with beginners, it provides a good test for the iron play of more experienced players, and it can be played in from 30 to 45 minutes. Some members of our staff have had the fun of eating lunch at the clubhouse and playing the course during the noon lunch period.

The 9-hole course is open for play from 9:00 a.m. to 5:00 p.m. after which hour the 28 driving tees are available for practice. The lighted driving range overlaps some of the short course fairways and is open until 10:00 p.m. daily.

The indoor facilities are located under the seats of the football stadium. Five driving nets have been provided to accommodate two tees each. There is adequate bulletin board space and a locker for club storage. Participants are urged (although not required) to furnish three practice balls.

Instruction.—Golf instruction is given in the teacher education program for prospective physical education teachers, in the service program in which men and women other than prospective teachers elect golf, and in the extension classes which are offered at night. These courses are taught by both the men's and women's departments of physical education. Students majoring in physical education at the University of Minnesota are required to take a course in physical education which meets three times each week for approximately six weeks. It is admitted that more such instruction would be desirable. However, those desiring more may obtain individual instruction indoors when using the driving nets. The average enrollments in these courses over the last five years is as follows:

1. **Teacher education**

Men—81
Women—85

2. **Service**

Men—300
Women—141

3. **Extension**

Men—95
Women—190

Total average for last five years—892

The above figures do not include individual lessons given at the golf course and instruction given to those not enrolled in classes who use the driving nets. Such instruction is offered by Lester Bolstad.

Recreation Fee.—A unique feature about the golf program at the University of Minnesota is the recreation fee plan.

The plan has considerable merit. Professionals who are located in college communities may desire to explain its operation to the proper college authorities, particularly those colleges which own their own golf courses.

The plan was started in September, 1950, and now is in its second year of operation. All students (excepting Mayo fellows) registered for six or more credits per quarter pay \$1 per quarter (\$3 each year) which entitles them to use the golf driving nets and the two golf courses during the fall, winter and spring quarters without additional charge. Payment of the fee also gives students the privilege of using the indoor skating arena and the hard surfaced tennis courts without additional charge. Thus, an enrollment of 17,000 students registered for six or more credits per quarter would provide an income of \$51,000 for use in the operation and maintenance of the golf, ice skating and tennis facilities.

As you might expect, there has been some objection to the recreation fee from those who do not use the facilities. However, students pay a health service fee even though they may not use the health service.

A Student and Faculty Committee on Golf, Skating and Tennis was organized last year to consider programs and problems in regard to use of the facilities. The committee meets monthly and makes recommendations to the Director of the Department of Physical Education and Athletics. One of the early objections to the fee was the overcrowded 18-hole golf course. This objection was met by the construction of the 9-hole short course mentioned previously and the restriction of play for alumni and guests.

Other Fees.—The income from the \$1 per quarter recreation fee plan is supplemented by other fees as follows: Faculty members may use the 18-hole course for the faculty season rate of \$25.00 or for a greens fee of \$.75; the alumni greens fee on week days is \$1.15 and on Sundays and holidays is \$1.40; the greens fee for guests is \$1.75. The greens fee for alumni for two 9-hole rounds on the short course is 40 cents and for summer session students 25 cents. At the driving range a charge of 25 cents is made for a pail of 25 balls and 50 cents for one of fifty-five balls.

Students may pay for use of the lockers and towels in the clubhouse by one of three plans: (1) \$1 per season with 50 cents refunded upon return of the key and 25 cents for each clean towel, (2) locker and towel at 25 cents per day and (3) \$6 season locker and towel fee with 50 cents refunded upon return of the locker key. (Continued on page 62)

**COMPARISON OF GOLF PARTICIPATION* EXCLUSIVE OF
INSTRUCTION AT THE UNIVERSITY OF MINNESOTA IN
1951 WITH PREVIOUS YEARS FROM OPENING DATE TO
JUNE 17, CLOSE OF SPRING QUARTER**

Course	Year	Student	Staff	Staff and Student	Other**	Total Participation	Percent Student Participation
18 Hole	1947	***	***	8,222	1,833	10,055	No records
18 Hole	1948	***	***	8,344	2,357	10,701	No records
18 Hole	1949	***	***	9,061	2,952	12,013	No records
18 Hole	1950	***	***	6,999	3,310	10,309	No records
18 Hole	1951	11,731	1,588	13,319	1,856	15,175	77
9 Hole****	1951	1,398	130	1,528	212	1,740	81

*Participation figures include duplications. A participation was counted as actual play on the golf course. Obviously, complete rounds not always were played.

**Alumni, guests, students registered for less than six credits and Mayo fellows who do not pay the incidental fee.

***Recreation fee did not apply until September, 1950 and separate student and staff participation records were not kept.

****Opened in April, 1951

Average Student and Staff	1947-1950	8,157	18-hole course
Student and Staff	1951	13,319	18-hole course
Student and Staff	1951	1,528	9-hole course
Total Student and Staff	1951	14,847	Both courses

Increase student and Staff (Participation 1951 both courses less average for years 1947-50) 6690 or 82 percent

Supposition justifiably can be made that most of the above increase was in student participation and further, that the recreation fee has been a contributing factor in increasing play.

Participation.— With that background of information on the facilities, instructional program and golf fees at the University of Minnesota, you may be interested in the records shown above.

In an effort to determine why some students do not participate in golf, tennis and ice skating even though the total charge of one dollar per quarter is a small one, the questionnaire shown on the following page will be answered by students who will be selected by a stratified sampling of the entire student body.

Teaching Golf at Schools

There is need for much research in the teaching of golf. An example is how to develop the ability to judge special relationships required for an approach shot as distinguished from a tee shot on a long hole. Admitted that such research is necessary, we may make some applications of research in motor learning and psychological principles to the learning of golf skills which appear fairly reasonable.

Competition is a real and powerful incentive to learning and when used properly stirs one to improve himself and perform better. Group competition appears to be less effective as an incentive than individual competition.

Distributed short practice periods are better for learning than long practice periods. The optimum length of practice periods for persons of different ages and golf abilities is a subject for research.

Young people need shorter practice periods than older ones. In planning a practice or instructional period, the factors of fatigue, monotony and amount of effort should be considered.

Motivation is essential to effective learning. Motivation differs for the beginner and the expert. Success in itself, or its anticipation, is a motivation for improvement. Thus, it is important that the learner should have a goal and note some progress toward its attainment. Praise should be used as an incentive. Constructive criticism in the form of positive rather than negative suggestions are desirable. Excessive criticism of the beginner may be a source of discouragement. Furthermore, he cannot use suggestions as well as the more experienced and better player.

There have been different approaches in the teaching of motor skills. In the part or traditional method, the elements of a skill are practiced and later put together in the form of the total skill. In the whole-part-whole method the total skill (golf swing for example) is practiced at first. It is important for the beginning golfer to sense ("feel") the whole golf swing as it is to be used. It may be advisable for him to play a hole or two. The golf swing is a sequence of motor actions accomplished as a complex unitary movement. In the whole-part-whole method the whole swing is emphasized and experienced by the pupil, errors in

the swing and form are stressed and one or more details corrected, and the whole swing is practiced again. Thus, the learner practices the whole swing, elements of the swing and repeats the process. Emphasis is placed more upon the whole swing and its development through practicing it than practicing the elements of the total swing in isolation.

Trial and error or self-instruction is used by many players. To be effective the golfer using this method should be aware of his errors and strive to correct them. The golf instructor is needed to discover mistakes and to give verbal instructions, demonstrations and constructive criticisms.

Slow motion pictures and slide films are of outstanding value in teaching motor skills. They are excellent for placing emphasis on the "why" as well as the "how" which is a point to remember in

good teaching. Such teaching aids are interesting and good motivators.

Learning and success in a motor skill are affected by attitudes and emotions. The learner should note results and be aware of his successes and failures. It is wise to have the golf pupil aim at a level at which he is very likely to succeed than too high in order to avoid too frequent disappointments through failures and to provide some motivation through anticipated success.

We learn a golf skill by performing it. Therefore, time in a golf lesson should be afforded to practice the skill in preference to too much verbal instruction or demonstration on the part of the instructor. Much practice is necessary to allow the golf skills to be organized and the practice should be done preferably in the environment and under the conditions in which the skills are to be used.

THE RECREATION FEE PLAN

Purpose of questionnaire: To determine the factors which influence participation under the recreation fee plan.

DO NOT SIGN YOUR NAME.

- Your class: Check (X) Fr. _____ Soph. _____ Jr. _____ Sr. _____
- Write the college in which you are registered _____
- Your sex: Male _____ Female _____
- Your university residence: Check (X) one
 Minneapolis campus _____
 St. Paul campus _____
 Commuter _____
- Have you known (before now) that payment of the incidental fee by students carrying six credits per quarter entitled them to use the ice skating, golf and tennis facilities without additional charge?
 Yes _____ No _____
- Do you know the location of the following University of Minnesota facilities?
 (a) The indoor skating arena? Yes _____ No _____
 (b) The eighteen-hole golf course? Yes _____ No _____
 (c) The nine-hole golf course? Yes _____ No _____
 (d) The tennis courts? Yes _____ No _____
- Have you had instruction in ice skating, golf and tennis? If "Yes", check (X) in the appropriate space or spaces.

	Ice Skating	Golf	Tennis
(a) High school physical education			
(b) College physical education other than U of M			
(c) U of M physical education			
(d) Other than above			
- Answer the following question only if you have been in residence at the U of M for one or more years. Since you registered at the U of M

	Ice Skating	Golf	Tennis
(a) Has your participation increased in			
(b) Has your participation decreased in			
(c) Is your participation about the same as previously in			
- If you have not participated in ice skating, golf or tennis at the U of M for recreation, check (X) in the appropriate space (or spaces) to indicate your reason or reasons.

	Ice Skating	Golf	Tennis
(a) I do not have the time			
(b) I do not have the skill			
(c) My friends do not enjoy these activities			
(d) I do not own equipment and cannot afford to rent it			
(e) I prefer to participate away from the University during the University year			
(f) A physical handicap prevents my participation			
(g) Transportation is a problem			
(h) Please state other reason			