

Many are gymnasts and tumblers and their sense of timing is far superior to ours."

Used an Interpreter

The Charlotte pro imparted his instruction to the Korean players through an interpreter. This gave him a new appreciation of the value of communication, the inadequacy of which he feels greatly hampers golf instruction. "While I was teaching there," he says, "I realized that I had to learn to express myself more precisely than I ever had before. But even that was not adequate. As teachers we just can't find the words many times to describe the feel or sensation we want to impart to the pupil. If the pupil accidentally stumbles upon it he, in turn, can't always tell us if he has grasped it. All either of us can do is try to describe it as precisely as we can and hope to come close in getting through to each other."

As an example of the communication barrier, Love tells how last summer he was working with a pupil who simply couldn't pivot correctly. "I explained that I wanted him to pivot without swaying," Davis recalls. "I used 'spin', 'pivot', 'turn' — every word I could think of, but to no avail.

Word Was Elusive

"Finally it dawned on the pupil. 'Oh, you want me to twist,' he said. That was it exactly, only I wouldn't have thought of the word, simple as it is, all afternoon. When the pupil grasped exactly what I was after he had no more trouble.

"Which brings me to the conclusion," Love adds, "that most pros should occasionally sit down with a dictionary or a word-finder and enlarge their vocabularies. Someday I hope somebody is able to write an instruction book that describes the precise feeling that is felt in the different parts of the swing rather than the mere mechanics. It would probably take a genius to do it."

Next to knowing how to express himself, the Charlotte shopmaster thinks the best thing a teacher can bring to the lesson tee is enthusiasm. If it begins to wane after five or six hours, or less, the pro is better off to go back to the shop for the rest of the day and send his assistant out. Love's reasoning is that the pupil

Ladies PGA Spring-Summer Schedule

- Mar. 18-21—St. Petersburg Inv., Sunset GC—\$10,000
 26-28—Allstate Ladies Inv., Colonial CC, Jackson, Miss.—\$8,500
- April 2-4—To be announced
 9-11—To be announced
 16-18—To be announced
 23-25—Pensacola Ladies Inv., Scenic Hills CC—\$8,500
- April 30—May 2—Peach Blossom Inv., Spartanburg (S.C.) CC—\$8,500
- May 7-9—Shreveport Kiwanis Inv., Palmetto CC, Benton, La.—\$8,500
 14-16—Muskogee Civitan Inv., Muskogee (Okla.) CC—\$8,500
 20-23—Dallas Civitan Open, Glen Lakes CC—\$14,000
 28-30—Babe Zaharias Open, Bayou Din CC, Beaumont, Tex.—\$8,500
- June 4-6—Blue Grass Inv., Hunting Creek CC, Louisville—\$8,500
 10-13—Women's Western Open, Beverly CC, Chicago—\$8,000
 18-20—Cosmopolitan Women's Open, Mactown GC, Rockton, Ill.—\$8,500
 25-27—Lady Carling Open, Turf Valley CC, Ellicott City, Md.—\$10,000
- July 1-3—USGA Women's Open, Atlantic City CC, Northfield, N. J.—\$10,000 (min.)
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has as much right to expect five dollars worth of attention and interest at five in the afternoon as he does at nine in the morning.

So, how does a pro maintain his enthusiasm for lesson giving?

Desire Counts Here, Too

First, he has to like to teach. Second, he has to be devoted to teaching on a regular schedule and not treat it as a fill-in or a favor he is granting the player. Third, there is a little bit of good in the worst of golfers. The pro has to learn to look for it and, after discovering it, get the golfer himself enthused over the one thing he may be able to do well. The pro has to be honest about it; he shouldn't fabricate the good movement just to make the golfer happy.

The reward in getting the golfer enthused comes in making the lesson easier
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