

gest month in its 23 years was May . . . 11,276 players paid \$8,294.50 in fees . . . John Albright, owner of Cuchars Camps considering building course near Walsenburg, Colo.

Paul A. Blandford, 51, part owner and mgr., Nordic Hills GC (Chicago dist.) died in Elmhurst, Ill., hospital June 9, from injuries received in an automobile crash . . . First Annual Norman MacBeth Memorial tournament played at Wilshire CC (LA dist.), June 1-4 . . . MacBeth was architect, organizer and early pres. of Wilshire, pres. of California and So. California golf associations and an internationally active amateur star.

Mayor James A. Rhodes of Columbus, O., named to PGA Advisory committee . . . Rhodes has headed AAU . . . He also started National Caddy Assn. with its annual championship and scholarship prizes . . . Rhodes went out on a limb getting \$40,000 guarantee for PGA 1950 championship . . . Mr. Stork is fluttering around home of the Jackson Bradleys . . . He's pro at St. Charles (Ill.) CC.

Mid-City GC, fee course closest to Chicago's Loop, to be site of 9 million dollar housing project . . . Construction will start in September . . . Cleveland dist., NGSA

(Continued on page 74)

Trace-L
THE COMPLETE PLANT FOOD

GREENS RESIST Hot, Dry, Weather

when fed this water soluble fertilizer; 8-16-7 with guaranteed amounts of these Trace Elements: Calcium, Magnesium, Sodium, Sulphur, Iron, Manganese, Boron, Iodine, Zinc, Copper, Molybdenum, Cobalt.

Apply water soluble Trace-L with power sprayer or BUGHOZZER, the precision-built proportioner that links into hose line . . . uses ordinary water pressure to give accurate and economical turf feeding. One pound makes 100 gallons liquid plant food. Shipped in 15, 35 and 100 lb. drums. Ask your supply house or write:

SARATOGA LABORATORIES, INC.

60 E. 42nd Street New York City
MU 7-4998

To safeguard its turf through summer's excessive heat golf depends on BUCKNER WATERING EQUIPMENT

Only Buckner brings you the benefits of over 30 years of specialized experience in golf watering equipment.

Special Representatives:

7658 Calumet Av., Chicago, Ill.

1491 Riverside Drive, Los Angeles, Cal.

BUCKNER MFG. CO.
FRESNO, CALIF.

Ask for the
Buckner catalog

Simple as . . .

Your members already know that Power-Bilts . . . look right . . . feel right . . . play right . . .

You know that Power-Bilts . . . **SELL RIGHT!**

"Go to your Pro" . . . has been Power-Bilts' message down through the years. The cumulative effect of such advertising in the nation's leading magazines gives you a decided sales advantage. **THE POWER-BILT LINE IS ALL YOURS.** We Make . . . We Tell . . . You Sell

. . . It's nearly as simple as that when you approach your members!



HILLERICH & BRADSBY CO.
Incorporated
Louisville 2, Kentucky



Full color catalogs are available free for distribution to your customers.

JULY • 1950

College Courses Help the Pro Check Business Operation

By SAM RAUWORTH

The article about my golf school published in 1947 in GOLFDOM ("What makes Sammy's Golf School Run?") concluded with a rosy picture of my triumph over the Dragon of Financial Trouble, well satisfied with my work . . . all in all, like the ending to a Western movie, with the handsome hero riding off into the sunset.

Well, it turned out to be quite a sunset. Someone kept burning trash in the alley near our building despite repeated warning and on July 28th, 1949 it happened . . . the heat cracked the window and a strong wind blew the flames inside. The interior of the entire golf school burned. Despite insurance, my loss was over \$1500. I limped along for the rest of the season, giving golf lessons at the golf range and stocking and selling clubs from my home. Since the

contractor estimated November 1, 1949 for completion, I decided to go back to Northwestern in the fall for another semester in Commerce. It is just as well that I did; the golf school was not ready for occupancy until January, the studying kept my mind off my troubles, and the training was to help me come back stronger than ever this year.

So here I was, on a gray day in January, trying to get the golf school in shape, hanging golf nets, sanding floors and planning a golf display, when two fellows walked in to look at golf clubs. I laid aside the hammer and waited on them in paint-smear coveralls. When the sale was completed (one of my better sales talks, I guess), one fellow remarked:

"You could do a lot with this place . . . the basic structure is good. We would like to give you an overall plan and a few sketches. We're both designers and this place is an interesting challenge."

I scratched my head a bit, and said, "I'm none too flush financially, but if you want to give me a sketch, maybe we can work something out."

When I saw the detailed plan, analyzing how the activities of teaching, buying, selling and bookkeeping would be considered in the design, Reynard & Majewski had another client.

Here are the basic ideas presented to me. The school should have a friendly but business-like atmosphere. Design would follow function; they would make the plan to fit the importance and frequency of activities. The business area would be painted a cocoa color to set it off from the teaching area, which would be a soft yellow and blue-green. It sounded a bit gaudy, but I knew my own conservatism as far as color was concerned so I said, OK. To help me get my club sales back up to par, I insisted that we start on the club display first.

My contribution to the design of the club display was based mainly on hard-headed selling ideas that I'd learned in the Retail Store management course at Northwestern University plus principals of retail display commonly known in the trade.



The office area shown above shows the desk built by the designers, metal filing cabinet, bulletin board, lesson schedules and forced-air gas heater. One of the doors on the designer-built desk hinges upward to form a writing surface, and the portable typewriter swings into writing position on a hinged top section, much like a sewing machine. In the front golf net, the practice clubs are held from the floor by spring clips.

What I Wanted	How the Designers Accomplished It
1) A mass display to suggest sufficient stock and wide assortment.	The "L" display masses the clubs directly in front of the customer as he enters the door.
2) Heads of the clubs displayed at eye-level.	Woods on top shelf, head down; irons on bottom shelf, head up.
3) Flexibility, so I could display clubs in or out of the boxes.	Removable pegs to allow flexibility; put them in to display clubs individually, take them out to display clubs in boxes.
4) Appeal, so that the customer could walk up and handle clubs.	Display placed on easy slant, with ample kick-space underneath.
5) To make sure that the display didn't outshine the golf clubs.	Display was painted the same flat cocoa color as the wall.

Since we have class lessons, we wanted an obvious place for students to wait, if they were early, and an obvious place for them to put coats, hats and shoes. Last year, I had a great deal of trouble keeping clothes off the chairs and keeping shoes from being spread all over the place.

We placed the sitting area opposite the club display (so they could look at clubs while waiting) and placed the clothes rack and shoe rack next to the sitting area. The cocktail table was built of birch, plywood

and glass to hold magazines and ash trays and allow clubs to be placed across the two birch rails protecting the glass. The grass green shag rug and red Duran-covered chairs provide a bright spot in contrast with the walls.

The results were satisfying. Having a place for everything and everything in its place is paying off. The students put their own coats and shoes in the racks and despite heavy lesson booking, the school looks neat most all the time, without constant fussing and straightening up.

Application of Principles Learned in Courses at Northwestern University

PRINCIPLES	HOW APPLIED
Business Organization Course	
1) Analyze business by functions whether or not these functions are now being performed. Function defined as activity or group of activities clearly set apart from others.	Functions analyzed in school as follows: Policy and Administration, Instruction, Buying and Selling, Record Keeping and Maintenance.
2) Set policies on the basis of facts but adapt as conditions change.	Consistent but flexible policies established as to lesson and club prices, return of merchandise, credit on lessons missed, etc.
3) Set responsibilities definitely and be sure to give authority equal to tasks required.	Assistants must accept responsibility for booking lessons, knowing club prices, collecting fees, running school when owner is absent. They have authority to make decisions within area of policies established.
Industrial Management Course	
1) Good lighting improves work in manufacturing; helps sales in retailing. General overhead lighting best for most purposes. Fluorescent: low operating cost, high initial cost. Incandescent: higher operating cost but lower original cost.	Overhead incandescent installed: low original cost, operating cost not much of a factor, light is "warmer" than fluorescent. General area lighting with no deep shadows.
2) Mechanization requires higher capital outlay but allows employee to do more work. With sufficient volume, cost curve goes down.	Purchased Rexaire Vacuum cleaner to keep floors and golf nets dust-free; typewriter, adding machine and file cabinet to make record keeping fast and easy.
Retail Store Management Course	
1) Allow easy access to merchandise not easily stolen or damaged.	Display placed in prominent place to invite customer to pick up merchandise.
2) Keep adequate control of stock to assure good turnover but avoid running out of stock.	Past three years' sales analyzed and an expected sales curve projected, allowing for seasonal factor. "Open-to-buy" formula applied (in a very simple, informal way) to control buying.

Sales Administration Course

1) Present sales theory is to find what buyer wants, then merely provide these things. High-pressure selling is less productive, increases selling costs, and creates no repeat business.

2) Know whether your product falls in the specialty, shopping or convenience goods class and shape your selling to fit.

Personnel Course

1) Provide financial and non-financial incentives to employees. Non-financial incentives that have ranked higher than pay received in several surveys: Self expression, interesting work.

2) Know job specifications so employees can be picked on the basis of facts.

3) Fractionalize work so that it is easier to find employees who can do the job. If the job takes too many skills, it may take a genius to fill it.

Advertising Course

1) "Expert" advertising men are not as good a judge of your advertising as the potential buyer; that is, the guy who wants to get rid of a slice.

2) The market must be analyzed to avoid advertising waste.

Type of customer analyzed: mostly business girls and men of middle income group. Prices, activities and advertising appeal adapted to these facts. No advertising in exclusive suburbs, for instance.

Golf clubs seem to be shopping goods; people do not buy them at the closest store like cigarettes (convenience goods), nor travel to a certain store for a certain brand, like Steuben glass (specialty goods). They "shop" prices and quality, demand retailer be in an area convenient for such shopping.

Financial incentives in paying different hourly rate for instruction than regular work plus percentage on club sales. Chief non-financial incentive is allowing employee to find self-expression in his work.

Instructors picked for teaching ability, pleasant manner, potential sales ability, willingness. Golf bums definitely avoided.

Because business is not yet large enough to allow full time employment of specialists, part-time specialists in teaching, selling, bookkeeping, maintenance have been sought out. Both instructors are students; part-time work is a fine set-up for them and for me.

Copy is aimed, in plain language, at our logical prospects. "Corny" phrases, of proven selling appeal, are kept.

Golf seems to be a "thin" market, so mass "shotgun" advertising is often a waste. People qualify themselves as prospects when they look in the classified phone book so that is our best result-getting medium.

What Are the Results?

First, the design work of Reynard & Majewski is paying off in good ole dollars and cents. Students and club prospects comment (voluntarily) on the appearance of the school. The neat, cheerful atmosphere "pre-sells" merchandise; the customer seems to think, "... school looks good; merchandise must be good." The colors even help me in teaching; after an 11 or 12 hour day, I'm much less tired.

I think there were four unusual things about this design work: 1) These fellows have a commercial sense. They accepted my modifications of their designs when they saw the selling sense behind the suggested change; 2) They are not "arty". Both are craftsmen, both temper their enthusiasm for modern design by a down-to-earth realism; 3) The work was planned in an overall way, but worked out in a step-by-step manner, as I could afford it; 4) The design was worked out by function. What is done here? How often do you use

this space? Now we are doing more work with less effort. Previous commitments this spring prevented them from taking on jobs offered to them (one prominent Chicago pro wanted them to come out to his shop) but I'm certain they would do a fine job, even in the limited area of most pro shops. As a matter of fact, they make use of space most of us wouldn't even see.

Second, what are the overall results of the designing job and the book "larnin".

We are booked as tight as we can be on lessons. Two of the three instructors are busy every night of the week and on Saturday. About 350 lessons per month is a fair estimate for peak months of March thru July. Last year, we ran over 1700 lessons for the year and this year, barring fire or other calamity, we should have 10 to 15% increase. Our club sales, at present rate, should fall between \$10,000 to \$15,000.

Of the other factors... we have a good atmosphere at the club, a relaxed but

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King of Golf

Ben

Other MacGregor Staff members are—Tommy Armour, Herman Barron, Jack Burke,

Jimmy Demaret, Dave Douglas, George Fazio, Bob Hamilton, Chick Harbert,

Clayton Heafner, Byron Nelson, Toney Penna, Louise Suggs, Craig Wood and Lew Worsham.



Hogan

MacGregor Staff Member

U. S. OPEN CHAMPION

MacGregor
THE GREATEST NAME IN GOLF

REG. U. S. PAT. OFF.



Prof. Lawrence S. Dickinson, Head of the Section of Agrostology, leads a laboratory class of students working on different projects. Bob Grant and Dan Graham in foreground are preparing a list of trade names of chemicals used on turf and are scanning *Golfdom* advertisements for information.

U. of Mass. Offers Two-Year Course in Turf Management

By GEOFFREY CORNISH

Massachusetts Agricultural College, now the University of Massachusetts at Amherst, was the first college in the United States to offer a resident course in turf management. This is the ten week winter school for greenkeepers founded in 1927 by Professor Lawrence S. Dickinson.

Today, the University of Massachusetts continues the ten weeks winter school and also offers a two year course in Turf Management.

Ten Weeks Winter School

The purpose of this course held annually from the beginning of January until mid-March, is to furnish turf growers with knowledge of all aspects of turf culture. It is open to superintendents of golf courses, cemeteries, parks and grounds and their assistants, to other golf course employees, lawn builders and turf managers of airports and highway developments.

The course is limited to 25 men annually. The course is of value to all turf growers, but emphasis is placed on greenkeeping. The ten weeks period is concluded with the annual turf conference of the University of Massachusetts.

No entrance examinations are required, but it is expected that the student will have considerable practical experience. Applications are accepted until November first of each year and then screened on the basis of experience and date of filing.

Students have registered in the Winter School from the following countries and states:

Bermuda	1	New Hampshire ..	3
Canada	5	New York	60
Canal Zone	2	North Dakota	1
Arkansas	1	New Jersey	5
Connecticut	31	Nebraska	1
Delaware	1	Ohio	12
Illinois	16	Oklahoma	2
Indiana	3	Pennsylvania	15
Iowa	4	Rhode Island	4
Kentucky	5	Tennessee	1
Massachusetts	175	Vermont	5
Maine	3	Virginia	3
Michigan	5	Washington	1
Minnesota	6	Wisconsin	4
Missouri	6		
		Total	378

The tuition fee is \$25.00, payable at time of registration. Other expenses are estimated as room, ten weeks at \$5.00 and board, ten weeks at \$12.00. The course is approved for Veterans G.I. Training.

Instruction is given eight hours a day and five days a week. Representatives of leading commercial houses and superintendents are frequent visitors and are asked to address the class during their visit to the University.

Courses given are tabulated as follows:

In Pro Shops Everywhere . . .



the call is for HAGEN "HAIG"

During the past three decades, Walter Hagen, one of the world's greatest competitors in golf and acclaimed by many as America's foremost designer of golf clubs, has created many models that have scaled the heights of popularity because they definitely helped the average golfer to make better shots. But of all the models designed by this great master, none ever compared with his latest HAIG woods and HAIG "Ultra" irons. These comments, typical of many being received daily by Walter Hagen, tell the story: "No golfer can compare your new HAIG clubs and not have a strong desire to own them." "They're the hottest clubs ever to come into a pro shop." "Can't keep them in stock—they sell at first sight." "Your new HAIGS are years ahead—*anyone* can play better golf with them."



WALTER HAGEN
Division of
Wilson Sporting Goods Co.
Grand Rapids 2, Mich.



It's happening every day!

Every day more and more golfers are saying "make mine HAGEN 'HAIG'." That's because players everywhere are finding out that no golf ball made can outdrive it . . . that no ball can surpass it for accurate flight and roll. You can recommend the HAIG with confidence. It will make good every time.

Course	Weekly Period	Length of Course
Agronomy — Soils and Fertilizers	1 lecture — 2 labs.	10 weeks
Botany for the Greenkeeper	1 lecture — 2 labs.	10 weeks
Entomology — Insect Pests	1 lecture — 1 lab.	5 weeks
Agricultural Engineering	1 lecture — 1 lab.	5 weeks
Water Systems for Turf Areas	1 lecture — 2 labs.	5 weeks
Drainage	1 lecture — 2 labs.	5 weeks
Construction of Turf Areas	1 lecture — 2 labs.	5 weeks
Equipment	1 lecture — 2 labs.	5 weeks
Grasses	1 lecture — 2 labs.	5 weeks
Managerial Problems	1 lecture — 2 labs.	10 weeks
Use of Chemicals on Turf	1 lecture — 2 labs.	5 weeks

Instruction of these courses is shared by the Section of Agrotology and various departments of the University. A description of the courses follows.

I Agronomy — Soils & Fertilizers. Instructor: Dr. Dale Sieling, Head of the Department of Agronomy. Fundamental properties of soils and their management as related to golf greens and other turf areas constitute the main part of the course. A complete study of fertilizers and their use is made.

II Botany for the Greenkeeper — The living plant and its parts are discussed. A study of parts of the grass plant and fungus diseases of turf is made.

III Entomology — Instructor: Dr. John Hanson. Insect pests that damage turf are studied.

IV Agricultural Engineering — This study is related to motors.

The following courses are taught by Professors L. S. Dickinson and Geoffrey Cornish and by Mr. Paul J. Murphy, visiting lecturer, for the winter school:

V Water Systems for Turf Areas — A study of standard types of water systems with particular reference to layout.

VI Drainage — The problem of land drainage is discussed and practical problems worked out. The student is taught the use of the level and how to set grades.

VII Construction of Turf Areas — Construction of golf courses, recreational areas, athletic fields, airports, lawns and cemeteries is studied from the turf viewpoint.

VIII Equipment — Maintenance equipment is carefully evaluated, particularly as to use and cultural results. Students are given practice in assembling equipment.

IX Grasses — The characteristics and adaptabilities of turf grasses are studied. Students are given practice in identification of grasses and seeds.

X Managerial Problems — Cultural and monetary costs of maintenance and construction of turf areas are considered together with purchasing practices, management reports, and record keeping.

XI Use of Chemicals on Turf — Chemical fungicides, insecticides, and herbicides

used on turf together with their methods of application and expected results. A card index is completed of all such products on the market.

Two Year Course

The two year course, formerly limited to ten students annually, is now open to fifteen students. Applications are accepted until Sept. 1, each year.

The course is arranged in such a manner that a student who has completed the course will be well qualified to accept a position as an assistant or the actual superintendency of a golf course, park, or cemetery or to establish a business in his community.

The course consists of four semesters and a six month placement training period. Courses are taught in all phases of turf and supporting courses are given. The supporting courses have been carefully chosen for their close alliance to problems of turf maintenance. Each student's placement training and special interest is considered in his chosen field, whether it be golf course, park, cemetery or private business.

Courses given are as follows:

First Year — first semester—October 1 to January 31 (sixteen weeks resident instruction)

Agronomy S1—Soil Management
Agrostology S1—The business and profession of fine turf management
Agrostology S3—Uses and Requirements of Turf Areas
Floriculture S1—Garden Materials
Horticulture S1—Plant Materials
Public Speaking S1
Physical Education S1—(Required of men students not participating in football.)

Second Semester — (Eight weeks resident instruction followed by six months placement training.)

Agronomy S2—Fertilizers
Agrostology S2—Construction of Turf Areas
Agrostology S4—Maintenance of Turf Areas
Botany S2—Diseases of Trees and Shrubs

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