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December 12, 1951

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Public Gets Invitation to "Walk on the Grass"

By WILLIAM E. LYONS

Course Supt. and Garden Supervisor, The Firestone Tire and Rubber Co.

The Harvey S. Firestone Memorial, on the lawn of The Firestone Tire & Rubber Co.'s Research Building in Akron, O., is an inspiring tribute to the founder of the international organization which bears his name.

In creating a gem-like setting for the Memorial, a strip of grass, 12 feet in width, was placed between the circular walk and the steps leading up to the bronze statue.

People who visit the Memorial have a love for beauty and they naturally are hesitant to walk across the beautiful "living rug" of Old Orchard bent grass.

As a result, a sign, extending them an invitation to walk on the grass, was erected.

In planning the grass-way between the walk and steps, several factors had to be considered. First, it had to be beautiful to be a part of this work of art. And it is beautiful. We have seen visitors lean down and feel the grass, asking, "Is it real?"

Second, it had to take wear, and heal quickly if injured.

Third, it had to drain quickly the excessive amount of water used daily in keeping the granite spotlessly clean. It

had to have internal drainage to keep the walk dry. This presented a problem, since there is a slope of only one inch from the base of the steps to the walk.

We began with a catch basin about 200 ft. away and laid a 4 in. drain, so graded that we would have the tiles 3 ft. deep with a slope of 4 in. to the 100 ft.

Eighteen inches of the natural soil were hauled away. Then the half-circle trench, 200 ft. long and 18 in. deep, was dug and the carefully chipped and fitted tile was laid in the half arc. The back-fill was the excavated material. No crushed stone, gravel or cinders were used to hinder fast drainage.

Next, the soil was graded to maintain a slight slope to the center so that free water would be taken down to the tile.

Now the problem was to find a material that would sustain plant life, pack firmly and not settle and yet drain excess water quickly. We selected No. 612 uniformly coarse silica sand. This material is about as coarse and uniform as split peas. It will not pack, settle or oxidize. Four shovels of this, plus one of loam soil, plus one of cultivated muck were mixed by running them through a Royer. As the material was moved in it was thoroughly



Public has to be invited to walk on carpet of grass between walk and steps of Harvey S. Firestone Memorial where art and science of turf management have joined to create beautiful setting.



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- Joe has been golf champion of Canada, Australia, and New Zealand. He has also triumphed in the English Lossiemouth Open, the North-South Open, the Illinois Open, and many others. He is currently a member of *Golfcraft's* Advisory Board.
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tamped and rolled. A light dusting of 3-12-12 fertilizer was placed on top and watered.

We grew the sod for this job on porous manufactured soil. It had been maintained as a nursery at the Firestone CC and given the same care as our greens for about two years. It cut nicely with a Champion sod cutter pulled by a tractor with a long rope from off the green. The soil was moist enough to hold together well. It was laid flat, not rolled, placed on a low wagon and towed to the job.

Two days after the sod was placed it was mowed with a putting green mower set at $\frac{3}{8}$ in. Only three pieces of sod had to be raised or lowered. In two weeks the edges had healed and the roots were deep in the sand.

It was not necessary to use any fungicide on this bent grass in 1951. As stated before, 3-12-12 was used under the sod—50 pounds to 2500 sq. ft. During the summer, we used 20 lbs. total of water soluble fertilizer of a ratio based on plant tissue tests. The workman who looks after this area washed the dew off the grass six days a week, mowed it daily at $\frac{3}{8}$ in. and watered it about once a week. He had never seen bent grass before, yet he did a perfect maintenance job.

USGA At Annual Meeting Names Curtis Team

USGA at its annual meeting held at Princeton Club, New York, Jan. 26, elected the ticket headed by Totten P. Heffelfinger (which was listed in detail in January GOLFDOM). It named the Curtis Cup team to play British women's amateur team at Muirfield, Scotland, June 6 and 7. The American team also will compete in the British women's championship at Troon, Scotland, June 16-20.

Mrs. Frank Goldthwaite, Ft. Worth, Tex., member of the 1934 and 1936 teams, was named non-playing captain. Dorothy Kirby, 1951 USGA women's champion, and Polly Riley, are the only two with previous Curtis Cup experience named to the team.

Others on the team are Claire Doran, Cleveland; Patricia O'Sullivan, Orange, Conn.; Mae Murray, Rutland, Vt.; Marjorie Lindsay, Decatur, Ill.; Grace De Moss, Corvallis, Ore. Mrs. Julius A. Page, Jr., Chapel Hill, N. C., was named first alternate and Mary Ann Downey, Baltimore, second alternate.

The US never has been defeated for the Curtis cup in the seven competitions for the trophy.

USGA also announced that plans were being made to have larger fields for the Open and Amateur championships. Probability is that list of exemptions will be

reduced. Negotiations between the USGA and the R&A for agreement on amateur status rulings also are being conducted, said the USGA. This subject wasn't covered when other rules agreement was reached.

New high of USGA membership of 1,495 clubs was reported. Another new high of 1,511 entries in 1951 National Open was mentioned. Although the association still owes \$20,000 on Golf House, its balance is \$114,753.91.

Pres. Heffelfinger appointed following committee chairmen for 1952:

Rules of golf, Isaac Grainger, Montclair, N. J.; championship, John D. Ames, Chicago; amateur status and conduct, James W. Walker, Westbury, N. Y.; implements and ball, Charles B. Grace, Philadelphia; membership, Lewis A. Lapham, New York; greens section, Richard S. Tufts, Pinehurst; women's, Mrs. Frank Goldthwaite, Ft. Worth, Tex.

Sectional affairs, Charles L. Peirson, Boston; public links, Frederick L. Dold, Wichita, Kan.; handicap, William O. Blaney, Boston; junior championship, Richard S. Tufts, Pinehurst, N. C.; girls' junior, Mrs. William R. Miller, Los Angeles; museum, James W. Walker, Westbury, N. Y.; international relations, Charles W. Littlefield, New York; golf house fund, Daniel A. Freeman, Jr., New York; public relations, John D. Ames, Chicago.

Discussed by the USGA and its Green Section was the possibility of establishing a west coast office of the Green Section. Green Section work has expanded so greatly under directorship of Fred Grau, and results of coordinated research have been so extensively and effectively applied by clubs of all sizes and other users of sports turf and ornamental turf, a revision in operating plan of the Green Section has been considered by USGA officials and Grau for some months. Among Green Section matters lately receiving study is the possibility of forming a national advisory council of the Green Section.

Hugh Egan Joins National Golf Foundation Staff

Hugh Egan, formerly sports director of U. S. Junior Chamber of Commerce and liaison man between Athletic Institute and the Jaycees, has joined National Golf Foundation as asst. to Director Rex McMorris.

Egan, the energetic and resourceful young man who directed the Jaycees in their national junior golf championship which is the world's largest golf event, and in other successful sports promotions, begins his new work in a campaign to get additional golf courses built.

Why and How Golf Rates High In Physical Education

By **CARL NORDLY**

Professor of Physical Education, University of Minnesota
(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

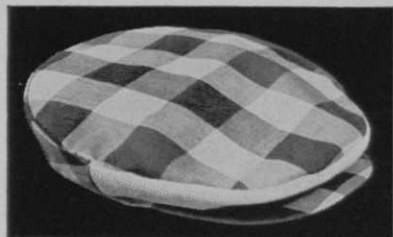
Another study on "Existing and Desired Physical Education Activities in 126 Illinois Secondary Schools" was reported recently. These schools of various sizes reported that golf was not included among 21 activities now offered in boys' programs. However, thirteen (10.3 percent) of the schools include 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.

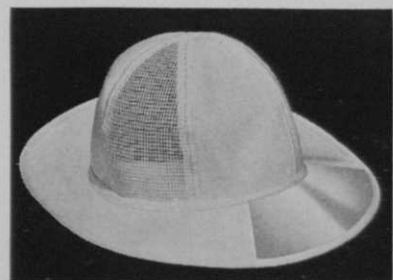
Golf in my opinion is one of the best physical education activities. I consider

Golfdom

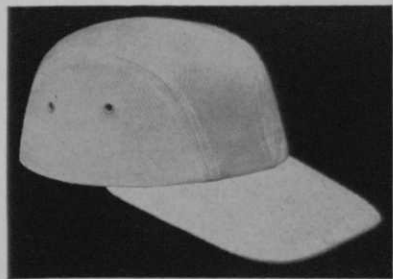


No. 1206 One of the smartest toppers under the sun. A new snap-down cap in choice of two gay woven plaids . . . tropical weight, extra full crown, rayon satin lining and breezeway front of white net material. Made with water repellent Texon visor.

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No. 439 A new Scotty in brilliant plaid with airy mesh sides in contrasting white. A model that has proven its great sales appeal. Offered in red, blue, and green multi-colored plaids. Texon visor with plaid underlining.

No. 441 Same with solid crown panels.



No. 475 Tennis visor, the famous Wimbledon model, in white Twill . . . a long time favorite on the courts and fairways. Easy size adjustment with plated slides. Padded forehead band, Texon visor with green underlining.

No. 474 Same in red, tan, green, and navy Twill.

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THE BREARLEY CO., ROCKFORD, ILL.
 "Why Under The Sun Don't You Wear One?"

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-

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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)