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GUDGER, Garlan Edward, 1942-
A TEACHING INSTRUMENT TO FACILITATE BEHAVIORAL
MODIFICATIONS IN BEGINNING GOLFERS.

Middle Tennessee State University, D.A., 1974
Education, physical

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A TEACHING INSTRUMENT
TO FACILITATE BEHAVIORAL MODIFICATIONS
IN BEGINNING GOLFERS

By

Garlan Edward Gudger

A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the Degree Doctor of Arts

August 1974

A TEACHING INSTRUMENT
TO FACILITATE BEHAVIORAL MODIFICATIONS
IN BEGINNING GOLFERS

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ABSTRACT

A TEACHING INSTRUMENT TO FACILITATE BEHAVIORAL MODIFICATIONS IN BEGINNING GOLFERS

by Garlan Edward Gudger

This dissertation is an attempt to combine two proven educational techniques--one of traditional proven value and the other new and innovative. The first is the traditional textbook, a well-established educational tool. The other, behavioral modification or behavioral objectives, identifies the learning process of the student and is new on the educational scene. The finished product is a behavioral modification text for the activity of golf which combines the traditional summarizations of knowledge needed in the learning process as well as the definite blueprint of learning which should take place, set forth in behavioral objectives.

The objectives set forth cover all three basic domains of learning: cognitive, affective, and psychomotor, in an attempt to identify the learning which has taken place within the concentration set forth by the behavioral modification text.

Garlan Edward Gudger

The instrument can be used as an aid in the traditional classroom or in the more innovative classroom as an instrument in itself to identify the basic behavioral changes which need to take place at the many different levels of the activity.

A comprehensive research of traditional textbook material provided the content for each of the twenty lessons on golf. Behavior modification objectives were set forth in each lesson and were validated by use of Dr. Ralph Mager's content developmental validity testing process using 80-80 criteria for basis of acceptance. After revision all lessons met at least 80-80 criterion. The behavior modification objectives were tested on five beginning golf classes randomly selected, with the lottery method being used to select test groups for Mager's method.

The instrument is developed in twenty lessons, progressing from the simple to the more complex within the framework of skill progression of the activity in golf. The lessons are developed independent of each other so that individual weaknesses may be improved during the student's learning progression; but when taken as a complete unit of instruction, each lesson can work to identify the overall behavioral modifications which should take place.

ACKNOWLEDGMENTS

The writer is indebted to the following for their contributions to this endeavor:

Dean Robert Aden, for his cooperation and suggestions.

Dr. Fran Riel, Committee Chairman, for his untiring cooperation and words of inspiration.

Dr. Stanley Hall and Dr. Wally Maples, committee members, for their suggestions and encouragement.

Dr. Amiel Solomon, Chairman, Department of Health, Physical Education, Recreation, and Safety, for his cooperation.

E. K. Patty, head golf coach, Middle Tennessee State University, for his suggestions and tips relating to the beginning golfer.

The National Golf Foundation for their permission to reproduce both content and illustrations from their publications.

My wife and daughters for their patience and cooperation.

G. E. G.

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CHAPTER I

INTRODUCTION

A major problem facing the physical education profession today is in defining student outcomes--specific skills, knowledges, or attitudes that a student should develop through exposure to a course or courses of instruction.¹

The writer, in attempting to find a traditional textbook with stated behavioral golf objectives, was not able to find a text for beginning golfers or any other specific activity with behavioral modifications stated. With this obvious lack of material for this phase of the physical education profession, the writer set about to find material that stated desired student outcomes in behavioral terms. He found that much material has been produced in the last decade on establishing behavioral objectives, the writing of behavioral objectives, the importance of behavioral objectives, and a great deal of material on the activity of golf itself.

Many volumes have been produced on the content and skill techniques of the activity, but none have employed behavioral

¹Joe M. Shockley, Jr., "Needed: Behavioral Objectives in Physical Education," Journal of Health, Physical Education, and Recreation (hereinafter called JOHPER), April, 1973, 44.

techniques in teaching specific activity classes. If we are to agree with Mager's² definition that learning is a change in behavior, then we must develop instruments not of a traditional manner; but ones which will aid the instructor in evaluating behavioral change.

By definition, physical education is that phase of the total educational process which is concerned largely with the physical development of the student through a planned and directed program of physical activity, so planned and directed as to meet the needs of all students in all phases of education--mental, physical, social, and emotional. Then, in essence, we are professing to develop the total individual. The behavior of the total individual and the total change in the behavior of the individual must be a concern to us in our phase of education. Physical education, then, is involved with the total change of the individual; and as Mager defines total behavior change, there are three domains leading to change in any individual: cognitive, affective, and psychomotor.³

The cognitive domain is defined as a process of utilizing all mental processes which includes all behavioral change involving knowledge and intellectual skills. The affective domain involves all

²Ralph F. Mager, Preparing Instructional Objectives (Palto Alto, California: Fearon Publishers, 1962), p. 15.

³Robert Davis, "Writing Behavioral Objectives," JOHPER (April, 1973), 48.

behavioral change in the individual which affects attitudes and values. The psychomotor domain includes all behavioral change which involves muscular action and development of motor skills.⁴

The modern concept of evaluation evolved gradually in recent decades from a newer philosophy of education. This philosophy called for the development of more adequate techniques of assessing pupil growth and development and emphasized the responsibility of the educator, not only for the development of skills, abilities, and habits, but also for the stimulation of pupil growth in attitudes, appreciation, interests, power of thinking, and personal-social adaptability. As these objectives have become clarified and defined in instructional practices, appropriate methods of assessment, both informal and formal, have been devised to gauge the adequacy of the school's programs. This evaluation has become accepted as being an essential in carrying on a program of adequate education within the school.⁵

One of the supreme problems of education is establishing direction. Once a direction is established, the nature and scope of all education programs, both generalized and specialized, can

⁴Ibid., p. 47.

⁵Wayne Wrightstone, Joseph Justman, and Irving Robbins, Evaluation in Modern Education (New York: American Book Company, 1956), p. 3.

take form. This direction, and the functions necessary for its accomplishment, must be defined in such a way that it can change in accordance with new circumstances in society. Only through constant evaluation can this be accomplished.⁶

The need for continuous evaluation of physical education programs was pointed out by Nixon and Jewett⁷ as follows:

Continuous evaluation is essential. Evaluation is a vital aspect of the learning process. Learning procedures and outcomes should be evaluated continuously in order to identify successes and shortcomings to determine specific changes needed and areas for additional work. Better education can result only if the results of instruction are evaluated thoroughly and continuously by all concerned.

The need for evaluation was further pointed out by Larson and Yocom:⁸

Educators, including physical educators, are being pressured to produce results and to present tangible evidence to justify the ever-increasing expenditures of public funds. The physical education teacher who has made good use of evaluation and measurement is in an advantageous position, not only to defend his program but also to secure additional support for it, should be able to supply the evidence that will answer such questions as 'What is physical education doing for the students?' 'What gains are being made?'

⁶Leonard A. Carson and Rachael Yocom, Measurement and Evaluation in Physical Education and Recreation (St. Louis: C. V. Mosby Company, 1951), pp. 17-18.

⁷John E. Nixon and Ann E. Jewett, Physical Education Curriculums (New York: The Ronald Press Co., 1964), p. 31.

⁸Larson and Yocom, op. cit., p. 8.

STATEMENT OF THE PROBLEM

The purpose of this study was to construct a behavioral modification textbook in beginning golf for undergraduates on the junior college, college, and university levels. After a concentrated review of traditional textbooks, this textbook was written and developed as individualized lessons for the student. Each lesson was developed in learning progression, but is independent in the aspect that any unit can be referred to by the student if weaknesses develop within his learning progression pattern. The text was written so that it can be used in the traditional classroom situation as well as in those classes calling for more individualized instruction. Objectives in behavioral form were established for course performance requirements in cognitive, affective, and psychomotor domains as needed for both the entire course and individualized lessons.

Through an intensive survey of other beginning golf texts to identify the basic behavioral modifications which should take place within the beginning golfer, the evaluation process is inherent in the text. Because the text states the basic behavioral changes which will hopefully take place within each student, it will aid in constant evaluation of the student and readily show if there has been a change in behavior.

At the end of each lesson, a self-testing exercise section is included. This section, written in behavioral terms, does allow the student to evaluate himself and to locate any weaknesses within that particular lesson. It refers him to the needed material to improve his weaknesses in his learning progression pattern.

IMPORTANCE OF THE STUDY

Education is entering an era of accountability. Administrators and teachers are realizing that education is going to have to be more accountable for what takes place in the school district and the individual classroom.⁹ It is currently fashionable for the general public to be suspicious of organized and institutionalized education. A concept has developed during the past decade which links money spent with value received in education. The public asks, "Should not some person or persons be responsible or accountable for this investment?" No educator possesses immunity to this idea. Through behavioral objectives, the public is able to see what they are receiving for their education dollar. They can see where the money has gone and what learning has taken place.

Few educators would deny the general premise that they should be accountable for their performance in the classroom. A

⁹Illinois, Office of the Superintendent, Vocational and Technical Education Division, Business Education for the 70's (Springfield, Illinois: 1972), pp. 40-41.

multitude of accountable factors are accepted by educators as making up the accountability concept. The teacher is accountable for his contributions to the total educational outcome. His classroom competence must be synchronized with the total interrelationship of all instructional influences. He must seek valid and reliable evidence to substantiate good teaching. Accountable teaching involves so much more than mere acceptance of the responsibility for certain standardized grades earned in an isolated course.¹⁰

The role of the teacher is much more than this. The teacher is one who expedites learning. If we accept the current definition as mentioned previously that learning is a change in behavior, then the teacher's job is to change behavior. Just as an artist or scientist is judged primarily by his products, so the measure of a teacher is his product--the change in the student's behavior. Until recent years, teachers have been rated by such analogous techniques and characteristics as their use of audio-visual aids, lecture style, or neatness; seldom if ever has learning been mentioned--the ultimate expectation of any teacher, whether good or bad. So the name of the game is accountability, not only what is put into the educational process, but also the outcome as well.

¹⁰Julie S. Vargas, Writing Worthwhile Behavioral Objectives (New York: Harper & Row, 1972), p. 2.

These demands for accountability are being heard from President Nixon to parents; from educational administrators and teachers to the student; and from members of legislative branches of government.¹¹ A good example of this is House Bill 70 recently introduced into the Idaho legislature to make teachers legally responsible for the student's progress.¹² With all of the new emphasis on holding schools accountable for student achievement, it is vital that educators recognize the importance, promise, opportunity, and change that will take place as a result of this new approach.¹³

Why accountability now? Some generalizations have been made about the reasons for the current emphasis on accountability in education at this particular time. Toriello¹⁴ lists the following:

1. Criticism and reform movements relevant to "current social milieu."

¹¹Marvin W. Hempel, "Accountability and Technology-- A Change of Emphasis," Journal of Business Education, XLVI (December, 1970), 98.

¹²Ted D. Stoddard, "The Age of Accountability in Business Education," The Balance Sheet, LIII (April, 1972), 291.

¹³Hempel, loc. cit.

¹⁴Anthony J. Toriello, "The Accountability Debate, A Teacher's Viewpoint," American Vocational Journal, XLVII (April, 1972), 81.

2. Reform movements following shocking events (such as recent troubled times of the 60's) in which education tends to "finish second" and receive at least a part of the blame.

3. Vulnerability of the schools at this time of uncertainty and unrest when the family seems to be unable to adequately safeguard traditional values.

4. Citizenry difficulty with leadership in charge of the nation's business. Since the schools prepare the leaders, the educational system is receiving more publicity than ever before.

5. General discussion of the plight of the school.

6. Better education of the citizenry. No longer will parents who are themselves better educated remain silent and accept the "ideals" of educational authorities, many of whom they question from their own school days.¹⁵

Under this new concept of accountability, then, the teacher becomes more than a teacher. In the new learning model, the teacher's role might be summarized by the following:¹⁶

1. Diagnostician--The teacher determines each individual student's learning status and educational needs.

¹⁵Ibid.

¹⁶Robert Shrader, "Individualized Approach to Learning," JOHPER (September, 1971), 33-34.

2. Prescriber--The teacher prescribes learning activities for each individual student based upon educational status and needs.

3. Guide--The teacher arranges and/or organizes the educational setting in such a way as to permit self-learning to flourish.

4. Evaluator--The teacher determines the degree of each student's success in meeting his educational objectives. Each student is evaluated individually in order to determine if the desired behavior change has been met.

A major problem of accountability is the last role mentioned above--evaluation. Not only is the teacher evaluating, but, as mentioned before, so are the parents, students, and community persons. How can an evaluation be made as to whether or not the teacher's job of changing behavior has been successful? One way to make an accurate evaluation is to specifically define the student outcomes desired.

"Change in behavior" is a general statement that is very good to define the overall desired result; but, for evaluation to take place realistically, specific outcomes must also be defined. What specific skills, knowledges, or attitudes should the student develop through exposure to a course or courses of instruction?

The most desirable way to specifically define the desired student outcomes seems to be the behavioral objectives. A

behavioral objective is an intent communicated by a statement prescribing a proposed change in a learner stated in measurable, observable terms and has criteria set for the accepting of this change in behavior.¹⁷ It is a description of a pattern of performance the learner is to be able to demonstrate when he has successfully completed a learning experience. Without these clearly defined goals, it is impossible to evaluate a course or program in order to know if the desired change in the learner has come about. Not only must the objective be stated, it must be clearly understood by all parties concerned: the teacher and the student and any other interested persons--parents and administrators, for example.

There are several ways to classify specific objectives. Mager (1962) made objectives very specific and detailed so as to leave no doubt as to their meaning to both student and teacher. He insisted that these behavioral objectives define precisely what is expected of the student, the conditions under which the expected performance is to occur, and the criteria by which the performance is judged to be acceptable.¹⁸

An example of this type objective as it relates to beginning golf would be: After the completion of Lesson VII, the student, demonstrating proper techniques, will be able to hit 10 balls from the tee a distance of 175 yards using a two wood within 25 tries.

¹⁷Alabama, Department of Education, "Why We Care About Objectives, (Montgomery, Alabama: n.n., 1972), p. 1.

¹⁸Shockley, loc. cit.

Bloom (1956) believed educational objectives could be classified into a hierarchy of simple to more complex. Grobman (1970) stated that three types of classifications are possible. The cognitive domain includes knowledge and intellectual skills; the affective domain includes attitudes and values; and the psychomotor domain includes manipulative and motor skills. Bloom classified objectives from simple to complex in each of these domains. Stoker and Kropp (1964) showed that items in two tests of 36 items each, developed along the lines of Bloom's taxonomy by the investigators were not classified significantly different when compared to ratings by the investigators and several judges. This study is used to support the validation of the taxonomy. Smith (1968) found the taxonomy valid, with the possible exception of knowledge and evaluation categories . . . Eisner (1969) defined objectives as instructional or expressive. Instructional objectives are those which specify unambiguously the particular behavior the student is to acquire, whereas the expressive objective does not state the outcome but does identify the situation, problem, or task the student is to encounter.¹⁹

There are, therefore, many ways in which to classify objectives. The underlying purpose of each classification, however, is to provide a means of determining if the student is changed or has learned. If so, the teacher can rate himself as having passed the "accountability" test.

There are many authorities in addition to the ones previously mentioned who express a need for behavioral objectives and list various reasons for this need.

¹⁹Ibid.

Canfield (1968) felt behavioral objectives were needed, and he added a rationale to the objective in order to provide meaning for the student. Ojemann (1969) believed behavioral objectives were necessary . . . Metfessel (1967) defined goals and specific objectives as a primary step in evaluating a school program. Carber and Lerch (1970) made an evaluation study of six professional courses at the University of Illinois, and the central point of the total evaluation model was the development of behavioral objectives. Eisner (1969) developed both behavioral and experience objectives. Abramson (1966) stated the centrality of objectives has always been emphasized in curriculum planning and development.²⁰

In summary, behavioral objectives are indicators to student, teacher, administrator, parent, community personnel, and other interested persons that learning has taken place, based on specific definitions of what was to have happened. This definition gives direction to the program for the purpose of assessment by any one of progress along the route toward the final goal.

DELIMITATIONS OF THE STUDY

Evaluation data for the text was collected from the undergraduate activity golf classes at Middle Tennessee State University, spring semester, 1974.

²⁰Ibid.

DEFINITION OF TERMS

Accountability. The responsibility attached to bringing about the desired student outcomes and making those outcomes observable.

Affective objective. An objective dealing with changes in the student's behavior involving attitudes and values.²¹

Affective domain. All behavioral change in the individual which affects attitudes and values.²²

Behavioral objective. An intent communicated by a statement describing a proposed change in the learner, stated in measurable, observable terms, with criteria set for the accepting of this change in behavior.²³

Behavioral modification textbook. A textbook written with specific desired student outcomes stated; a text with measurable, observable behavioral change desired of the student defined.

Cognitive domain. All behavioral changes in the individual which affect knowledge, intellectual skills, and mental processes.²⁴

²¹Ibid.

²²Davis, , loc. cit.

²³Alabama, Department of Education, loc. cit.

²⁴Davis, loc. cit.

Cognitive objective. An objective dealing with changes in the student's behavior involving knowledge, intellectual skills, and mental processes.²⁵

Evaluation. Determining or fixing the value of.²⁶

Learning. A change in behavior.²⁷

Learning progression. A progressive building of skills, attitudes, and knowledges for overall meeting of the stated desired outcome.

Motor performance objective. Statement specifying performance involving physical movement, acting on some part of the environment. Sometimes referred to as psychomotor skills.²⁸

Psychomotor domain. All behavioral changes in the individual which affect muscular action and development of motor skills.²⁹

Physical education. That phase of the total educational process which is concerned largely with the physical development

²⁵Ibid.

²⁶Webster's New World Dictionary, College Edition (Cleveland: World Publishing Company, 1967), p. 524.

²⁷Mager, loc. cit.

²⁸Principles and Practices of Instructional Technology Workbook, General Programmed Teaching (Palto Alto, California: 1957), 28.

²⁹Davis, loc. cit.

of the student through a planned and directed program of physical activity so planned and directed as to meet the needs of all students in all phases of education--mental, physical, social, and emotional.

Physical education activity course. A course which requires participation to attain a physical skill, generally a sport-related activity in a required or optional non-major undergraduate physical education program.

Physical education teacher. A teacher professionally trained in the field of physical education and capable of carrying out the aims, goals, and objectives of physical education.

Random sampling. A scientific procedure of selecting from a given population a small population, so selected that all in the large population have an equal opportunity of being selected; and once selected have no intervening forces which affect the study being conducted; and so selected that at the conclusion of the study, results can be projected back to the general population.

Traditional textbook. A textbook not specifically defining desired student outcomes or changes in behavior the student is to have acquired at the end of a course or courses of instruction.

METHODS AND PROCEDURES

The procedures involved in the writing of the behavioral modification textbook included preparation of all phases of the text and evaluation of each of the lessons making up the behavioral text.

I. PREPARATION OF THE TEXT

Objectives for the textbook were stated in behavioral terms according to Mager. Behavioral objectives were set up for the entire course, but also for each of the lessons leading to a progressive building of skills, attitudes, and knowledges for overall meeting of the behavioral objectives for the book. However, each individual lesson follows a skill progression procedure based on the activity of golf leading to the stated behaviors mentioned earlier. Each also may be independent in the aspect that it may be referred to as an independent lesson on needed material if the student finds himself weak in his overall progression.

A determination of scope and content of the textbook was made. The scope of the instrument is contained in the following list of contents.

Book Outline

OVERALL OBJECTIVE

LESSON I: Values of Golf Activity in a Modern-Day Society

- Behavioral Objectives
- Introduction
- The Physical Value
- The Intellectual Value
- The Social Value
- The Psychological Value
- The Recreational Value
- Summary
- Terms Relevant to the Lesson
- Student Evaluation
- Additional Learning Experiences
- Additional Reading Experiences

LESSON II: The History of Golf

- Behavioral Objectives
- Origin of Golf
- 100BC-1600 AD
- 1600-1850
- Golf in the United States
- Terms Relevant to the Lesson
- Student Evaluation
- Additional Learning Experiences
- Additional Reading Experiences

LESSON III: The Game of Golf

- Behavioral Objectives
- Description of the Game
- Description of the Course
 - A. Teeing area
 - B. Fairway
 - C. Rough
 - D. Water hazard
 - E. Out of Bounds
 - F. Bunker
 - G. Green
- Safety
- Terms Relevant to the Lesson
- Student Evaluation

LESSON III: The Game of Golf (continued)**Additional Learning Experiences****Additional Reading Experiences****LESSON IV: Equipment****Behavioral Objectives****Introduction****Development of Equipment****The Clubs**

- A. Introduction
- B. Parts of the Club
- C. Shaft Length
- D. Swing Weight
- E. Shaft Flexibility
- F. Grip
- G. Loft Angle vs. Shaft Length

Classification of Golf Clubs

- A. The Woods
- B. The Irons
 - 1. The long irons
 - 2. The middle irons
 - 3. The short irons
- C. The Individual Clubs
 - 1. The wedges
 - 2. The putter

Balls**Shoes****Other Equipment**

- A. Gloves
- B. Tees
- C. Club Headcovers
- D. Carts
- E. Clothing
- F. Gadgets

Purchase and Care of Equipment**Terms Relevant to the Lesson****Additional Learning Experiences****Additional Reading Experiences****LESSON V: The Grip****Behavioral Objectives****Introduction****Kinds of Grips**

- A. Baseball
- B. Overlapping
- C. Interlocking

LESSON V: The Grip (continued)

Assuming the Proper Grip

Checkpoints of the Grip

Terms Relevant to the Lesson

Additional Learning Experiences

Additional Reading Experiences

LESSON VI: The Address Routine

Behavioral Objectives

Introduction

The Stance

A. Determining the Flight of the Ball

B. Foot Alignment

C. Ball-Body Alignment

D. The Waggle Movement and Forward Press

Development of the Address Routine

Checkpoints of the Address Routine

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

LESSON VII: The Full Swing

Behavioral Objectives

Introduction

Parts of the Swing

A. The Take-away

B. The Backswing

C. The Downswing

D. Impact

E. The Follow-through

Major Faults of the Beginner in Relation
to the Full Swing

A. Left Arm Not Straight

B. Flying Right Elbow

C. Lifting Left Heel

D. Head Movement

E. Knees Locked

F. No Lateral Movement of Hips and
Knees Toward Target

G. Not Swinging from Inside to Straight

The Mental Swing

Terms Relevant to the Lesson

LESSON VII: The Full Swing (continued)

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

LESSON VIII: Swinging the Woods

Behavioral Objectives

Introduction

Basic Fundamentals

The Driver

The Fairway Woods

A. The No. 1 Wood

B. The No. 2 Wood

C. The No. 3 Wood

D. The No. 4 Wood

E. The No. 5 Wood

Checkpoints for Swinging the Woods

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

Lesson IX: The Long Irons

Behavioral Objectives

Introduction

The Long Irons

A. Introduction

B. The Two Iron

C. The Three Iron

Basic Problems with the Long Irons

Checkpoints for the Long Irons

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

LESSON X: The Middle Irons

Behavioral Objectives

Introduction

Tee Shots

Approach Shots from the Fairway

A. The Four Iron

B. The Five Iron

C. The Six Iron

LESSON X: The Middle Irons (continued)

The Pitch and Run
Shanking
Checkpoints for the Middle Irons
Terms Relevant to the Lesson
Student Evaluation
Additional Learning Experiences
Additional Reading Experiences

LESSON XI: The Short Irons

Behavioral Objectives
Introduction
The Pitch Shot
The Recovery Shot
The Eight Iron
The Nine Iron
Checkpoints for the Short Irons
Checkpoints for Pitch and Pitch and Run Shots
Terms Relevant to the Lesson
Student Evaluation
Additional Learning Experiences
Additional Reading Experiences

LESSON XII: The Wedge

Behavioral Objectives
Introduction
The Pitching Wedge
The Sand Wedge
A. The Normal Shot
B. The Buried Lie
C. The Downhill Lie
D. The Uphill Lie
Checkpoints for Sand Shots
Terms Relevant to the Lesson
Additional Learning Experiences
Additional Reading Experiences

LESSON XIII: Putting

Behavioral Objectives
Introduction
The Grip
The Stance
The Stroke
A. Wrist Putting
B. Shoulder Putting

LESSON XIII: Putting (continued)

Putting Routine
Reading the Green
Putting with Confidence
Checkpoints for Putting
Terms Relevant to the Lesson
Student Evaluation
Additional Learning Experiences
Additional Reading Experiences

LESSON XIV: Scoring

Behavioral Objectives
Introduction
The Scorecard
A. The Local Rules
B. Par
C. Yardages
D. Diagram of Holes
E. Handicaps
F. Score Section
G. Names
H. Motorized Cart Rules
I. Self-Analysis
Terms Relevant to the Lesson
Student Evaluation
Additional Learning Experiences
Additional Reading Experiences

LESSON XV: Golf Rules

Behavioral Objectives
Introduction
Development of Golf Rules
Match and Medal Play
Rules of Play
A. General Play
B. Teeing Area
C. Playing Through the Green
D. Bunker
E. Putting Green
Terms Relevant to the Lesson
Student Evaluation
Additional Learning Experiences
Additional Reading Experiences

LESSON XVI: Etiquette

Behavioral Objectives

Introduction

Etiquette Relating to General Play

Etiquette Relating to Playing Through the Green

Etiquette Relating to Bunker Play

Etiquette Relating to the Putting Green

Rules of Etiquette Most Frequently Violated

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

LESSON XVII: Special Shots

Behavioral Objectives

Introduction

Uphill Lie

Downhill Lie

Sidehill Lie (Ball Below Feet)

Sidehill Lie (Ball Above Feet)

Low Shots

High Shots

Intentional Hook Shots

Intentional Slice Shots

Playing from Divot Holes

Wind Shots

A. Playing into the Wind

B. Playing with the Wind

C. Playing the Cross Wind

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

LESSON XVIII: Strategy

Behavioral Objectives

Introduction

The Warm Up

Playing Each Hole

A. The Drive

B. The Fairway

C. Short Approach Shots

D. Sand Shots

E. The Green

LESSON XVIII: Strategy (continued)

Concentration
Scrambling
Match and Tournament Strategy
Summary
Terms Relevant to the Lesson
Student Evaluation
Additional Learning Experiences
Additional Reading Experiences

LESSON XIX: Basic Corrections

Behavioral Objectives
Content of Lesson
Introduction
Topping the Ball
Slicing the Ball
Hooking the Ball
Skying
Shanking
Scuffling
Pushing
Pulling
Terms Relevant to the Lesson
Student Evaluation
Additional Learning Experiences
Additional Reading Experiences

LESSON XX: Practice

Behavioral Objectives
Introduction
How to Practice
Where to Practice
Physical Practice
Exercise as Physical Practice
Mental Practice
Terms Relevant to the Lesson
Student Evaluation
Additional Learning Experiences
Additional Reading Experiences

The writer made an intensive review of related literature, including books, research materials, periodicals, and audiovisual aids, to determine the remaining content of the behavioral modification text. The writer also attempted to research any theses, dissertations, or published research to strengthen the content material and procedures. The material available to the writer on behavioral objectives and individualized instruction was also researched by the writer in order to strengthen the writing of such objectives for inclusion in the text.

The National Golf Foundation was the official source for all teaching procedures and methods of instruction. The Foundation will also serve as the official source for rules and regulations, as well as being the source of illustrations for the behavioral modification text.

II. EVALUATION OF THE TEXTBOOK

Mager³⁰ describes his content developmental validity testing process and uses a controlled group-retest-revise situation. The steps Mager suggests for developing and revising development content material are as follows:

³⁰Mager, loc. cit.

1. Instruct one student
2. Administer criterion test
3. Revise
4. Instruct small group (three to six students)
5. Administer criterion test
6. Revise
7. Instruct large group (20 or more students)
8. Administer criterion test
9. Revise

Jacobs, Maier, and Stolurow³¹ and Espich and Williams³² recommend using 90/90 criteria for such tests. This means that 90 percent of the students taking the program will meet 90 percent of the objectives and that no one objective will not be met by over 10 percent of the students. This criteria is referred to by the American Association of Health, Physical Education and Recreation,³³ hereinafter referred to as the AAHPER, as a good objective for an effective activity program.

For content developmental validity testing purposes, the writer used the lottery method for stratified sampling to select one individual from each of the five beginning golf classes at Middle Tennessee State University, spring semester, 1974; he used the

³¹Paul I. Jacobs, Milton H. Maier, and Lawrence M. Stolurow, A Guide to Evaluating Self-Instructional Programs (New York: Holt Rinehart and Winston, Inc., 1966), p. 62.

³²James E. Espich and Bill Williams, Developing Programmed Instructional Materials (Belmont, California: Fearon Publishers, 1967) pp. 119-125.

³³AAHPER, Programmed Instruction in Health Education and Physical Education (Washington, D. C.: NEA Publications, 1970), p. 157.

same method to select the small group of five from each of the five classes. All students in each of the five classes were then used for the large group evaluation before the final revision.

Based on past experiences of teaching golf, the behavioral criteria was so set up as to attempt to meet minimum requirements of an average student, in the classification of 70/70. However, for the purpose of this study, the writer would recommend that 80/80 be acceptable.

ADMINISTRATIVE NOTES

The attached work is concerned with producing a usable teaching instrument in the final form of a behavioral modifications textbook for beginning golf. This final product is presented in book form instead of the usual research chapter-styled dissertation. This is in lieu of the traditional dissertation requirement. The organization of the work is as follows:

Part I; Introduction to the Study

- Statement of the Problem
- Importance of the Study
- Delimitations of the Study
- Definition of Terms
- Methods and Procedures

Part II: Evaluation of Behavioral Modification Text

The form of evaluation used as described in Methods and Procedures was a constantly changing evaluation of the behavioral modification text. Upon the final writing of the text, the last three evaluations yielded the finished product, described in Part III below.

Part III: The Behavioral Modification Text

Cover Sheet
Table of Contents
Content: 20 Lessons

CHAPTER II

EVALUATION OF THE TEXTBOOK

As discussed in Chapter I, Dr. Ralph Mager's content developmental validity testing process based on test-retest-revise situation was used to aid in the basic modifications described within the text. The steps Mager suggests in his process are as follows:

1. Instruct one student
2. Administer criterion test
3. Revise
4. Instruct small group
5. Administer criterion test
6. Revise
7. Instruct large group (20 or more students)
8. Administer criterion test
9. Revise

At the beginning of the semester, the writer was assigned five beginning golf classes. At that time in each class, using the lottery method, an individual was selected to represent his class for the evaluation. The small group consisting of six members was also selected by use of the lottery method, excluding the individual already selected as the group representative. However, both the individual and the small group members were included in the large group instruction in order to maintain the suggested twenty or more

members for the large group evaluation. At any time during the evaluation if either the individual or member of the small group dropped for any reason from the group, the vacancy was filled immediately with another lottery drawing from their particular class.

The standards set forth for acceptance in any one lesson was 80-80 basic behavior modification criteria. When simplified, this means that 80 percent of all students being tested in all classifications--individual groups, small groups (three to six members), and large groups (twenty or more members)--would meet the basic behavioral change set forth in each individual lesson 80 percent of the time. No single objective or group objectives appearing in any one lesson would not be met 20 percent of the time. If the 80-80 criterion was failed to be met after any of the individual testing procedures, the objective was revised on the level at which it did not meet the criterion before it was administered on the next level of evaluation.

The writer feels that it is important to note that on the overall percentage rating of the large group, which includes both the individual and the small group students, that in all cases, at least an 80-80 criterion was met; and in all but six of the lessons a 90-90 criterion was met.

The following chart shows all percentages of behavioral modification criterion which was met on all three of the evaluation levels. The percentages shown in the chart were arrived at by the total number of students involved on the level of evaluation as well as the total number of basic behavioral modification objectives within any of the twenty lessons shown in the chart. To get the percentages shown, the total number of objectives by all groups at the various levels was divided into the number of objectives met to yield the percentage.

EVALUATION LESSON BY LESSON

Lesson	Indiv. Student (1 student- 5 classes)	Percent of Object. Met	Small Group (6 student- 5 classes)	Percent of Object. Met	Large Group (All stdts. 5 classes)	Percent of Object. Met
I Values	5	100.0	30	100.0	114	98.42
II History	5	100.0	30	99.0	115	96.03
III The Game	5	100.0	30	100.0	114	96.32
IV Equipment	5	94.0	30	92.41	112	86.10
V The Grip	5	100.0	30	96.0	112	98.90
VI The Address Routine	5	100.0	30	100.0	112	97.22
VII Full Swing	5	85.0	30	88.3	112	86.71
VIII The Woods	5	80.0	30	77.6	111	82.17
IX Long Irons	5	76.0	30	80.0	111	81.31
X Medium Irons	5	87.0	30	86.33	111	88.80

continued

Evaluation Lesson by Lesson (continued)

Lesson	Indiv. Student (1 student- 5 classes)	Percent of Object. Met	Small Group (6 student- 5 classes)	Percent of Object. Met	Large Group (All stdts. 5 classes)	Percent of Object. Met
XI Short Irons	5	92.0	30	94.0	111	95.33
XII The Wedge	5	99.0	30	96.1	111	94.00
XIII Putting	5	100.0	30	100.0	110	98.40
XIV Scoring	5	83.0	30	87.5	110	85.00
XV Rules	5	83.0	30	89.3	109	87.41
XVI Etiquette	5	100.0	30	97.5	109	98.00
XVII Special Shots	5	86.0	30	84.3	109	84.33
XVIII Basic Strategy	5	81.0	30	84.0	109	89.00
XIX Corrections	5	83.0	30	80.0	109	81.14
XX Practice	5	87.0	30	82.0	109	83.12

A TEACHING INSTRUMENT
TO FACILITATE BEHAVIORAL MODIFICATIONS
IN BEGINNING GOLFERS

Garlan Edward Gudger

OVERALL OBJECTIVE

At the conclusion of the twenty lessons in this text, the student will be able to select a course of his choosing and play a round of golf to his satisfaction.

This objective can be met by successfully completing the objectives of each of the twenty lessons making up the behavioral modification text. If at any time the student does not meet 80 percent of the objectives of the lesson, he should reread the objectives of that lesson and, where physical skills are involved, practice sufficiently until at least 80 percent of the objectives can be met before proceeding to the next lesson.

LESSON I

VALUES OF GOLF ACTIVITY IN A MODERN-DAY SOCIETY

Outline of Lesson

Objectives of the Lesson

Content of Lesson:

- I. Introduction
- II. The Physical Value
- III. The Intellectual Value
- IV. The Social Value
- V. The Psychological Value
- VI. The Recreational Value
- VII. Summary

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson I, the student will be able to:

1. Write, to the instructor's satisfaction, a minimum of one page report on the importance of physical education to the total development of the individual.
2. Write, to the instructor's satisfaction, a minimum of one page report on the relationship between physical education, physical fitness, and recreation.
3. List the five objectives of physical education and three ways under each objective in which golf attempts to accomplish these objectives, based on the material presented in Lesson I.

4. Answer the following statement with a positive answer:

I realize that success in any activity such as golf is an individual situation.

_____ Yes _____ No

5. Select one of the following according to his understanding of golf:

I wish to enter this course with my definition of individualized success as being:

- i. _____ Some day being able to play par golf. I realize that this is only an introductory text which will introduce me to the activity of golf, and I must be willing to dedicate myself to the practice and strive for total improvement as well as seeking professional lessons which will aid me to accomplish this objective.
- ii. _____ Able to play to the best of my ability and striving for continuing improvement. This text will serve as an introduction and reference source for correcting any problems which may develop in my learning progression. I must also dedicate myself to constant practice to the extent that will allow me to accomplish this continuing improvement.
- iii. _____ Play for fun and enjoyment only. This course can serve as an introduction, and I can strive through this course to develop the sufficient skills which will allow me to accomplish this to the satisfaction for which I am striving.

After completion of Lesson I, my attitude and understanding of the overall purpose and objectives of physical education as related to my individual development have been improved:

_____ Yes _____ No

LESSON I

VALUES OF GOLF ACTIVITY IN A MODERN-DAY SOCIETY

I. INTRODUCTION

As the activity of golf has changed from its beginning, so has the nature of the environment in which the majority of students of golf has been able to learn this activity. From the shepherd on the hillside where golf originated to the modern activity programs being offered by the institutions of higher learning in the world today, golf has found its place.

This lesson is an attempt to justify the mere expectation of this activity as a part of activity programs being offered by the physical education programs throughout the world. Before this can be done and any value placed on the activity of golf, one must look at the total program of physical education to see if this activity is contributing to the total objectives of the physical education program, since golf is only one activity of the modern-day curriculum of physical education. Only through helping contribute to the total program can one justify the activity of golf, or any

other activity for that matter, which may be included within the modern-day physical education program.

By definition, physical education is said to be that phase of the total educational process which is concerned largely with the physical development of the student, through a planned and directed program of physical activity, so planned and directed as to meet the needs of all students in all phases of their total educational development--mental, physical, social, and psychological--as well as having a strong responsibility in the development of skills for recreational use. Therefore, the relationship between the modern-day physical education programs and recreational programs offered by many cities, counties, and municipalities is the simple relationship that an adequate physical education program is involved in developing skills which can be used during one's leisure.

A well-organized and productive physical education program develops the total student, no matter if the student be intelligent or mentally handicapped; motor-gifted or physically atypical; well-adjusted or maladjusted; emotionally stable or emotionally disturbed. The physical, mental, social, and psychological development are closely interwoven into the fabric of the human being, and the education of one influences the development of the others.

The major objectives of the total program of physical education are consistent with its definition, in aiming toward the total development of all its students. They are as follows:

1. The physical objective
2. The intellectual objective
3. The social objective
4. The psychological objective
5. The recreational objective

Therefore, if golf is to justify its existence in the physical education program, it should be able to contribute to the program in the five areas set forth as objectives for the program.

II. THE PHYSICAL VALUE

The physical value, as stated in the definition of physical education, is of great importance. The purpose of this objective is to develop each individual to his greatest possible physical capacity within the range of accepted educational goals. The development of pupils to their greatest possible physical capacity implies development in physical skills and abilities as well as organic development. Strength, vigor, vitality, and neuromuscular coordination must be a part of the development of the physical

capacities of the student.¹ This objective as related to golf can reveal many values of the activity itself. . . If an activity can be evaluated by the number of skills it requires and the number of muscles of the body that it uses in the performance of these individual skills, then golf is a leader. It is said that some activities, such as swimming, uses every muscle of the body in performing its individual skills. Golf also does this and demands the use of the visual and mental processes as well.² If an individual plays golf regularly, his arms and shoulders will become as strong as those of a baseball player. If he walks, his legs and ankles will become as supple and strong as those of a football player. His lungs will fill with the oxygen from the tree-filled landscape. His skin will feel the stimulation of the sun's rays. His heart and circulatory system can be strengthened and taxed to the point where the individual fitness permeates and fitness may be improved by the basic physical principle of "overload."

This general principle of muscular development, overload, is simply demanding more of the muscles than they are accustomed

¹Leslie W. Irwin, The Curriculum in Health and Physical Education (Dubuque, Iowa: William C. Brown Company, 1960), p. 42.

²Doug Ford, Getting Started in Golf (New York: Sterling Publishing Company, Inc., 1964), p. 14.

to doing; therefore, the muscle becomes stronger. This principle holds true not only for the skeletal muscular system, the internal systems such as the respiratory system and heart and circulatory system, but also for the brain as well, which can be classified as a specialized muscle. In this case, the principle of overload applies to thought. The end product is that the entire structures of the body become stronger and healthier than before the principle of overload was applied.

The pure fitness power of the activity of golf can be controlled by the player himself. The sport can be as strenuous as the individual wishes it to be, for he may set his own pace. He may carry his bag or pull a cart. He may employ a caddy to carry his bag while he walks, or he may ride a motorized cart. The individual may also select the number of holes to be played, according to his physical endurance and the amount of leisure time he enjoys. Because of these adaptations, many seriously ill and physically handicapped individuals may enjoy this activity. Because golf is a sport of a lifetime, one individual using the activity as a means of physical exercise during his lifetime may use several of the adaptations mentioned.

A person may look forward to playing golf for many years. John D. Rockefeller played regularly even after his ninetieth

birthday, while an equally famous person, Arnold Palmer, began playing at the age of five.

Success in other sports is not necessarily an accurate predictor of success in golf. Naturally, the more physically talented and better physically coordinated a person is, the greater initial potential possessed. But even our finest golf champions admit that desire and work are still two of the greatest attributes leading to success in the game. It should be noted that when speaking of success in the activity of golf, there must be an individual evaluation; for within any group of beginning golfers, there will be found the more serious-minded who may have for their goal eventually playing par golf; this text will and can only be used as an introductory source to aid the beginner on his way--he will eventually need professional lessons. The serious beginner will find that the two complement each other, for the text will include material which the professional lessons may not provide and vice versa.

Others may see success as "play for fun" and a source of physical enjoyment. No matter how one sees his success, the important thing is that he works, studies, and practices and dedicates himself to fulfilling this individualized feeling of success. This must be a very individual decision that only the player himself

can decide--how well he wishes to play, how much he needs to practice, how much time he has available to practice (both physically and mentally), and at what point the factor of success takes on meaning.

III. THE INTELLECTUAL VALUE

The intellectual value of physical education is that physical education is concerned with the intellectual development of students in at least three ways: 1) the imparting of knowledge of healthful living so that the pupil will be equipped to make the best possible adjustment throughout life, 2) the giving of a general understanding of the relationship of health and physical education, and 3) the giving of an understanding of their relationship to physical fitness as they affect his daily life. These three are very closely interwoven, with all three being a major outcome of a well-developed program of physical education.

Many individuals think in terms of physical fitness and physical education as being synonymous. However, physical fitness is only one integral part of the total physical education program and can be thought of as being a by-product of participating in the physical skills and activities which are learned in the total physical education program.

Today, emphasis is being placed on individual physical fitness. Fitness has been defined in a variety of ways; but, in summary, can be said to be that total capacity of general physical conditioning which will allow an individual to go through his daily routine of activity with sufficient vigor and stamina to perform at his utmost capacity, and to have at the end of his day sufficient physical reserve to cope with any emergency. Therefore, one can see by definition of physical fitness that, generally speaking, physical fitness is entirely individual. The level of physical fitness for one person may not be the same as the level of fitness for another person. It is adapted to the individual, and the daily routine of the person determines the level of physical fitness necessary.

As discussed earlier in this lesson under "The Physical Value," a close parallel can be drawn between the physical activity of golf and its many adaptations in developing physical fitness throughout life, being one way to aid in the individual's improvement of his total fitness. By maintaining this adequate level of physical fitness, the general health status should also be improved and the aging process prolonged.

Secondly, a true student of golf has the responsibility to develop an adequate knowledge of fundamentals, rules, and strategies of the activity so that the fullest enjoyment may be derived from the activity.

Thirdly, a student of golf always should keep in mind that success breeds success. Golf may yield the success to some individuals which they have not been able to find in any other activity.

The great amount of mental preparation which should take place before the first golf ball is struck on the practice tee, the pure learning of golf, is being used as an instrument for the purpose of mental overload. This overload leaves the mind stronger than before and is but one means of accomplishing this objective through the activity of golf.

IV. THE SOCIAL VALUE

The social value of physical education today is receiving more attention than ever before; it is now generally accepted that the social development of pupils is an important part of general education. Desirable social relationships are extremely important in all phases of education. Within recent years the schools have added activities and development programs for the social development of the student. Often the socializing influence of extracurricular activities of all types is cited as justification for their inclusion in the total school program. The less formal relationship found in the physical education program has long been considered conducive

to the social development of students.³ The social value in physical education is concerned with helping an individual make personal adjustments, group adjustments, and societal adjustments. Activities in the physical education program offer one of the best opportunities for making these adjustments.

Social action is a result of certain hereditary and derivative tendencies. There are interests, hunger, desires, ideals, attitudes, and emotional drives that are responsible for everything an individual does. The value of physical education reveals itself when it is realized that play activities are one of the oldest and most fundamental drives in human nature. All human beings should experience success. This factor can be realized through play. Through successful experience in play activities, an individual develops self-confidence and finds happiness in his achievements. If individuals are happy, they will usually make the necessary social adjustments. An individual who is happy is much more likely to make the right social adjustments than the individual who is morbid, sullen and unhappy. Physical education should instill happiness by guiding persons into those activities where this quality will be

³Harold M. Barrow and Rosemary McGee, A Practical Approach to Measurement in Physical Education (Philadelphia: Lea and Febiger, 1964), p. 281.

realized.⁴ In a democratic society, as many individuals as possible should develop a sense of group consciousness and cooperative living. This should be one of the most important objectives of the physical education program. In various play activities, the following factors should be stressed: aid for the less skilled and weaker players, respect for the rights of others, subordination of one's personal desires to the will of the group, and realization that cooperative living is essential to the success of society. The individual should be made to feel that he belongs to the group and that he has the responsibility of directing his actions in its behalf. The physical education program should do its part in contributing to good citizenship, the basis of our democratic society.⁵

The activity of golf has a built-in, natural socializing factor in that, in the majority of cases, it is played with at least one other individual or a group of people. Golf gives the individual an outlet to participate in an activity with others of similar abilities. As his abilities progress, he moves into other playing groups whose abilities are more nearly equal to his, thus broadening his circle of acquaintances. As his ability improves, the golfer usually

⁴Charles A. Bucher, Administration of Health and Physical Education Programs, Including Athletics (5th ed.; St. Louis: The C. V. Mosby Company, 1971), p. 43.

⁵Ibid., pp. 44-45.

becomes interested in tournament play, often journeying to other towns, communities, or clubs to play in golfing functions and thereby meets more people. The mere participation in the activity allows one to meet, learn about, and observe other people. This observation of others helps an individual to see where he can improve his relationship with others. Many people belong to golf or country clubs which provide ample opportunity for meeting other people and generating interest in other activities, such as swimming, tennis, boating, etc., which are normally found in this type organization.

Besides the sponsored golf activities that mix people in any well-organized golf club or country club program, there is a universal tradition of pairing players who come to the course along looking for a match. One man who has played public links for 13 years has never gone to the course with a partner, yet he invariably has always managed to find a match and has made hundreds of acquaintances through his golfing activity. One may not find this adventuresome, but one can find many new friends through golf if desired.⁶

Persons of varying ages and temperaments can enjoy golf together. It is one of the few games in which people of unequal ability can find pleasure in one another's company, since in most

⁶Gary Wiren, Golf (Englewood Cliffs, N. J.: Prentice-Hall, 1971), p. 5.

cases each is playing his own game independently of the others in his group. It is a particular pleasure to observe a family playing together.⁷

In summary then, the activity of golf can aid in the development of the social objective of physical education by allowing one to develop characteristics which make it possible for him to better get along with his fellow peers and provide an opportunity for success which enables him to have a better self-concept. These feelings give him a sense of belonging to a universal establishment of society rather than his attempting to develop a universe within himself.

V. THE PSYCHOLOGICAL OBJECTIVE

While the social objective of physical education is to create situations in which individuals may better learn to get along with others and self, the psychological objective creates situations in which an individual may better learn to get along with himself. It is an established fact that individuals must learn to get along with themselves before they can expect to get along with others. More emphasis is being placed today on physical education as an emotional aid. The growing emphasis has served to assure physical educators in their long-held belief that emotional development is an important

objective in the school. For more than a decade, physical educators have called attention to the increasing tempo of modern life in their effort to show need for the development of their leisure time activities for relaxation.⁸ This was brought to the attention of educators and public alike during the student turmoil and unrest of the 1960's. Participation in the usual physical activities provides relaxation and relief from the stress, strain, and nervous tension of the day. Through physical activity, the individual has an opportunity for self-expression, which helps him to focus his attention on objectives outside himself.⁹

The activity of golf provides this opportunity for the focusing outside one's self. The psychological qualities most necessary for enjoyable and successful participation in golf are patience, concentration, and a sensible approach to failure and success. Patience is needed to put in the necessary hours of practice although there may be little improvement seen. Concentration on the task at hand-- swinging the club, for example--is essential. Above all, there must be a good attitude toward early failures and problems, or frustration can completely spoil the experience as well as interfere with the

⁸Barrow and McGee, loc. cit.

⁹Irwin, op. cit., pp. 47-48.

learning. The beginning golfer in particular will have more bad days than good, more missed putts than putts made, more poor shots than good ones. Golf can be a source of relief from tension and stress. It can also be a severe test of one's emotional control.

Two emotions commonly displayed in the game are fear and anger. Ability to cope with these two emotions will certainly affect the success and enjoyment of playing golf. Anger in golf, unless correctly channeled, is a self-defeating emotion. Golfers who cannot control their anger leave the course with more tension than when they arrived.¹⁰ Therefore, the entire purpose of the activity, self-satisfaction and enjoyment, are defeated. By playing golf, a situation is created in which the individual may better learn to cope with emotional situations.

VI. THE RECREATIONAL VALUE

In today's modern society, recreation is broadly defined as any wholesome activity in which an individual chooses to participate during his free or leisure time. It is becoming more and more important with the accessibility of leisure time due to the shorter work week, the increase in popularity of sports both for

¹⁰Wiren, op. cit., pp. 4-5.

spectators and participants, more and better parks, playgrounds, and other recreational facilities, as well as more and improved physical education programs teaching recreational skills which are being carried out through adult life.

The need for recreation has been shown by leaders in psychology, sociology, medicine, and education for many years. Every generation since the country was founded has realized the need for some form of recreation. All individuals, from early childhood throughout life, may benefit from recreational activity. The rapid rise of industrialization, the trend toward more leisure time, the affluence enjoyed by a large part of the population, and the conditions existing in the inner cities are making disintegrating inroads into our culture. Evidence that these conditions have reached a critical stage in society is seen in the high incidence of dropouts in the schools, the increase in crime and delinquency, the grave problem of drug abuse and alcoholism among young people, the widespread rioting on the college campuses and in the streets, and the increasing problem of mental illness. Although recreation cannot solve all of these problems, there is evidence that many of these problems, through recreation, could be alleviated by well-planned and properly administered programs.¹¹

¹¹Anne Daughtrey, Physical Education Programs: Organization and Administration (Philadelphia: W. B. Saunders Co., 1971), pp. 405-406.

The point, however, must be considered that human nature needs something wholesome and creative to do during leisure; and if the modern physical education programs do not provide the needed recreational skills, then this time and energy will be put to other use, many times not so wholesome and creative.

In an attempt to meet this modern-day recreational need, more school physical education programs are turning to activities such as golf, an activity that can be participated in throughout an individual's lifetime. The activities offered in the physical education program and the activities which students enjoy and find successful determine to a great extent how their leisure time will be spent, now and in the future. Skills which are not acquired during youth are many times never acquired at all. Therefore, it is important that lifetime sports such as golf be given utmost consideration in the student's activity program.

To a great extent it is left up to the modern-day physical education program to furnish the individual student with these basic skills which he can perform with a degree of accuracy for the remaining portion of his life. Therefore, it is the objective of physical education to develop in each individual as many recreational skills as possible so that interests will be wide and varied.¹²

¹²Bucher, op. cit., p. 40.

VII. SUMMARY

As a tribute to golf, the best expectations of what an individual may gain from the activity of golf are listed below:¹³

It is a science, the study of a lifetime, in which you may exhaust yourself but never your subject.

It is a contest, a duel, or a melee, calling for courage, skill, strategy, and self-control.

It is a test of temper, a trial of honour, a revealer of character.

It affords a chance to play the man and act the gentleman.

It means going into God's out of doors, getting close to nature, fresh air exercise, a sweeping away of the mental cobwebs, genuine recreation of the tired tissues.

It is a cure for care--an antidote to worry.

It includes companionship with friends, social intercourse, opportunity for courtesy, kindness, and generosity to an opponent.

It promotes not only physical health but moral force.

¹³D. R. Forgan, "Golf," Fifty Years of American Golf, ed. H. B. Martin (New York: Dodd, Mead & Co., 1935), frontispiece, cited by Wren, op. cit., p. 6.

TERMS RELEVANT TO THE LESSON

Intellectual objective--The objective of physical education which strives to impart knowledge of healthful living so that the pupil will be equipped to make the best possible adjustment throughout life, to give general understanding of the relationship of health and physical education, and to give an understanding of the relationship of health and physical education to physical fitness as they affect the individual's daily life.

Physical education--That phase of the total educational process which is concerned largely with the physical development of the student through a planned and directed program of physical activity, so planned and directed as to meet the needs of all students in all phases of education--mental, physical, social, and psychological.

Physical fitness--The total capacity of general physical conditioning which will allow an individual to go through his daily routine of activity with sufficient vigor and stamina, to perform at his utmost capacity, and to have at the end of his day sufficient physical reserve to cope with any emergency.

Physical objective--The objective of physical education which strives to develop each individual to his greatest possible physical capacity within the range of accepted educational goals.

Psychological objective--The objective of physical education which strives to help the individual better learn to get along with himself.

Recreation--Any wholesome activity in which an individual chooses to participate during his free or leisure time.

Recreational objective--The objective of physical education which strives to help an individual choose wholesome activity to participate in during his free or leisure time.

Social objective--The objective of physical education which strives to help an individual make personal adjustments, group adjustments, and societal adjustments.

STUDENT EVALUATION

1. Write for your instructor's approval a minimum of one page on the importance of physical education to the total development of the individual.
2. Write for your instructor's approval a minimum of one page on the relationship between physical education, physical fitness, and recreation.
3. List the five objectives of physical education and list under each objective three ways in which golf attempts to accomplish these objectives.

4. Answer the following statement:

I realize that success in any activity such as golf is an individual situation.

_____ Yes _____ No

If your answer is "no," restudy Lesson I and complete this portion of the Student Evaluation a second time.

5. Select one of the following according to your understanding of golf:

I wish to enter this course with my definition of individualized success as being:

- i. _____ Some day being able to play par golf. I realize that this is only an introductory text which will introduce me to the activity of golf, and I must be willing to dedicate myself to the practice and strive for total improvement as well as seeking professional lessons which will aid me to accomplish this objective.
- ii. _____ Able to play to the best of my ability and striving for continuing improvement. This text will serve as an introduction and reference source for correcting any problems which may develop in my learning progression. I must also dedicate myself to constant practice to the extent that will allow me to accomplish this continuing improvement.
- iii. _____ Play for fun and enjoyment only. This course can serve as an introduction, and I can strive through this course to develop the sufficient skills which will allow me to accomplish this to the satisfaction for which I am striving.

6. Check the following blank according to your understanding of golf:

After completion of Lesson I, my attitude and understanding of the overall purpose and objectives of physical education as related to my individual development have been improved.

_____ Yes _____ No

If your answer is "no," restudy Lesson I and complete this portion of the Student Evaluation a second time.

ADDITIONAL LEARNING EXPERIENCES

1. Visit your local golf course. Upon arrival at the course, check in with the club professional and obtain permission to carry out the following activities:

a. Observe players and their attitudes to see the major values discussed in Lesson I being put into action. A general observation will show both the positive and negative attitudes during play.

b. By observing players on the course, determine the success level you think each player is trying to achieve: fun and enjoyment, striving for constant improvement, or interested in playing par golf.

c. Observe the number of people who come alone to the course and their ability to acquire playing partners. Also observe the other socializing factors which allow the players to meet new acquaintances.

d. By placing yourself in an inconspicuous place, observe a particular hole on the course. Note the psychological approach each player uses to the game. Note his attitudes, anxieties, and temperament on both good and poor shots and how they are able to control their emotions if they do.

2. Have the club professional recommend someone who plays for the same success level as you have determined for yourself.

Interview this person to find out his views on the value of golf.

If you have not yet determined what your success level is going to be, have the pro recommend someone who plays at each of the three levels discussed and talk with each one to determine their beliefs on the value of golf. This should help you make your decision.

3. Interview a physically atypical player to see how he overcomes his weaknesses in the activity of golf.

ADDITIONAL READING EXPERIENCES

- Barrow, Harold M., and Rosemary McGee. A Practical Approach to Measurement in Physical Education. Philadelphia: Lea and Febiger Co., 1964.
- Bucher, Charles A. Administration of Health and Physical Education Programs, Including Athletics. St. Louis: The C. V. Mosby Company, 1968.
- Daughtrey, Anne, and John B. Woods. Physical Education Programs, Organization and Administration. Philadelphia: W. B. Saunders Co., 1971.
- Ford, Doug. Getting Started in Golf. New York: Sterling Publishing Company, Inc., 1964.
- Fossum, Bruce, and Mary Dagraedt. Golf. Boston: Allyn and Bacon, Inc., 1969.
- Irwin, Leslie. The Curriculum in Health and Physical Education. Dubuque, Iowa: William C. Brown Company, 1963.
- Wiren, Gary. Golf. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

LESSON II

THE HISTORY OF GOLF

Outline of Lesson

Objectives of the Lesson

Content of Lesson:

- I. Origin of Golf
- II. 100 BC - 1600 AD
- III. 1600-1850
- IV. Golf in the United States

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson II, the student will be able to:

1. Outline in sentence form the history of golf from its origin to the present day as discussed in Lesson I.
2. Identify the following organizations relating to golf with their full name and major organizational objectives:
 - a. USGA
 - b. PGA
 - c. LPGA
 - d. NGF

3. Identify the history of golf in the United States through the following terms based on material presented in Lesson II:

- a. "gouff clubs!" - 1780
- b. Charleston Golf Club - 1786
- c. John G. Reid - 1880
- d. St. Andrews Golf Club - 1888
- e. USGA - 1894
- f. PGA
- g. LPGA
- h. NGF - 1936

LESSON II

HISTORY

I. ORIGIN OF GOLF

Since the beginning of the activity in golf, man has overcome great obstacles in order to be able to enjoy the game--from natural catastrophes to the dissipation of kings; from today's pressures of space, time, and human vicissitudes. The game has endured and has become one of the world's most popular sports.

Historians have credited the origin of modern-day golf to Scotland and the low countries of Europe. The definite date for the beginning of golf is not known.¹ Most scholars assume that the name came from the German or Dutch word for club, "kolbe" or "kolf," and that in prehistoric time some form of the game was played with a branch and pebble. Some of the more prevalent theories of the origination of golf follow.

The Dutch receive most of the credit for being the fathers of the game, having played a game called "kolven" or "kolf." It

¹Ben Bruce and Evelyn Davies, Beginning Golf, Revised Edition (Belmont, California: Wadsworth Publishing Company, Inc., 1968), p. 2.

was played either on the ice of frozen lakes or on a court. Contestants tried to hit, with a minimum of strokes, two sticks placed at opposite ends of the court. They used a ball about the size of a grapefruit that weighed two pounds.²

Still another theory of golf is that the Flemish game of chole, having been played as early as 1353, evolved into the game of golf as played in early days. This was played cross-country, in which both sides played the same ball with a mallet, taking turns to make three strokes each. Sometimes the goal, a tree or gateway, was as far as a mile away.

The country from which golf spread to the other parts of the world, however, is almost certainly Scotland, regardless of how much she invented on her own and how much she borrowed from other countries. Sir W. G. Simpson explained the beginnings of golf in Scotland by saying that it is instinctive of man to hit stones with sticks. Centuries ago, shepherds used crooks to strike pebbles, vying with each other in distance and aim. Thus, they discovered, as far as we know, the first game based on hitting a ball, stone, with a stick or club. On a sheep pasture in Fifeshire, which later became the Golf Club of St. Andrews, the story goes that a shepherd was hitting

²Ibid.

pebbles with his crook just to pass the time until one pebble fell into a rabbit hole. When he tried to repeat the shot, a friend who was watching challenged him; thus, the first "golf match" came about, each trying to sink his pebble into the rabbit hole.

II. 100 BC - 1600 AD

The forerunner of golf probably was "paganica," a golf-like game played by the Romans and Caesar's legionnaires when they occupied England and Scotland between 100 BC to 400 AD. Conceivably, paganica game gave the Scots the original idea for the game of golf. Paganica was played with a bent stick and a leather ball stuffed with feathers. This activity, for the first time, resembled the game of golf as we know it today.

Records show that a kind of golf was played in Scotland during the fifteenth century. It has been contended that only a Scot could have created a contest that combined such features as hitting a ball across rough country to a hole in the ground without his opponent interfering in any way.³

Golf became so popular that in 1457 it was banned by King James II and his legislative Parliament because the countrymen were

³Ibid, pp. 5-7.

spending more time playing golf than practicing archery and other war acts which were important for the defense of the country. The game was declared illegal, and any one caught playing was fined and imprisoned because the government feared the skill of golf would replace skills with the bow. The ban was temporarily lifted when King James IV took up the sport about 1490. The ban was not completely lifted until the late 15th century when gunpowder was invented, and skill in archery for defense purposes declined in importance. Golf was once more legal and free to grow. King James' IV granddaughter, Mary Stuart, later Queen of Scotland, the world's first lady golfer, took the game to France where she was educated. The young men who attended her on the golf links were "pupils"; the term and its pronunciation were later adopted in Scotland and England, the spelling becoming "caddie." She is responsible for developing several of the terms of the game still used today.⁴

III. 1650-1800

In England the game was made popular by the attention given it by the kings, James I and Charles I.⁵ In 1603 when James took

⁴Ibid., p. 9.

⁵Ibid.

the throne in England, the Royal Blackheath Society of Golfers became the first formal golfing organization, which was one of the first organizations giving any type of structure, organization, and direction to the game.

In oen of the first golf matches ever recorded, King James II of England and his friend, John Pattersone, a shoemaker, were partners in a match against two noblemen. The King and the cobbler won a sizeable bet, and the King turned over the purse to his partner to build a house. Pattersone called his new house "Far and Sure."

During this time, golf became a game of the wealthy and upper society. In the year 1754, the Royal and Ancient Golf Club of St. Andrews, Fife, Scotland, was founded. It is the most famous golf club in the world and is the seat of authority for all matters pertaining to the game, even to the present day.⁶ It probably has had more influence on the game of golf than any golf organization ever developed.

Although many golfers are not aware of it, many golf courses were built before the St. Andrews Golf Course in Scotland.

⁶Ibid., p. 2

However, this course has been in constant use since its inauguration, and the first set of golf rules was established by the Club. They are the official and world-accepted rules for the game.⁷ The established eighteen-hole round originated with the Royal and Ancient course. The course was laid out with twelve original holes. The first eleven ran in a straight line from the clubhouse to the end of a small peninsula. The players played these holes and then returned by playing the first ten greens, plus a green by the clubhouse. Hence, the term "out" on the first half of the course and "in" on the second half were coined. The course consisted of twenty-two holes. When the club decided to make the first four holes only two (the two eliminated holes being played twice), the round became eighteen holes. Since this example set by the Royal and Ancient Club, other courses were laid out with the 18-hole pattern.⁸

IV. GOLF IN THE UNITED STATES

The first mention of golf in the United States was around 1780, when police records show that "gouff clubs," or golf organizations, were playing golf on Sundays, an act considered in poor taste.

⁷Ibid.

⁸Ibid., p. 3.

People were arrested for disturbing the peace. Later in the South Carolina and Georgia Almanac of 1796 under the heading of "Societies Established in Charleston," there is mention of a golf club being formed. This was the first organized golf club in the United States. Now the charter has been moved to Hilton Head Island, South Carolina, at Harbour Town Golf Links.⁹

One of the first courses established in the United States was near Yonkers, New York, by two Scotsmen, John G. Reid and Robert Lockhard, in 1888. This original course consisted of six holes. There were six charter members with an annual membership fee of \$5. The St. Andrews Club, as it was known, is the first course in the U.S. to have a continuous existence. Up until this time, golf clubs had been mostly a social organization with such events as anniversary dinners, balls, etc. Since the social aspect was their original purpose, they did not survive until after the War of 1812.

In 1894, the U.S. Golf Association was founded, and is today the main golfing organization in this country. At its origin the Association consisted of five different clubs which were formed to govern play and standardize the game in America.¹⁰

⁹Harbour Town Golf Club, Harbour Town Golf Links (n.n.), p. 1.

¹⁰Bruce and Davies, op. cit., p. 16.

The major organizational objective of the United States Golf Association, now as in 1894, in agreement with the Royal and Ancient Golf Club of St. Andrews, is to modify rules and regulations as well as equipment concerning play in the United States. This organization is not to be confused with the Professional Golfers Association (P.G.A.) or the Ladies Professional Golfers Association (L.P.G.A.). These two organizations do not formulate the rules for play and might be thought of as a labor union for the professional golfers. Another organization which should be mentioned is the National Golf Foundation (N.G.F.). The N.G.F. has as its major organizational function the teaching of golf throughout the United States.

In 1900 twelve short years after the U.S.G.A. was founded, there were a thousand courses in existence in this country. Five U.S. Opens, five U.S. Amateurs for both men and women, and three intercollegiate championships had been held, with every state in the union having a golf course. The game was definitely on its way.

Golf became extremely popular in the United States when a caddy, Francis Ouiment, won the U.S. Open in 1913 by defeating England's two great professionals, Harry Vardon and Ted Ray. Until this time the average American considered golf to be a foreign game played by millionaires; to a certain extent this was true. But

when the unheralded 20-year-old local caddy defeated the greatest golfers of the British Isles, Americans began to be more interested.¹¹

After World War I, interest grew at a tremendous rate. Bobby Jones, who methodically won every major tournament worth mentioning, became the idol of thousands while dominating the game and capturing the Grand Slam of golf. The Grand Slam is the winning of the U.S. and British Open and Amateur tournaments in the same year. The Pro Grand Slam is the winning of the U.S. and British Opens, the P.G.A., and the Masters Tournament in the same year.¹²

Today, the U.S.G.A. sponsors the eight national championships: the Open, Amateur, Women's Open, Women's Amateur, Senior, Walker Cup (for men only), the Curtis Cup (for women only), matches with British amateurs and the Americans Cup match with Canadian and Mexican amateurs. The Professional Golfers Association conducts the P.G.A. championship and the Ryder Cup matches with the British professionals.

There are varied purposes for each of the major golf organizations in the United States. A summary of each organization's purposes follow:

¹¹Gary Wiren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), p. 10.

¹²Ibid.

National Golf Foundation

1. To maintain a national clearing house for golf information and to initiate and operate programs that will enhance the growth of golf.
2. To increase golf play.
3. To offer the most up-to-date information pertaining to the instructional aspects of golf.
4. To offer consultation from the N.G.F. educational service staff to further golf knowledge and interest in the participants through a sound presentation of the fundamental skills and methodology of group instruction.
5. To assist in the development of golf facilities of all types.
6. To conduct necessary research.

Professional Golf Association

1. To promote interest in the game.
2. To evaluate the standards of professional golf.
3. To advance the welfare of its members.
4. To provide scheduling and technical services to local groups co-sponsoring competitions on the P.G.A. tour.
5. To conduct a program of golf professional education, including business schools, clinics, seminars, and program of

winter activities at P.G.A. National Golf Club located at Palm Beach, Florida.

Ladies Professional Golf Association

1. To compile statistics on tournaments, money winnings, and scoring.

2. To assist members in finding golf positions.

Although the game of golf originated overseas, according to the National Golf Foundation, golf today enjoys its greatest popularity in the United States, where more than twelve million play at least fifteen rounds or more per year on more than five thousand courses in the nation. The N.G.F. estimates that the value of land, buildings, and equipment devoted to golf is in the billions of dollars. Golf equipment represents about 38 percent of athletic goods and sporting goods sold in the United States, with annual golf equipment sales over 190 million dollars. There are approximately 4,700 public and some 5,850 private golf courses and approximately 16,000 driving ranges in America today.¹³

Golf is no longer a game for those with a high income. It is played by the poor as well as the rich, by women as well as men, by the very young and the very old, and by the duffers as well as the

¹³Ibid.

masters. Truly, golf is a sport which offers a life-long source of pleasure. One or two perfectly timed and directed shots are often sufficient cause for the player to return for many more rounds. The relaxation, recreation, and just plain fun and enjoyment of the game repays its expense several times over.¹⁴

¹⁴David Armbruster, Leslie Irwin, and Frank Musker, Beginning Skills in Sports for Men and Women (St. Louis: C. V. Mosby Company, 1963), 120.

TERMS RELEVANT TO THE LESSON

Ban of 1457--King James and his Parliament placed a ban on the activity of golf for their soldiers were spending more time playing golf than practicing the war arts for the defense of the country.

Chole--A Flemish game played with mallets; thought to be the forerunner of the game of golf.

Kolven or Kolf--A game played by the Dutch on frozen lakes or courts; also considered by some to be a forerunner of modern-day golf.

L.P.G.A.--Ladies Professional Golfers Association

Mary Stuart, Queen of Scots--The first lady golfer.

N.G.F.--National Golf Foundation; leading teaching organization for golf in the U.S.

Paganica--A golf-like game played by the Romans; believed to have given the Scots the original idea for the game of golf.

P.G.A.--Professional Golfers Association

Reid, John--In 1888, with Robert Lockhard, established St. Andrews Golf Club near Yonkers, New York.

Royal and Ancient Golf Club of St. Andrews, Fife, Scotland--

Organized in 1754; most famous golf club in the world; seat of authority for all matters pertaining to golf the world over.

Royal Black Heath Society of Golfers--Established in 1603; first

English organization of golfers; gave a mild form of structure and direction to the game.

Scotland--The country believed by most authorities to have developed the game of golf.

South Carolina Golf Club--Established in 1786. Oldest golf club in the U.S.; established in Charleston, S.C., for local play. Rechartered and moved to Hilton Head Island, S.C., in 1968.

St. Andrews Golf Club--First course in United States with a continuous existence.

U.S.G.A.--United States Golf Association; governs all rules and regulations and equipment being used in U.S.

- a. gouff clubs - 1780
- b. Charleston Golf Club - 1786
- c. John G. Reid - 1888
- d. St. Andrews Golf Club - 1888
- e. U. S. G. A. - 1894
- f. P. G. A.
- g. L. P. G. A.
- h. N. G. F. - 1936

ADDITIONAL LEARNING EXPERIENCES

1. Check with the pro of your local golf course and develop the history of the course. Many cities and towns are willing to pay an individual willing to write the history of the local golf club.
2. If possible, visit the following golf museums as you can:
 - a. Golf House, U.S.G.A., 40 E. 38 St., New York
Collection includes clubs used to win championships, such as Bob Jones' putter, "Calamity Jane 88"; President Kennedy's four iron; balls; medals; pictures and documents; sculptures of Ben Hogan and Arnold Palmer.
 - b. American Golf Hall of Fame Museum, Foxburg, Pa.
(65 miles north of Pittsburg, at Foxburg Country Club)
Course claims to be the oldest in continuous use in the U.S., since 1887. Old clubs date back to 1650.
 - c. Museum of James River Country Club, Newport News, Virginia. Large collection includes seven clubs and bag Harry Vardon used in winning 1900 U.S. Open.
 - d. History of Golf Room, Harbour Town Golf Links, Hilton Head Island, S. C. New home of the S.C. Golf Club, oldest such club in the U.S. First chartered in Charleston;

rechartered and moved to Sea Pines Plantation on the Island in 1968. Its headquarters is in the Archives Room of the Harbour Town Golf House and contains a number of golf artifacts, books, paintings, and other memorials of that period.

Home of the Harbour Town Golf Links, where the PGA tournament, Heritage Golf Classic, is held each year.

e. Ladies Museum of the Hall of Fame, Augusta, Georgia.

3. Research the development of the golf club. Start with the game of kolf, chole, and paganica through to the modern-day golf equipment. (This will have value when you study Lesson IV also.). Note the different relationship between the development of the golf club and the game of golf today. Also note any present-day restrictions placed on the modern golf club by the U. S. G. A.
4. Research the development of the golf ball, starting as you did in Exercise III through to the present day. Again, a great parallel can be seen with the improvement of equipment to the improvement of the player's ability to play par golf.

ADDITIONAL READING EXPERIENCES

Armbruster, David, Leslie Irwin, and Frank Musker. Beginning Skills in Sports for Men and Women. (St. Louis: C. V. Mosby Company, 1963.

Bruce, Ben, and Evelyn Davies. Beginning Golf, Revised Edition. Belmont, California: Wadsworth Publishing Company, Inc., 1968.

Harbour Town Golf Club. Harbour Town Golf Links. n.n.

Wiren, Gary. Golf. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

LESSON III

THE GAME OF GOLF

Outline of Lesson

Objectives of Lesson

Content of Lesson:

- I. Description of the Game
- II. Description of the Course:
 - A. Teeing area
 - B. Fairway
 - C. Rough
 - D. Water Hazard
 - E. Out of Bounds
 - F. Bunker
 - G. Green
- III. Safety
- IV. Terms Relevant to the Lesson
- V. Student Evaluation
- VI. Additional Learning Experiences
- VII. Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson III, the student will be able to:

1. List the primary objectives of playing golf, based on material presented in Lesson III.
2. Identify the different parts of a golf hole from a diagram given him by the instructor.
3. Define the following terms based on material presented in Lesson III, to the instructor's satisfaction:

- a. Par
- b. Teeing area
- c. Fairway
- d. Green
- e. Rough
- f. Out-of-bounds
- g. Bunker
- h. Sand trap
- i. Water hazards

4. Discuss in a one-page report golf safety, relating safety to playing, hitting or getting hit; safety while operating a motorized golf cart; safety during storms.

5. Answer the following statements with positive answers:

After completing Lesson III, I can approach a golf course and have:

a. A feeling that I can identify the different parts of a typical golf hole and know the purpose of each part.

_____ Yes _____ No

b. A definite understanding of the major objectives of how to play the game of golf.

_____ Yes _____ No

LESSON III

THE GAME OF GOLF

I. DESCRIPTION OF THE GAME

The game of golf is played over a course of either nine or eighteen holes. The object of the game is to play the course in as few strokes as possible.

Before the golfer learns to swing a club or hit a golf ball, it is important for him to know the purpose of the game and something of what makes up a golf course.

The average golfer should not expect to master a course right away. He will probably start out like everyone else, shooting somewhere between 100 and 130 for 18 holes. Women, because of their physical makeup and, generally, lack of strength, should add 10 strokes to each figure. If the golfer has average ability and plays at least two days a week, he should be shooting in the 90's within a year. From there on, he will need better-than-average ability. If he has this better-than-average ability, he will be able to move to the middle 80's and that is where the championship class play comes into being. If he can shoot consistently below 85 after a couple of years, he will be

slated to be a fine golfer. If he then takes enough interest in the game and applies himself to mastering the little things that lower his score bit by bit, he is headed for championship rank and low-70 consistency.

A player will not get as much satisfaction from golf if he remains a duffer all his life. He needs to play a fairly good game, somewhere below 100, to be happy for any length of time. So he should learn as much as he can at the start. Learn, practice, remember. Learn more, practice, remember. That is the cycle that takes golfers out of the duffer class into the ranks of better players.¹ The success each individual chooses to attain, however, is an individual decision. Success is that point at which the golfer's game takes on meaning and achievement for him and is entirely an individual matter.

II. DESCRIPTION OF THE COURSE

In golf courses there is no standardization nor do any two courses in the world truly play alike. The variety in the game is staggering; and adding to the challenges of one's imagination and

¹Doug Ford, Getting Started in Golf (New York: Sterling Publishing Company, Inc., 1964), p. 15.

skill, the additional features of weather and climatic conditions the playing conditions of a course can be markedly altered in a matter of minutes. The better courses are carefully designed by a professional golf course architect, along with the aid of a professional golfer, who tries to change the natural materials into an attractive and challenging test. Golfers may be impressed by the world-wide acclaim that bring people to test and enjoy their unique contributions to the game and their scenic beauty. Golf courses are located in some of the world's most beautiful settings.²

The layout of a course varies according to the terrain, design of the architect, and other factors. There are some facts of a golf course that are common, however.

Golf holes are measured in yards, and these yardages are shown on the score card. Whenever a golfer plays, he has opponents other than himself and/or his partner(s). This opponent is "par." Par is perfect play without error under ordinary weather conditions, always allowing for two putts on each putting green, no matter what the distance or the difficulty of the hole. The one major factor of handicapping men golfers over women golfers is pure muscular strength; therefore, women's par is usually higher than men's or the distance of the hole is shortened.

²Gary Wiren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), p. 12.

On a regulation golf course and on some newer courses, the length of the holes vary from near 100 yards to near 600 yards. Courses having all short holes, near 100 yards, have become popular recently because of their advantages to the novice. A simpler version of golf is played on this type course; thus, more success and pleasure are possible for the beginner, a requisite for continued play, and can be of great value for the more advanced golfer when working on his short game.

The par for the hole is usually determined by its yardage, working under the recommendation of the United States Golf Association. These recommendations are concerned with the length of the hole and not its difficulty. Generally, any hole up to 250 yards from tee to cup can be a par three hole. If the hole is uphill or twisting or over rocks or other especially difficult factors are involved, the hole may be assigned a par four.

The length of the hole is one factor used in determining par, and faultless play, or perfect play, is the other. Putting faultlessly is considered to be two strokes. Of course, the golfer will try to putt in the cup in less than two strokes and break par. Playing faultlessly, or even par, or even playing below par is possible if the golfer can get on the green in less strokes than is assigned to the hole and can putt in less than the strokes allowed in the par number assigned to the hole.

Par four holes are usually from 251 to 445 yards but may be shorter under special circumstances. Par five holes are the easy ones for a good golfer and is 471 yards or more in length.

The par three holes are the more common holes and usually have obstacles, such as a green that slants toward the tee or off to the side of heavy woods on each side of the green with only a narrow path through which to hit. The more par three holes a course has, the harder it is to play. The par three number should not make the golfer so confident that he becomes nonchalant on these tricky holes.

Teeing Area

Every hole begins with a teeing area, which is the starting point for the hole, defined by a pair of tee markers which create the frontal limits of the teeing area. The depth of the teeing area is two clubs in length. This results in a rectangular-shaped area in which the small wooden or plastic tee is inserted to elevate the ball so that it can be more easily struck. The teeing area, then, is the area in which the ball is placed to be struck. The tee is the small peg on which the ball is placed to be struck.

The golfer should tee as near the green within the markers as he is allowed. He should never tee up farther back than necessary unless he cannot find a firm spot to get a good stance. A tee is recommended for the beginner, even on a short hole. Teeing up allows

one to hit the ball without touching the ground where the grass can deflect the clubhead and prevent hitting the ball straight. One disadvantage of teeing up the ball, however, is that with any iron club, proper backspin cannot be imparted on the ball. This backspin aids in distance as well as accuracy. This will be further discussed in Lesson IX.

The golfer cannot tee up at any point on the course other than the teeing area. Rules of golf prevent playing from a tee in the fairway or other area not marked off as the teeing area.

The golfer may tee to one side or the other or the center of the teeing area, depending upon his choice. Generally, if there is an obstacle to get around, teeing up on one side or the other might help and is permissible. For example, if the hole is a "dog leg" to the left (that is, the fairway turns to the left some yards out), the golfer should tee his ball on the right side of the teeing area. This will put the ball in the fairway, hopefully beyond the dog leg, allowing for a second shot continuously down the fairway or a straight second shot into the green depending on the par for the hole. A straight drive from the left of the teeing area might land in the woods, as would a hook (shot pulled to the left) or a slice (shot pushed to the right). A beginner should not attempt to take a shortcut over the trees. Professional players who are behind in a tournament may attempt this in order to

pick up a stroke. For a beginner, it is smarter to play the course as it is designed and play for safety.

Fairway

Once off the tee, the ball must be played as it lies, hopefully in the fairway, which is the smooth grass path from tee to green. The fairway must be at least 30 yards wide; most are wider. The golfer should aim for the 30-yard path even if the fairway is much wider. In other words, travel as straight as possible and try to remain in the line of play. A straight line results in the least number of yards, and therefore fewer strokes, the ultimate object of the game.

Rough

The rough is of two types: low rough, fairly low grass of a six-foot width; or high, or deep, rough, which is uncultivated landscape. There may be bushes, stumps, rocks, swamps, or trees. It is not easy to get out of deep rough. Methods of getting the ball from the rough will be discussed in Lesson XI, *The Short Irons*.

In playing the rough, many times the ball will be lost. A lost ball has to be counted as two strokes. The golfer should return to the spot from which he hit the ball. The accepted procedure for dropping a new ball after losing one is to stand as near the spot where the ball was lost facing the green and drop the new ball with a flip over the shoulder.

He then plays the ball from it lies. There is no direct penalty for hitting the ball out of the fairway into the rough; but as stated, the ball must be played as it lies and the loss of a stroke could result.

Water Hazards

Courses are designed with water hazards strategically placed so as to test the golfer's physical ability as well as his playing strategy. There will be many times that even the good golfer will end up in one of these hazards. There are two types of water hazards: the horizontal hazard, which runs across the fairway, and the lateral hazard, which runs in the same direction as the fairway from tee to green. The beginning golfer would be wise to check the scorecard under the local rules to help identify the proper procedures to follow.

When the ball lands in a water hazard, the ball (or a new one if the first one cannot be found) is placed on the bank in back of the water, never closer to the green than where it entered the hazard. This costs the golfer one stroke. If the ball is hit into the water from the tee, a penalty stroke must be taken and the ball teed up again so that the golfer is actually playing a third stroke. Many beginners fail to count this extra stroke, and they come in with scores that sound good but really are not. They are not fooling anyone but themselves; golfers must learn to play over water just as over ground. Until this is learned, they are not truly golfers.

Out of Bounds

Out of bounds is a term applied to areas which are restricted to the golfer even if it is physically possible for him to enter them. An example is a hayfield adjoining the rough or fairway. If the ball goes into the field, the golfer may not play from there but must hit, after taking the official drop, from as near the original spot as possible. If he thinks a shot has gone out of bounds, he may at once play a provisional ball from the same spot. If the first ball was not out of bounds, the first shot must be played from where it landed. If the drive does go out of bounds, the golfer is required to hit another ball and count it as the third stroke. Some courses are laid out with out-of-bounds markers placed in areas which would not normally be out of bounds, such as between adjacent fairways. This is one of the ways a course is made more difficult.

Bunkers

One of the artificial hazards most often found on the golf course is the bunker, commonly called a sand trap, when placed around the green. This may be anything from two feet deep and lined with light sand to a tremendous sand-filled pit. The deeper the trap, the harder it is to get out of.

Another type of bunker is a mound or strip embankment with or without a sand trap next to it. This type is usually placed off to the

sides of a fairway or in the middle of a fairway at a spot which the golfer should be clearing on the fly with his drive or second shot.

Green

A lot of time is spent on the green by good golfers, so it is important to thoroughly understand the green. This smooth surface is the smoothest of all the grass surfaces on the course. The grass itself is of a different variety and is kept closely cropped. The greens are watered continually. A wet green is slower to putt on than a dry and hard one because the moisture slows it down.

The beginner will take from 50 to 75 percent of his total strokes on the green. On figuring par on any hole, two strokes are always allowed on each green.

After arriving on the green, the golfer must figure out by knowledge and experience how a ball will roll on the green and then hit accurately enough for it to take the correct course into the cup. Most persons need plenty of study and experience with greens to become a perfect putter, even if they have great natural ability. They also have to learn to "read greens"; that is, noting their grain and lay. This will be dealt with completely in Lesson XIII, The Putt.

The pin itself stands in the cup. It should always be removed while a golfer is putting. If the golfer is far away and cannot see the

cup, he should have someone tip the pin in and then remove it as the ball nears the cup. The cup itself is 4 1/4 inches wide, about three times as wide as the ball.

Much expert knowledge and work goes into the building and maintenance of a golf course. Sometimes the game of golf is so absorbing and exasperating that the beauty and design of a course are forgotten momentarily. Golf has the largest playing field of any modern game. No two courses are alike. The architect designs the course to challenge the golfer to his best shots and to penalize the golfer if he does not. Wherever one lives in the United States, a golf course can almost always certainly be found not far away. As one learns the game, one joins others who accept that challenge, who enjoy it, and with whom he can share his enthusiasm.³

III. SAFETY

Generally speaking, golf is not a dangerous game; however, individuals have been killed or seriously injured on the golf course. Therefore, a few simple facts may keep someone from receiving unnecessary injury. Some important safety precautions are the responsibility of all who play the game.

³Virginia L. Nance and E. C. Davis, Golf (Dubuque, Iowa: Wm. C. Brown Company, 1966), pp. 1-2.

Plenty of clearance should be available for each golfer when he is swinging in play or in practice; the one who is about to make the stroke as well as those watching or waiting should assume the responsibility for clearing the area. When playing on the fairway, the golfer should wait until the area in front is clear before making his shot. A good rule to follow while playing is before swinging, check the immediate area to be sure that there is always at least one stroke distance between the player's group and the group ahead. This means that before hitting the first shot, the group ahead should have hit their third shot. This will leave one stroke's distance between any two groups.

Practicing should be done in practice areas only and not on the playing area. When practicing long shots, the golfer should allow ample range straight ahead as well as to both sides of his intended line of flight. A practice cage may be utilized when practice areas are limited.

If anyone is dangerously near the range of the shot, the player should warn him of the intended shot. The warning cry is "fore!" The individual who hears the warning should cover his head, turn his back to the call, and bend forward to avoid direct contact in vulnerable areas of the body. It is better to be hit in the back than in the face. Never turn in the direction of a warning call.

A second safety factor which should be discussed is that of operation of a motorized golf cart. The golfer must make certain he knows how to start and stop the cart and should test the brakes before leaving the clubhouse. He should then use common sense courtesies and follow local cart rules found on the back of many local score cards. The cart should be started gradually. When in a moving cart, the golfer should not stand up, hang out the sides, carry or drag a club, or ride more than two in the cart. He should not drive at excessive or reckless speeds and should observe course rules and direction signs.

The cart should be kept well behind the player about to make a stroke so as not to disturb his concentration. The brakes should be locked when the cart is unattended by the driver. The cart should not be moved while others are hitting. The driver should respect the condition of the turf and stay out of low areas when ground is soft. The wheels should not be spun, and the cart should not be taken into traps, onto tees, slopes of tees, or onto the apron of the green. The golfer should observe all cart paths and markers, and keep the cart at least 20 feet from greens. The cart should always be left on the side of the green so that following players may hit up without obstacles.⁴

⁴Hollis T. Tait, John Shaw, and Katherine L. Ley, A Manual of Physical Education Activities (Philadelphia: W. B. Saunders Co., 1967), p. 20.

Another factor of safety which should be mentioned is that of storm or lightning safety while on the golf course. Lightning causes many deaths and injuries on the golf course each year. If an electrical storm is near enough to be hazardous, any golf match about to be played should be called off or delayed. If caught on the course during a storm, seek shelter in a building and stay away from fireplaces, stoves, and other metal objects.

If the storm is serious and shelter is needed, the player should seek shelter in the following places, in the order given if possible: a) large metal or metalframe building; b) buildings protected against lightning; c) large unprotected buildings; and d) small unprotected buildings.

If the golfer must remain outdoors, he should keep away from small, exposed shelters, isolated trees, wire fences, hilltops, and open spaces. Lightning has been known to strike golf carts also.⁵

⁵Professional Golf Association, 1973 Golf Guide (Largo, Florida: Snibble Publications, Inc., 1973), p. 69.

TERMS RELEVANT TO THE LESSON

Bunker--A hazard placed in a fairway; mound of dirt with grass or a sand trap.

Dog leg--A curve in the fairway to the golfer's right or left.

Fore--Warning call given to any one in the way of an approaching ball.

Green--The well-kept, closely cut area at the end of the fairway used for putting.

Hazard--General term used to designate bunkers, sand traps, or water areas.

Out of bounds--Ground outside the course from which play is prohibited. Usually marked with white stakes; outer limits of any golf hole.

Par--Perfect play without error under ordinary weather conditions, always allowing for two putts on each putting green no matter what the distance or the difficulty of the hole.

Provisional Ball--A second ball hit before a player goes to look for his original ball which apparently is out-of-bounds or lost outside a water hazard.

Rough--Areas usually of relatively long grass adjacent to the tee, fairway, green, or hazards.

Sand Trap--Common name given a bunker which guards putting surfaces placed around a green.

Stroke--Any forward motion of the clubhead made with intent to stroke the ball.

Teeing Area--Often referred to as the tee. Area of ground designated as starting place for the hole.

Tee Markers--Two objects on the teeing area which determine the front and side limits of the teeing ground.

Water Hazard--Water area designated by the rules committee as an area located on a golf hole to increase its difficulty.

4. Write for your instructor's approval a one page report on golf safety as it relates to playing, hitting, getting hit, safety while operating a motorized golf cart, and storms.

5. Complete the following statements:

After completing Lesson III, I can approach golf and have:

a. A feeling that I can identify the different parts of a typical golf hole and know the purpose of each of the parts.

_____ Yes _____ No

b. A definite understanding of the major objectives of how to play the game of golf.

_____ Yes _____ No

If your answer is "no," restudy Lesson III and complete this portion of the Student Evaluation again.

ADDITIONAL LEARNING EXPERIENCES

1. Visit your local golf course. Check in with the club professional and obtain permission to walk a few holes or the entire course to identify the following parts of the different holes:
 - a. Teeing area
 - b. Fairway
 - c. Rough
 - d. Out of bounds
 - e. Green
 - f. Hazards
2. Check a scorecard to see the difference in the distance and difficulty of the par three holes, par fours, and par fives.
3. During your visit to the course, make a note of the many different ways in which you see players trying to meet the objective of the game (playing the hole in as few strokes as possible.)
4. During your visit, observe the three major areas of safety which are of concern to the golfer: a) player hitting and being hit by playing too close to the other players, b) safety while using a motorized golf cart, and c) play during a storm. While observing the carts, compare the cart rules shown on the scorecard to actual usage.
5. Obtain a scorecard while checking in with the pro. Note the different distances of holes making up the course. If time is not available to walk and observe the entire course, choose a par 3, a par 4, and a par 5 hole and compare the differences in their distances.

ADDITIONAL READING EXPERIENCES

Nance, Virginia L., and E. C. Davis. Golf. Dubuque, Iowa: Wm. C. Brown Company, 1966.

Professional Golf Association. 1973 Golf Guide. Largo, Florida: Snibble Publications, Inc., 1973.

Tait, Hollis T., John Shaw, and Katherine L. Ley. A Manual of Physical Education Activities. Philadelphia: W. B. Saunders Co., 1967.

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LESSON IV

EQUIPMENT

Outline of Lesson

Behavioral Objectives

Content of Lesson:

- I. Introduction
- II. Development of Equipment
- III. The Clubs
 - A. Introduction
 - B. Parts of the club (illustration)
 - C. Shaft length
 - D. Swing weight
 - E. Shaft flexibility
 - F. Grip
 - G. Loft angle vs Shaft length
- IV. Classification of Golf Clubs
 - A. The Woods
 - B. The Irons
 - a. The long irons
 - b. The middle irons
 - c. The short irons
 - C. The Individual Clubs
 - a. The wedges
 - b. The putter
- V. Balls
- VI. Shoes
- VII. Bags
- VIII. Other Equipment
 - A. Gloves
 - B. Tees
 - C. Club Headcovers
 - D. Carts
 - E. Clothing
 - F. Gadgets
- IX. Purchase and Care of Equipment

OBJECTIVES OF THE LESSON

At the conclusion of Lesson IV, the student will be able to:

1. List, under the basic classifications of clubs, the clubs which make up a full set and state the major usage and average distance for each club.
2. Write to the instructor's satisfaction a minimum of one page on the development of golf equipment, based on material presented in Lesson IV.
3. Selecting from a full set of clubs, list a beginner's set of clubs and state the reason for selecting each club.
4. Define and discuss in one paragraph four major factors which should be taken into consideration when selecting golf clubs as they relate to individual club selection: shaft length, swing weight, shaft flexibility, and grip.
5. Diagram a golf club (either wood or iron) and show a minimum of eight major parts of the club.
6. Compare the 2 iron to the 9 iron, and write a minimum of two paragraphs showing the relationship of the concept of loft angle vs shaft length based upon material presented in Lesson IV.
7. List and discuss in a maximum of one paragraph each five factors involved in the maintenance and care of golf equipment.

LESSON IV

EQUIPMENT

I. INTRODUCTION

Even before play began at St. Andrews and on down through golf history, players' performances on the golf course have been dictated by the characteristics of the equipment they used. It is an established fact that no other single factor has influenced the development of golf as much as the equipment with which it is played. As equipment has improved, the skills and techniques have been made easier to perform, scores have improved, and as a result satisfaction has increased for the average golfer. As an example, the ball influenced the swing of the golfer; and therefore the clubs were altered to accommodate the flight characteristics of the ball. Finally, swing changes followed. This lesson will discuss the equipment used in the beginning of the game of golf and show how it has affected the game, and basic factors a student of golf today should know about equipment in order to obtain a maximum of satisfaction from the game.

II. DEVELOPMENT OF EQUIPMENT

The first ball was known as a "featherie." This kind of ball was quite expensive as it was handmade by stuffing as many feathers as possible into a leather sphere. In 1848 the gutta percha ball was introduced from an idea of Dr. Robert Adams Patterson of Scotland, who had in 1845 received a statue shipped from India wrapped in gutta percha, a substance resembling rubber which comes from Malayan trees. The introduction of the "guttie," as the gutta percha ball became known, replaced the featherie. Gutties lasted longer and gave more distance due to their extra resilience. Featheries many times would fly apart during flight or at the point of club impact; gutties were harder, and another golfing problem had been solved.

The new balls, however, were reluctant to leave the ground; therefore, golfers had to develop a technique that would make the ball fly higher and get more distance. The new method became known as "St. Andrews swing." The golfers of the day, using instinctive knowledge that the more underspin put on the ball the higher it would fly and thereby gain greater distance, gradually adapted a sweeping swing that saw the clubhead travel a more level path before and especially after impact. In achieving a wider arc, those golfers also developed a flatter swing, taking it around the right leg on the backswing. They

also demanded and received an increase in the loft of their clubs. As the featheries were used, golfers saw that used balls were much better than new ones for getting extra distance. They correctly concluded that the marks made on the ball during its use--the earliest form of modern-day dimples--aided the ball in flight. Accordingly, new gutties were knicked with a cobbler's hammer until patterned molds were later developed.

Wooden clubs used at this time had clubheads with concave faces. This made it easier to turn or spin the ball so that either hooks or fades would result. Fewer and fewer concaves were produced, however, after the introduction of the feathery, since the new ball required less turning and because the wind had less influence on its carry.

In 1880 Willie Park, Jr., son of the first British Open champion, and clubmaker Henry Lamb hit upon the idea of a convex, or bulger, as it was called, shape for the clubface. They found that a ball struck off center of a convex face would still fly straight while an off-center strike on a concave or even straight face would invariably result in an off-line shot. Convex clubfaces are still predominant today.

The guttie remained the only golf ball until Coburn Haskell, an amateur from Cleveland, Ohio, worked with B. G. Work, an employee of Goodrich rubber plant, and put together a ball made of

a rubber core wrapped with rubber strips and covered with gutta percha. Balata later replaced gutta percha as a cover. The extra distance produced by this rubber-covered ball quickly caused the replacement of the guttie just as the guttie replaced the featherie.

The biggest change that the new rubber ball made was the tendency of the ball to zoom high into the air. Wind affected it adversely. Golfers now had to reverse their 19th-century thinking of putting a maximum amount of backspin on the ball. They had, in fact, to figure out a way to reduce the backspin. Many solutions were put forth by club manufacturers, including stiffer shafts, thinner grips, and other erroneous results. By 1906, through the combined efforts of the ball and club manufacturers, the problem had been solved. The flight of the rubber-cored ball was under control, and no longer was it necessary for a golfer to do anything special to keep the ball in lower flight.¹

As can be seen, the ball had a great influence on the golf swing itself. The other most outstanding factor having a bearing on the development of the golf swing as pertaining to golf equipment was that of the golf club and the shaft of the club in particular. For each change that has been made in the shaft of the golf club, a corresponding

¹J. Victor East, "How Balls and Clubs Have Influenced the Golf Swing," Golf Digest (July, 1961), p. 74.

change has had to be made in the overall swing of the golfers using those particular shafts.

The club has progressed from the shepherds in the field using their crooks as the club through the following era of the "carved" club, where the club was nothing more than a small sapling or limb with a crooked or heavier point on one end for the clubhead. At that time much carving and shaping of the clubs must have taken place to fit the individual's needs as well as trying to incorporate the technology which had been developed to that point in time.

The handmade club existed up until the late 1890's when the "hickories" came into existence. These clubs were made of hickory shafts and resembled to a great extent the modern-day clubs. Despite their lack of uniformity in shaft flexibility and lack of resilience to twist on impact, the hickory-shafted clubs were still a great improvement over the clubs of the past.

This club was dominant until the mid-1920's, when in approximately 1924 the "steelies" came into existence. The steelies were steel-shafted clubs made of high-quality, lightweight steel which benefited the golfer in two ways. For the first time, the flexibility was of a more controlled nature and reduced the quick, whip-like action that many of the golfers received from the hickories. The

steel-shafted clubs also had the ability to return the heavy clubhead through the swing arc and back to the ball on a square position where the clubface could meet and maintain a square position throughout the ball. They allowed the ball to travel in a predominantly straight line of flight toward the intended target.

Mention should be made that other types of shafts that were experimented with in the era of the steelies were the fiberglass shaft which resembled the characteristics of the hickories and the aluminum-shafted club. These clubs gave greater flexibility than the steelies but at the same time returned the clubhead square to the ball and did not allow the twisting motion on impact. Neither proved to be a dominant type golfing instrument. The latest golf club being experimented with is the carbon graphite shafted club. Carbon combines the better qualities of the steel-shafted club, but is lighter in weight while allowing greater shaft flexibility giving greater distance and control.

As can be seen from the above examples, as golf equipment improves, the overall improvement of the game of golf is brought about. The USGA has the direct responsibility for overseeing, managing, and developing rules and regulations within the United States pertaining to all golf equipment.

III. THE CLUBS

The beginning golfer should understand the basic facts about golf clubs so that he can discuss his needs intelligently when purchasing a set of clubs. He should also be aware of the facts that influence his decision as to new or second-hand clubs, which brand to purchase, weight, length, and other factors which affect the golf game.² All of these factors will be discussed in this lesson.

The beginning golfer may not want a full set of clubs, but he should recognize them and know their uses. Under U.S.G.A. rules, a player may carry up to fourteen clubs. Usually of the fourteen, four will have wooden heads (woods), and ten will have metal heads (irons or special clubs). Any combination, however, may be used so long as the total number does not exceed 14.

The woods are usually made of a polished, high-quality wood such as persimmon, while the irons are today made from a high-quality steel. The shafts of both woods and irons may be hollowed, steel, fiberglass, aluminum alloy, or carbon graphite. Most clubs today, however, are steel-shafted. Grips, the top part of the shaft of the club where the hands are placed, are usually leather or rubber

²Bruce Fossum and Mary Dagraedt, Golf (Boston: Allyn and Bacon, Inc., 1969), p. 8.

composition. Some wooden clubheads are laminated to provide longer wear and durability.

Although the rules allow a golfer to carry a maximum of 14 clubs when playing, not all players use the maximum set. Players who do use all fourteen clubs do not all select the same clubs as stated earlier. A maximum set, however, consists of one putter, nine irons, and four woods. An excellent beginner set of clubs for the novice golfer consists of seven clubs: the putter, the numbers 3, 5, 7, and 9 irons, and the numbers 1 and 3 woods.³

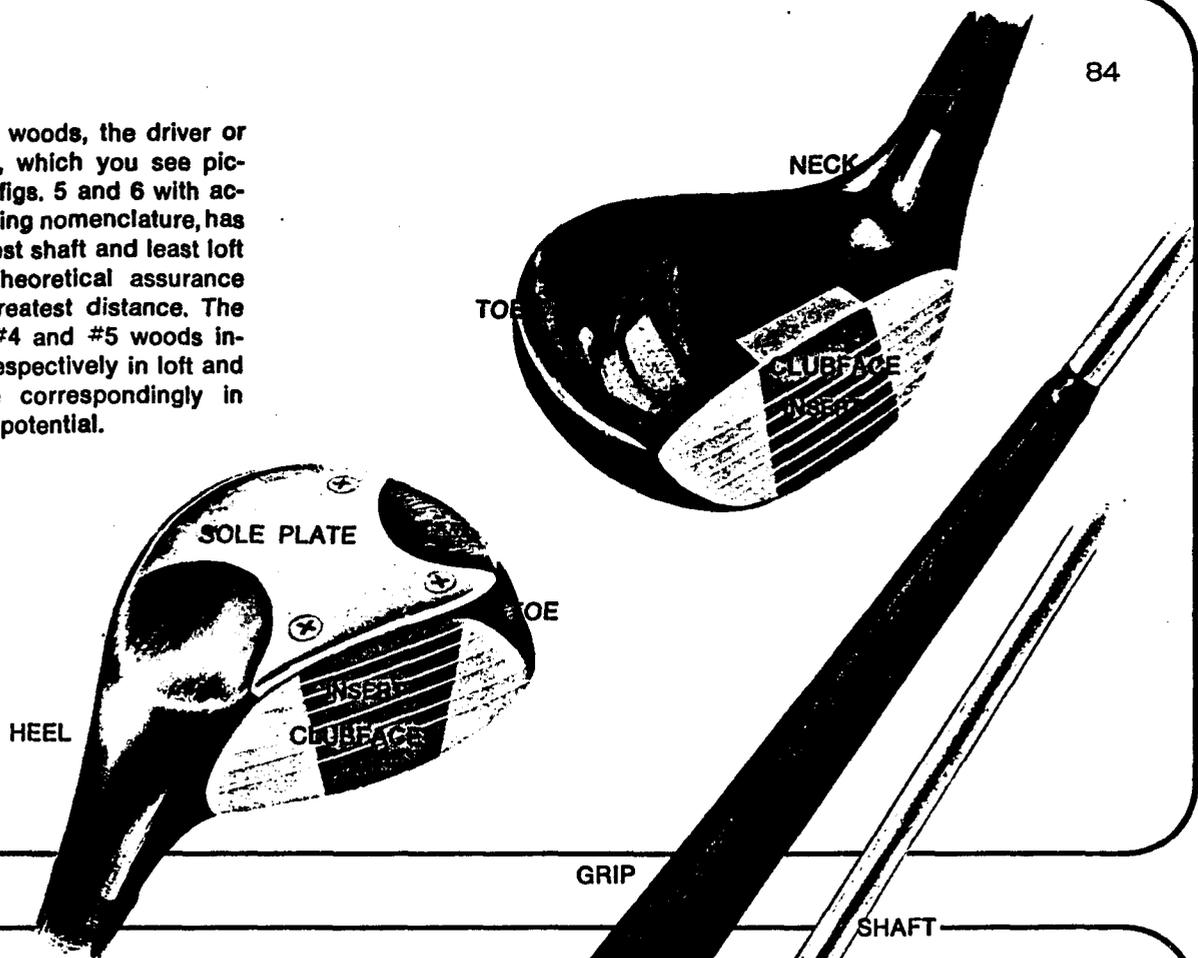
The reader should refer to Illustration 1, page 84, for a diagram of the parts of a wood and iron club.

There are mechanical specifications to determine the legality of a golf club. Manufacturers adhere to these specifications, and it is reasonable to assume that clubs sold through the normal outlets meet these specifications, except a club that has mechanical parts such as springs, mirrors, face insets in iron clubs, or any movable or adjustable part. Players in doubt as to the legality of clubs are advised to consult the U.S.G.A. or their local club professional.

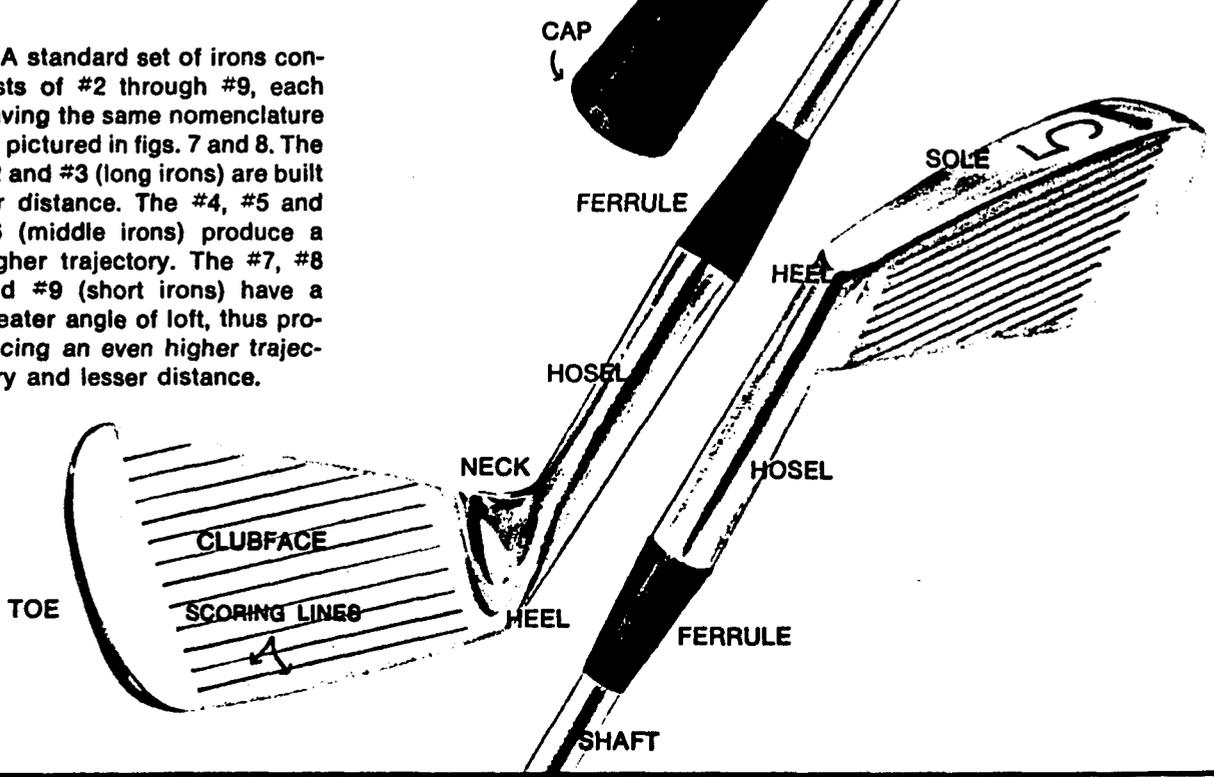
Selecting the tools with which to play golf is a matter which requires experience and knowledge. Just as the game itself is a skill

³Virginia L. Nance and E. C. Davis, Golf (Dubuque, Iowa: Wm., C. Brown Company, 1966), pp. 4-5.

Of the woods, the driver or #1-wood, which you see pictured in figs. 5 and 6 with accompanying nomenclature, has the longest shaft and least loft angle — theoretical assurance of the greatest distance. The #2, #3, #4 and #5 woods increase respectively in loft and decrease correspondingly in distance potential.



A standard set of irons consists of #2 through #9, each having the same nomenclature as pictured in figs. 7 and 8. The #2 and #3 (long irons) are built for distance. The #4, #5 and #6 (middle irons) produce a higher trajectory. The #7, #8 and #9 (short irons) have a greater angle of loft, thus producing an even higher trajectory and lesser distance.



Illus. 1 - Diagram of Wood and Iron Clubs

that must be learned because it is not natural, so is the selection of clubs a subject to be learned. No other person can select the perfect clubs for the golfer, but the local pro can be a great help. Some of the more important features that must be considered are shaft length, swing weight, shaft flexibility, and grip. A golf professional can advise intelligently on all of these features. Inexperienced golfers cannot judge as well.⁴ The following is a brief statement about each of the above factors to aid the beginner in the selection of golf equipment.

Shaft Length

The length of the shaft should depend on the golfer's height and length of his arms, which means the help of a professional is usually a good idea. The standard length is a 43-inch shaft for the driver and a 38 5/8-inch shaft on the two iron, grading down three-eighths of an inch in each set. Generally speaking, the standard lengths are acceptable for persons from five feet, nine inches to six feet in height. A person with abnormally short arms but tall in height would need a longer shaft as would a shorter person with longer

⁴Lealand Gustavson, Enjoy Your Golf (New York: Harcourt, Brace, and Company, 1954), pp. 19-20.

arms. Shafts are available up to 50 inches and in irons up to 43 ϕ /2 inches, grading downward as far as necessary.⁵

Swing Weight

Swingweight is the amount of pull in the clubhead on the golfer's arms. Swing weights range from C-0, the lightest, to D-9, the heaviest. Thus, the medium swingweight for the average golfer is a D-2 through a D-4. The correct swing weight to use is the one where the golfer can "feel" the clubhead when the club is swung.⁶

Shaft Flexibility

Shaft flexibility refers to the amount of bend or whip action which is generated when a club is swung at normal power. In all cases, except with extra stiff shafts, the shaft of the club, depending on the weight of the clubhead, the stiffness of the shaft, and the power of the swing, will allow the shaft to bend during any normal swing. Shafts are normally graded on a scale of A for "whippie," R for "regular," S for "stiff," X for "extra stiff," and XX for "extra, extra stiff." These symbols will appear on the shaft of each club under the manufacturer's name. When speaking of shaft flexibility, the two

⁵Sam Snead, Sam Snead on Golf (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961), p. 19.

⁶Ibid., pp. 18-19.

main factors which should be taken into consideration are: (1) generation of greater clubhead speed, and (2) returning of the club through the swing path back square to target at point of impact with the ball. In the classification mentioned, the A shaft, or whippie, would allow the club on the downswing to bend more; and at point of contact with the ball, would have more of a whip action on the ball, generating a greater clubhead speed and distance. This type of shaft is used by women or elderly persons who generally have less muscular power. On the other extreme, the stiff-shafted clubs, the S, X, and XX, are for the more powerful golfers who do not have to worry about clubhead speed and would be more interested in accuracy in returning the clubhead square to target on point of impact.

In summary, as a rule of thumb and given equal clubhead weight, the more flexible the shaft, the more it will help generate clubhead speed. The stiffer the shaft, the more it will help deliver the clubface to the ball accurately. Thus, finding the perfect set of golf clubs involves making a compromise between power and control. This is best done through experience or experimentation over a period of time. To generalize, slow, easy swingers who strike the ball squarely might increase their distance by using more flexible shafts so long as they can continue to deliver the clubface to the ball accurately.

Conversely, hard, powerful hitters might increase their control by using stiffer shafts, so long as they do not try to make up any loss of distance by swinging even harder. The regular-shafted club represents the ideal compromise for most golfers and is played by 95 percent of all golfers today.⁷

Grip

The two major points to be taken into consideration pertaining to the grip is (1) grip material which makes up the grip, and (2) size of the grip. Both of these factors should be determined by the individual according to his feel, likes, and dislikes. The two major materials which are now being produced in the manufacturing of grips is the leather grip and the rubber composition grip. Most manufacturers and most professional teachers recommend the new rubber composition grip over the leather grip because it eliminates slippage of the club in the hands to a greater extent than the leather grip does. Before making an investment in a set of clubs, a beginning golfer should try out both types of grips to determine the club which gives the best feel of the club and the most control.

The golfer with large hands should use a built-up grip. The person with average hands probably would prefer the ordinary grip and the person with very small hands should use a very small grip.

⁷Jack Nicklaus, "How to Buy Equipment" from Golf My Way, Golf Digest (March, 1974), p. 57.

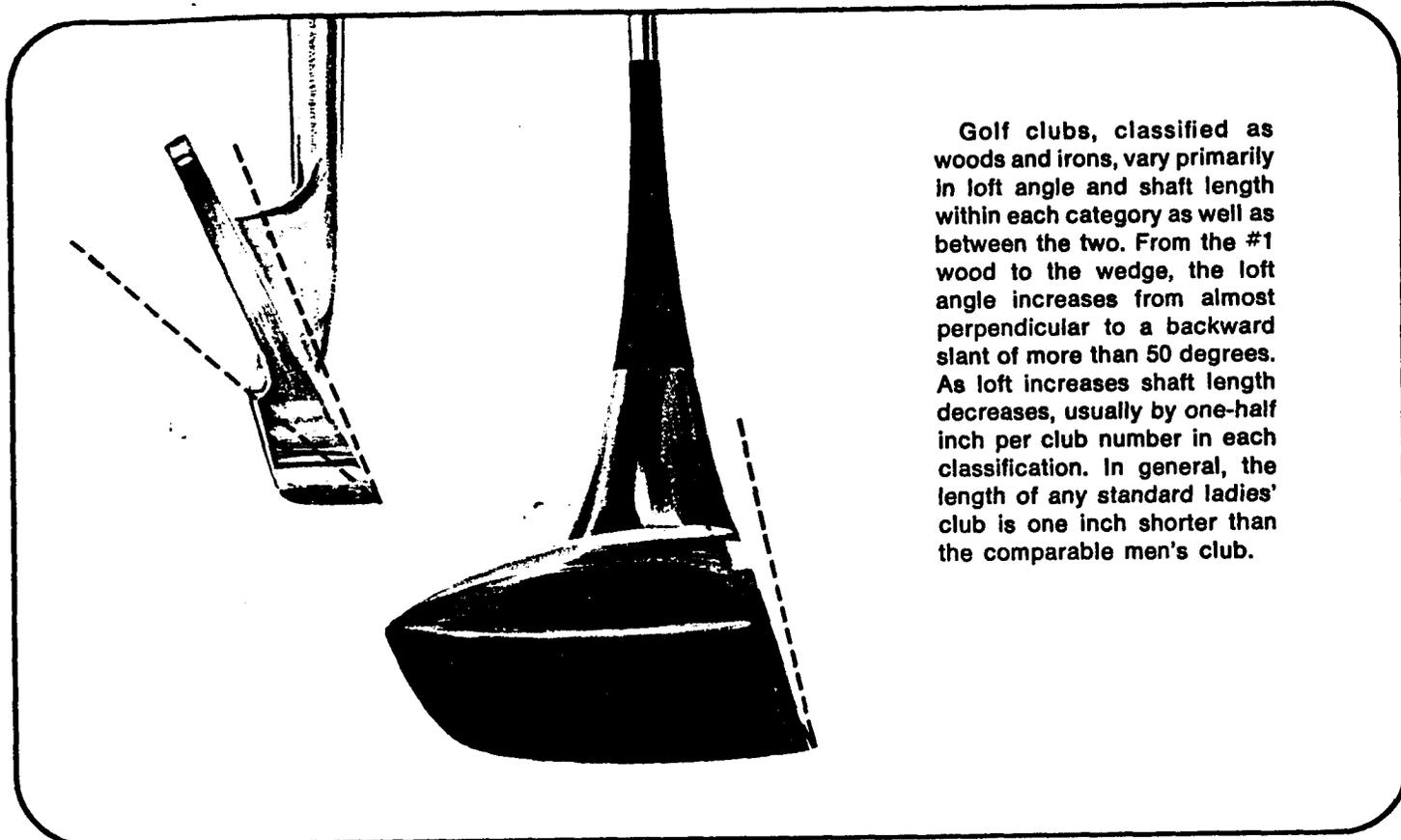
Loft Angle vs. Shaft Length

One of the most important concepts in understanding the purpose and usage of clubs is the concept of loft angle vs. shaft length. The term "loft angle" refers to the amount of opening in the face of the club when the club is properly grounded. The shaft length refers to the length of the shaft from the top of the head of the club to the end of the grip cap.

The concept of loft angle vs. shaft length in essence is simply this. The clubs which have the greater shaft length produce a larger swing arc, thus producing greater clubhead speed which gives greater distance. As stated before, there is approximately three-eighths of an inch difference between the different clubs in a corresponding set. Therefore, if nothing else is known about the club except its shaft length, the golfer should realize that the club with the greatest shaft length should give the greatest distance.

On the other hand, the concept of loft angle, when referring to the amount of opening in the face of the club, gauges the height or trajectory that the ball will take when struck by any particular club. The greater the loft angle of a club, the less the shaft length and vice versa.

In summary, the clubs with the longest shafts will produce the greatest distance. The clubs with the greater amount of loft angle



Golf clubs, classified as woods and irons, vary primarily in loft angle and shaft length within each category as well as between the two. From the #1 wood to the wedge, the loft angle increases from almost perpendicular to a backward slant of more than 50 degrees. As loft increases shaft length decreases, usually by one-half inch per club number in each classification. In general, the length of any standard ladies' club is one inch shorter than the comparable men's club.

Illus. 2 - Loft Angle vs. Shaft Length

in the face of the club will produce a higher trajectory of the ball.

Therefore, it can be stated that the higher-numbered clubs will produce less distance but higher trajectory. The lowered-numbered clubs will produce greater distance and less trajectory.

IV. CLASSIFICATION OF GOLF CLUBS

For the beginning golfer's benefit, the following outline of golf club classification is presented. The lesson will discuss each segment of the outline in detail. The reader is urged to compare the outline with the text as he reads.

I. WOODS

- A. No. 1 Wood, Driver
- B. No. 2 Wood, Brassie
- C. No. 3 Wood, Spoon
- D. No. 4 Wood, Wood
- E. No. 5 Wood, Wood

II. IRONS

- A. Long Irons
 - 1. No. 2 Iron
 - 2. No. 3 Iron
- B. Middle Irons
 - 1. No. 4 Iron
 - 2. No. 5 Iron
 - 3. No. 6 Iron
- C. Short Irons
 - 1. No. 7 Iron
 - 2. No. 8 Iron
 - 3. No. 9 Iron

III. INDIVIDUAL CLUBS

- A. Wedges
 - 1. Sand
 - 2. Pitching
- B. Putter
 - 1. Blade
 - 2. Mallet
 - 3. Two-way

A full set of clubs will include any combination of 14 clubs from the outline given on page 91, but would usually be made up of four woods, Nos. 2-9 Irons, one of the wedges, and one putter--a total of fourteen clubs.

A beginner's set of clubs would include two of the woods, the Nos. 3, 5, 7, and 9 irons, and a putter.

The Woods

As is implied by their name, the woods are clubs whose heads are made of a high-quality wood. They are known as the distance clubs. Because of their long shaft length, they can produce greater mechanical force than the other clubs.⁸

The faces of the woods are of different loft angles than the irons. The higher the number of the club, the greater the loft of the face.⁹ When the golfer plays on a regulation course, he will probably use the woods on as many as 14 of the 18 holes. All or some of the par three holes will be less than wood length. On many of the long holes, the drive from tee will be followed by a wood shot if the lie of the ball and distance warrant it. In a good wood shot, the club is literally flying through the contact area.

Due to the size and shape of the clubhead and the small amount of loft angle of the clubface, the woods are not as versatile as the irons. The driver is designed to strike the ball from a tee. Only in rare circumstances would it be used from the fairway. The lie of the ball is a more important factor than the distance in deciding whether to use

⁸Gary Wren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), p. 16.

⁹Ben Bruce and Evelyn Davies, Beginning Golf, Revised Edition (Belmont, California: Wadsworth Publishing Company, Inc., 1968), p. 5.

a wood and which wood to use. Even though the golfer is a wood distance from the green, the circumstances under which he must play the ball may necessitate his using an iron rather than a wood. The No. 2 wood can be used only from an exceptionally good lie on the fairway. The higher-lofted woods, Nos. 4 and 5, can be used for poorer lies and shorter distances than the Nos. 2 and 3 woods.

The No. 1 through 5 woods are the basic woods being played today. The No. 1 wood is the largest club in the golfer's bag. The No. 1 wood, or driver, is primarily used only off the teeing area where the ball can be teed up to allow the closed face of the driver to get under the ball and make contact. Therefore, the small amount of loft angle in the face and the shaft length should produce the greatest distance of the clubs.

The No. 2 wood or brassie got its name from the brass plate that was set in the bottom of the head. Today, the plate is not necessarily brass, but it is still present. The No. 2 club is the one that can be used on the fairway or the tee. This wood has a more shallow face than the driver and more loft.¹⁰ The No. 2 club is being played less and less on today's golf courses because its use as both a fairway wood or a driving wood is limited. For a driving wood, greater distance

¹⁰Wiren, op. cit., pp. 35-36.

can be obtained from the No. 1 wood. The No. 2 wood does not produce much more accuracy than the No. 1 wood. Its usefulness as a fairway wood is very limited because of the small amount of loft angle in the face of the club; therefore, it is very difficult to hit in the fairway.

The No. 3 wood, or spoon, is similar to the brassie but has more loft. It is the basic fairway wood which has enough loft angle in the face of the club to allow the golfer to hit the club from most normal fairway lies. The shaft length is enough to produce more than average distance.

The No. 4 wood has a smaller head than the spoon and is used where the golfer needs distance and has to get the ball up into the air quickly. This club is not essential for a beginning player.¹¹

The No. 5 is a relatively new innovation for general use. It is presently taking the fourth spot in the classification of woods for those golfers who prefer hitting a wood over hitting an iron. It gives the same distance as a long iron club but is more accurate and gives a feeling of confidence in hitting for beginning golfers and low-handicap golfers. The No. 5 is taking the place of the 2- and 3-irons because of the great deal of practice required to learn to play these irons adeptly. They require extraordinary timing because of their long

¹¹Ibid.

shafts and lack of loft. The five wood does their jobs with far less margin of error. The flat sole of the five wood slides through the turf instead of digging into it as the long irons must.¹²

The Irons

The irons can be distinguished from the woods by their metal heads. The irons are the accuracy clubs, to be used when the golfer is close enough to reach the green. Their greater loft helps control distance because they produce a high trajectory which causes the ball to stop soon after landing on the green.¹³

Irons are numbered in the same manner as the woods: the higher the number, the greater the loft. Thus, the two and three irons frequently are used for long shots; the four, five, and six irons for middle distance shots; and the seven, eight, and nine for shots closer to the green. For these close shots, where height not distance is needed, the ball should be hit into the air, so it will land on the green with little or no roll.¹⁴ The higher the trajectory, the less distance it covers due to the increased loft angle in the face of the club as well as the shorter shaft length.

¹²Snead, op. cit., pp. 15-16.

¹³Wiren, op. cit., p. 16.

¹⁴Bruce, loc. cit.

The Long Irons

No. 2--This club is a very difficult one for use except by the expert. The difficulty lies in the long shaft length and the heavy thin-bladed head of the club. Its purpose is for long, low-flying shots where the lie or wind indicate its use in preference to a wood.¹⁵

No. 3--The three iron is long and accurate. It is generally used at full strength only or where a very low-flying shot may be needed to get under branches or other hindrances, such as in the woods when a half shot or less may be played.¹⁶

The Middle Irons

No. 4--This iron is a tie-in club from the long irons to the middle irons with a shortened shaft length and more loft angle in the face of the club. Therefore, the club allows above-average distance with good accuracy and can also be used as a run-up club from just off the edge of the green.

No. 5--The No. 5 is an all-around good club and easy to use. Gustavson¹⁷ says, "If you don't know what else to use, use a No. 5 iron."

¹⁵Gustavson, op. cit., p. 28.

¹⁶Ibid.

¹⁷Ibid.

No. 6--This club is a high-flying pitching club that will stop fast when hit hard. It is a good pitch-and-run club near the green.¹⁸

The Short Irons

No. 7--The seven iron is an in-between club. It gives some distance and not much roll. It is useful for chipping out of traps when the ball is lying clean on the sand.

No. 8--The No. 8 iron is a high-pitching club that should be played with pin-point accuracy from any distance. It may be used from 10 feet to 120 yards. It is an excellent club with which to learn the proper use of all iron clubs. If the No. 8 iron is learned properly, the use of the other clubs will come easier.

No. 9--The No. 9 iron is used to get out of deep grass, weeds, etc. It is not a distance club and should be used for accurate pitches and stop shots at the hole from short distances. It is dangerous to use for very short chips, such as a flight of only a few feet, because the stroke is to "loft" and the ball may slip over the face of the club and die. It can also be used when the golfer wants to land on the green with a short roll.¹⁹

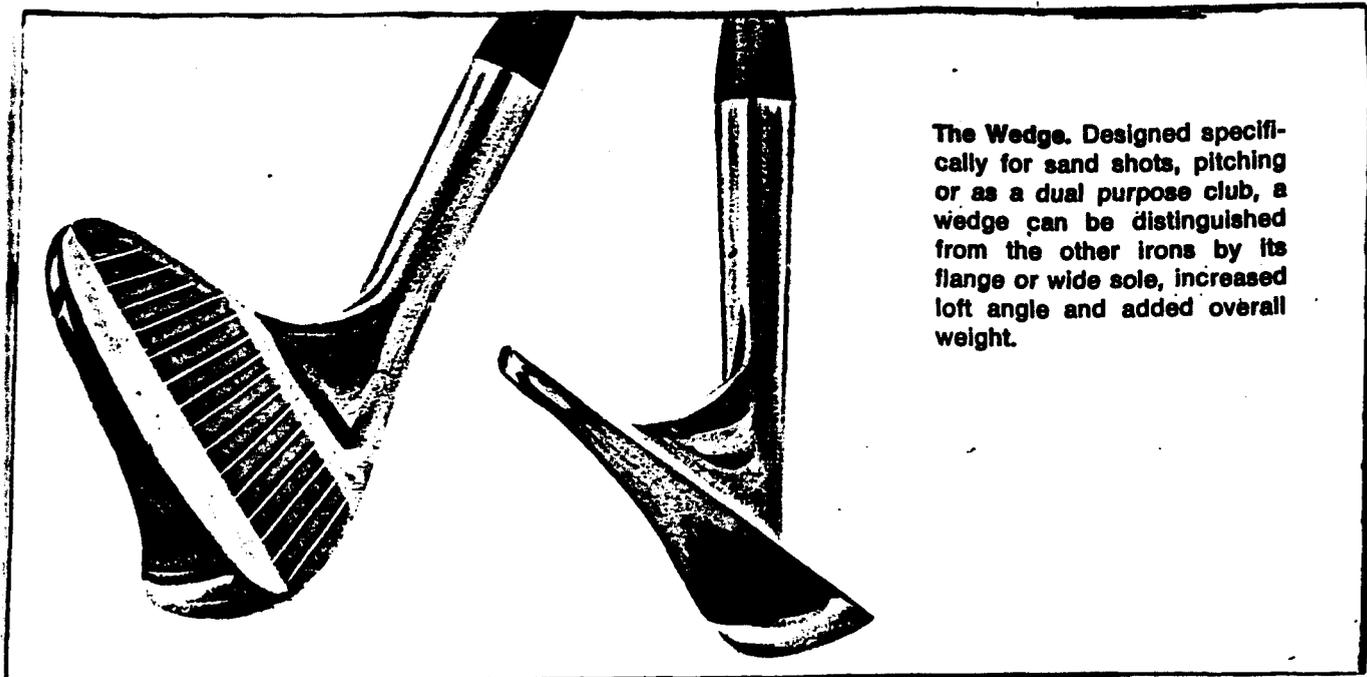
¹⁸Ibid.

¹⁹Ibid., pp. 28-29.

The Individual Clubs

The individual clubs could be a subheading under the irons, for they in reality are metal-headed clubs. The two major groups of clubs which will be discussed are the putters and the wedges. The major purpose for subdividing these under individual headings is, as stated previously, that all clubs manufactured under U.S.G.A. rules and by the major manufacturing outlets meet all specifications set forth by the U.S.G.A. However, the modern-day wedges and putters, even though meeting the U.S.G.A. specifications, are very different from manufacturer to manufacturer and are found in a very wide variety of shapes, sizes, and lengths. Therefore, a separate classification has been set up for them. As the subheading "Individual Clubs," implies, it is up to the individual's own taste to select one of the many varieties of wedges and one of the many varieties of putters that he as an individual feels he can best utilize.

The Wedge. The two basic types of wedges are the pitching wedge, which is primarily used for pitching or chipping the ball to the green. The other type of wedge is the sand wedge, which, as its name implies, is used primarily for hitting from sand traps and bunkers. However, most golfers carry only one of the two since their purpose and usage can be interchanged.



The Wedge. Designed specifically for sand shots, pitching or as a dual purpose club, a wedge can be distinguished from the other irons by its flange or wide sole, increased loft angle and added overall weight.

Illus. 3 - The Wedge

The wedge can be the best club in the bag with only a minimum of practice and the greatest stroke-saver of them all. It will dig a ball out of impossible rough; blast the ball out of traps when it is buried in the sand and make the ball bite to a stop near the flat when the golfer needs to get close to the cup for a one-putt.

The wedge is the principal reason why scoring generally has been lowered so fantastically through the modern era, even though courses on the whole are longer and tougher.

From 50 yards in to the flat the pitching wedge gives a better chance of getting close enough for this putt than the eight or nine iron. This is because the pitching wedge makes the ball bite and hole the green where the other approach irons lets the ball run too much.²⁰

²⁰Snead, op. cit., pp. 16-17.

The differences between the sand wedge and the pitching wedge are in the angle of the flat sole and also the sand wedge has a few degrees deeper pitch. When properly soled, the front edge of the sand wedge is slightly off the ground. This is designed to make the club slide over the sand instead of burying itself. This heaviness and the flat-flanged sole prevents digging into the sand too deeply. The pitching wedge sole lies flat at the front edge so turf can be taken. If only one wedge is to be carried, the pitching wedge has more general use. Both are fine if learned properly.²¹

The Putter. The putter is probably the most personalized club that a golfer will carry. There are many varieties of styles and shapes of putters, but basically all putters can be classified into three major groupings as shown in Illus. 4. Therefore, the only intelligent way to select a putter which suits the individual player is trial and error.

Generally, the two-way putter is manufactured as a normal size, normal weight, normal shaft length, and normal grip size, with a putting surface on either of the club faces which can be used by both left- and right-handed golfers.

The blade putter resembles the two-way putter in appearance, but the shaft is connected to the putter head on the very toe end of the

²¹Gustavson, op. cit., pp. 29-30.

clubhead. It is manufactured only to be used by either a left- or right-handed golfer. Generally speaking, the blade putter is a lighter putter and is found to be very satisfactory for the golfer who has a tendency to overputt.

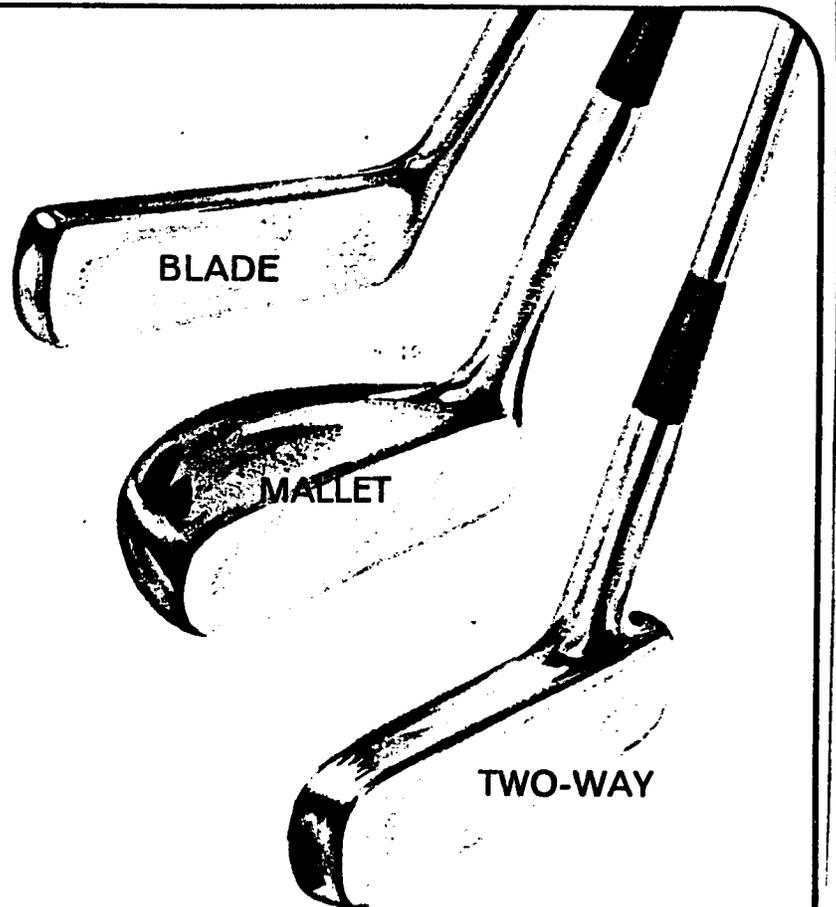
The mallet putter is a heavier putter, with a built-up club head which gives additional weight. It is generally satisfactory for individual who have a tendency to underputt.

The information presented in Illus. 5 is presented as a summary of the clubs and is a reference source for names, distances, and purpose for each of the fourteen clubs the golfer carries.

Illus 4 - Types of Putter

The Putter. Putting provides for the most individuality in execution, and therefore in equipment selection. Although literally hundreds of different putters are sold, they can be grouped into clubhead variations of the *blade*, *mallet* or a combination, such as a *two-way* or a blade with a flange.

Length of shaft and its point of attachment to the clubhead vary, as well as the loft, lie and grip. But all the possible permutations of the parts of an individualized putter design must conform to specifications stipulated in the Rules of Golf.



Illus. 5 - Clubs and Their Uses*

Number	Name	Distance in Yds.		Use
		Men	Women	
WOODS				
1	Driver	200-275	150-200	Drive from the tee
2	Brassie	200-225	150-180	Drive from the tee or fairway; good lie
3	Spoon	185-210	140-170	Drive from fairway for distance
4	Wood	170-195	140-160	For loft and distance on fairway
5	Wood	165-180	130-145	For loft and distance on fairway
IRONS				
2		170-195	140-170	On fairway to distance
3		160-185	130-160	On fairway for distance
4		150-175	120-150	On fairway for loft and distance; in the rough
5		140-165	110-140	On fairway for loft and distance; in the rough
6		130-155	100-130	On fairway for loft and distance; in the rough
7		120-145	80-120	Approach shots
8		110-135	70-100	Approach shots
9		100-125	60- 90	Approach shots; deep rough; bunkers
	Putter			On the green
	Pitching wedge	90 & under	80 & under	Approach shots; deep rough
	Sand Wedge	25 & under	25 & under	Sand Traps

*Charles Bucher, Physical Education for Life (St. Louis: McGraw Hill Book Company, 1969), p. 148.

V. BALLS

Golf balls come in two sizes, varying prices, and many kinds of materials. The American ball is not less than 1.68 inches in diameter and has an impact velocity of 250 feet per second. The British ball, illegal in the United States except for international team competition, is not less than 1.62 inches in diameter and has no impact velocity specifications. The velocity affects distance and quality and is therefore very important.²²

The price of the ball is varied according to the cover and construction of the ball. The cheaper ball is recommended for the beginner who will probably lose quite a few balls in the learning process. There are now on the market a number of solid construction cut-proof balls which are highly recommended for beginners. The thick cover decreases the distance that is possible but is very good for the golfer who tops the ball or who does not hit the ball solidly and would cut a ball that had a thinner cover.²³

One of the main points the beginning golfer should take into consideration concerning golf balls is ball compression. Ball compression is the measure of a ball's hardness. To achieve this

²²Gustavson, op. cit., pp. 20-21.

²³Bruce and Davies, op. cit., p. 5.

measure, a ball is placed between two parallel plates of a vice-like machine. One plate is fixed; the other moves under a spring with 200-pound force. The more a ball can be squeezed by the machine, the lower the reading on the compression gauge. The harder a ball, the more it resists pressure and the higher the reading. Balls that can be squeezed from the normal 1.68 size down to 1.58 inches are said to have a compression reading of 100. For every one-thousandth of an inch more a ball is squeezed, the compression reading drops one point. For every one-thousandth of an inch less a ball is deformed on this compression machine, the reading goes up a point.

The average compression ratios of golf balls range from 100 to 60, with 100 being the harder of the two. The 60 compression ball would give a more sponge-like ball effect when struck. The average player would use an 80 or 90 compression, taking into consideration the preference of the individual.

The higher the compression, the higher the distance that can be obtained from the tee. However, not every golfer should use the highest compression ball. "Feel" is the key word in selecting the best ball for use. There may be a rock-like feeling when striking the ball for some golfers, or the swing of a golfer may not be strong enough to adequately compress the 100. This would be an indication

that the golfer needs to drop to a lower compression ball. Balls are not always marked with their compression, and the odds are very high that a dozen perfectly matched balls will ever be purchased at the same time, even if the compression is marked on the ball. Higher compression balls cut much easier than the low compression balls because they are wound extremely tight and will not cushion the blow as readily as a softer ball on a poorly executed shot.²⁴

It is important for the beginning golfer to know that there are three major marks of identity which can be found on each ball. The golfer should be familiar with these in order to identify the ball during play on the course. The first mark that is always found is the manufacturer's name. The second is the ball number, usually ranging from 1 through 3. The third mark of identity is the color of ink which is used to mark the ball. In most cases the colors are green, red, and black. Also, on some balls further identity can be seen by the autographs of professional golfers endorsing that particular ball.

VI. SHOES

While learning the golf swing, tennis shoes are acceptable footwear. As soon as play commences on a regulation golf course,

²⁴Golf Digest, op. cit., p. 56.

however, golf shoes are a must.²⁵ Golf shoes have a thick, rubber-rippled sole or spikes to increase the golfer's balance and stability.²⁶ Any smooth-soled shoe, especially leather ones, make it especially difficult to swing the longer clubs. Ladies must wear low-heeled shoes, for any elevation of heel would make large depressions on the course and make it impossible to turn properly and shift the weight in a good golf swing.²⁷

In selecting golf shoes, the best buy may be a higher-priced, high-quality shoe made with leather, waterproof, with removable spikes which can be replaced when necessary. This type investment in golfing shoes will give the buyer many years of enjoyable wear.

VII. BAGS

The selection of a golf bag is much a matter of taste and price. Bags range in both taste and price, from the collapsible canvas bag, which is a lightweight bag usually selling for less than \$10 to the vinyl and leather full-size bags. The latest type bag manufactured is the elephant-skinned bag, selling for as high as \$1200 per bag. If the golfer expects to carry his own bag, he will

²⁵Jerry Vroom, So You Want To Be A Golfer! (San Jose, California: Vroom Enterprises, 1973), p. 11.

²⁶Bruce and Davies, loc. cit.

²⁷Vroom, loc. cit.

probably want a lightweight one. A collapsible bag should be one that balances well when hanging on the shoulder loaded with clubs. In full-sized bags, the diameter is important. The opening should be large enough so that the clubs may slip in and out easily without scuffing the grips.

VIII. OTHER EQUIPMENT

Gloves

A glove is frequently worn on the left hand to insure a firmer grip and to prevent blisters or calluses. Some gloves cover only the palm; others cover all the fingers. Usually gloves are made of a leather and fabric combination, and are available in small, medium, large, and extra large sizes. Gloves can be worn on both hands but are usually worn only on the left hand.²⁹

Tees

Tees are small wooden or plastic pegs designed to hold the ball off the ground to facilitate driving the ball with the straight-faced driver. The tee can be used only on the first shot of each

²⁹Bruce and Davies, op. cit., p. 7.

hole from the teeing area and may not be used on any other part of the course. Plastic tees tend to mar the face of a driver and are not recommended for use with newer clubs.³⁰ Tees come in all lengths, and the player should choose one which gives the ball elevation he prefers.

Club Headcovers

Presently club headcovers are being manufactured for both the woods and iron clubs to protect the club head. The headcovers for the woods are more familiar to the average golfer and are usually made of knitted material, leather, or vinyl. They slide over the top of the club head to prevent the club from being hit by the other clubs. The most frequently used is the matching headcovers which complement the golf bag.

The iron headcovers are manufactured primarily of plastic and protect the iron heads from hitting each other and developing "peck marks" on the other clubs. When purchasing any set of wood or iron club covers, it is a good idea to buy a set of covers which have some means of tying together to prevent losing the individual covers.

³⁰Vroom, loc. cit.

Carts

Two types of golf carts are now in use: the pull cart and the motorized cart. If the golfer finds it difficult to carry clubs for a full round, a pull cart may be a necessary item. A good cart can be purchased for a nominal amount, depending upon what accessories are included. Inexpensive carts are not very durable and are harder to pull than are the more expensive models. Carts may be rented at most courses for a small fee.

Electric and gasoline powered carts are very good for those persons who cannot walk the course because of some circumstance, such as physical infirmity, lack of time to walk a full round, or for those persons who are playing for enjoyment rather than the beneficial characteristics of exercise. An increasing number of courses, anxious for additional revenues, are requiring that everyone who plays the course must take a cart. At \$7 to \$10 a round rental, it is easy to see their view financially. This practice, however, is definitely not in the best interests of the golfer who is being deprived of one of games more worthwhile attributes--exercise.³¹

Clothing

Golf clothing should be informal and meet the rules of good taste in general and the course being played in particular. Upper

³¹Wiren, op. cit., pp. 22-23.

garments for both men and ladies should be of knit or other stretch material. Slacks or shorts are satisfactory for men. Slacks, shorts, and skirts are suitable for women, excepting the extremely short skirts and/or shorts.³² Jewelry, especially rings, may interfere with the grip or swing. Bracelets and watches are not only hazardous but also are subject to damage.³³

Gadgets

There are many different gadgets and gimmicks as there are swings. Each new gadget is designed to improve the game or make the game more enjoyable. Some of these gadgets have helped the game, or at least have caused the golfer to practice more while trying out the gadgets.³⁴

IX. PURCHASE AND CARE OF EQUIPMENT

As emphasized previously, the equipment used to play the game of golf can have an important effect on the degree of success which can be achieved. Good equipment does not necessarily make a good golfer, but poor quality or ill-fitting equipment can hinder

³²Vroom, loc. cit.

³³Bruce and Davies, op. cit., p. 8.

³⁴Ibid.

the performance of a player at any level of ability. Clubs may be rented at most courses for nominal fees and should be used until the golfer can determine if he is serious about playing the game. Several advantages accrue to the golfer who owns his own clubs, however. Each set has its own particular feel; owning clubs gives the golfer the tools for practice and improvement and keeps him from having to rent or borrow equipment which discourages play.

The best place to purchase equipment is in a golf professional's shop. The professionals know the merchandise better and usually stock high-quality equipment, better than most found in other stores which sell a variety of goods. Golf shops also have the following advantages: they allow the purchaser to try the clubs on the driving range or on the course, the shop usually stands behind their merchandise and the professional knows much better how to fit the customer.

Purchasing golf clubs need not be an expensive purchase; however, a full set of top-grade clubs can run more than \$300. A beginner set, including a collapsible bag, can range from \$50 to \$100. As a beginner's judgment of distance improves, the golfer will find he needs additional clubs to complement his beginner set. He would be wise to trade up to a better set rather than to fill in on the set he already has.

Some difference in quality between different brands can be found even at the starter set level. The very cheapest sets are seldom good buys, from either a performance or a durability standpoint. It is well worth the price to pay a few dollars more and invest in at least some degree of quality. Often the best dollar value can be found in to-grade used equipment. Pro shops also have occasional close-out sales on new equipment at which they offer last year's top clubs at good discounts.

Particular brands are hard to recommend because the quality varies in the different price categories. Much equipment sold through wholesale houses, trading stamp concerns, or department stores is of inferior quality.³⁵

Athletic equipment of any sort is expensive, and golfing equipment is no exception. Forming the correct habits of caring for golfing equipment can result in increasing their service life and performance, thus in one perspective decreasing their costs. Care must be a habitual event, not a sporadic happening. Some very general rules for equipment care are given below:³⁶

1. Protect wood clubs by purchasing a set of head covers.

Remove the covers during storage if they have gotten wet.

³⁵Wiren, op. cit., p. 24.

³⁶Ibid.

2. Clean the irons with soap and water after each use, using a bristle brush. Never use abrasive cleaners or cleaning implements that might scratch the chrome finish.

3. Keep the rain gear used neatly folded or on hangers when not in use to prevent the rubber lining from cracking.

4. Wax wood clubheads occasionally with furniture wax.

5. Put a few drops of lubricating oil in the cleat housing of golf spikes at the time of purchase and each time spikes are replaced.

6. Leather grips may be washed to maintain their tackiness. Solvents should be avoided.

7. Store the golf glove after each use in a plastic sack to keep the leather from drying and hardening.

TERMS RELEVANT TO THE LESSON

Ball compression--The measure of a ball's hardness; 100 is the hardest.

Beginner Set--Seven clubs; usually the putter, the Nos. 3, 5, 7, and 9 irons and the Nos. 1 and 3 woods.

Cap--The plastic disc at the top of the grip.

Carbon Graphite--Newest club shaft material

Carved club--Golf club made from small sapling or limb with a crooked or heavier point on end for the clubhead.

Crook--First golf club; used by shepherds.

Face--The hitting surface of the clubhead.

Featherie--First ball, made from feathers.

Full Set of Clubs--Any combination of 14 clubs of the player's choosing, but usually four woods, 2-9 irons, one wedge, and one putter.

Grips--The top part of the shaft of the club where the hands are placed.

Guttie--Ball made from gutta percha; developed by Robert A. Patterson.

Head--The heavy metal or wooden part of the club that strikes the ball.

Heel--The rear part of the head.

Hickory--Clubs made of hickory; resembled modern-day clubs.

Insert--Plastic embedded in the hitting surface of the head of a wooden club.

Irons--Clubs with high-quality steel heads.

Neck or hosel--Part of the club where shaft joins head.

Scoring lines--Grooves on the face of the club to give the ball backspin and greater control on the shot.

Shaft--Handle of the club.

Shaft flexibility--Amount of bend or whip action which is generated when a club is swung at normal power; rated on a scale of A for whippie to XX for extra-extra stiff.

Sole--Bottom of the clubhead; also the act of placing the club on the ground at address.

Steelie--Steel-shafted clubs made of high-quality, lightweight steel.

Swing Weight--Amount of pull in the clubhead on the golfer's arms; ranging from C-0 (the lightest) to D-9 (the heaviest).

Tee--Small wooden or plastic pegs designed to hold the ball off the ground to facilitate driving the ball with the straight-faced driver; used on the first shot of each hole from the teeing area.

Toe--Tip end of the clubhead.

Wood--Club with high-quality head.

STUDENT EVALUATION

1. Under the basic classification of clubs, list the clubs under each classification making up a full set, stating the major usage and average distance for each club.

CLASSIFICATION OF CLUBS		
I. THE WOODS		Av.
Club	Major Usage	Dist.
A.		
B.		
C.		
D.		
E.		
II. THE IRONS		Av.
Club	Major Usage	Dist.
A. The Long Irons		
1.		
2.		
B. The Middle Irons		
1.		
2.		
3.		
C. The Short Irons		
1.		
2.		
3.		
III. THE INDIVIDUAL CLUBS		Av.
Club	Major Usage	Dist.
A. The Wedges		
1.		
2.		
3.		
B. The Putters		
1.		
2.		
3.		

2. Write for your instructor's approval a minimum of one page on the development of golf equipment from early times to present day.
3. Selecting from a full set of clubs, list a beginner's set and state the reason for selection of each club.
4. Define four major factors which should be taken into consideration when selecting golf clubs--shaft length, swing weight, shaft flexibility, and grip--as they relate to individual club selection.
5. Draw for your instructor's approval a diagram of a golf club, showing a minimum of eight of its major parts.
6. Compare in writing for your instructor's approval the two iron and the nine iron, writing a minimum of two paragraphs showing the relationship of the concept of loft angle vs. shaft length.

7. List and discuss in a maximum of one paragraph each the five factors discussed in the maintenance and care of golf equipment.

ADDITIONAL LEARNING EXPERIENCES

1. Set up a full set of golf clubs in order against a stationary wall and compare the shaft length and loft angle appearing in the face of each club.
2. Diagram an average shot from each club in the full set, showing the average distance and trajectory the ball will take when struck by each club. This will provide a comparative sample of the distance and flight of each club in the set.
3. Individuals hit clubs differently, thereby getting a different flight pattern and different distances from each club. Hit at least 25 balls with each club available to you and record the average distance for comparison with the distance given in the lesson material.
4. Choose three outlets in your area that sell golf clubs: a discount store, a sporting goods store, and a golf pro shop. Go to each outlet and handle the clubs to get the feel of each club and to determine the quality and price at each outlet. This comparison should aid in purchasing needed golf equipment.

ADDITIONAL READING EXPERIENCES

- Bruce, Ben, and Evelyn Davies. Beginning Golf, Revised Edition. Belmont, California: Wadsworth Publishing Company, Inc., 1968.
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- Nicklaus, Jack. "How to Buy Equipment," from Golf My Way in Golf Digest, (March, 1974).
- Snead, Sam. Sam Snead on Golf. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1961.
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LESSON V

THE GRIP

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
 - II. Kinds of Grips
 - A. Baseball
 - B. Overlapping
 - C. Interlocking
 - III. Assuming the Proper Grip
 - IV. Checkpoints of the Grip
- Terms Relevant to the Lesson
Additional Learning Experiences
Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson V, the student will be able to:

1. Write a minimum of one paragraph on the importance of the grip based on the material presented in Lesson V.
2. List the three basic grips used for the full swing in golf and state one weak and strong point for each as presented in the Lesson V.
3. Demonstrate to the instructor's satisfaction each grip, and with the aid of the instructor, select the grip best suited for him and his physical abilities.

LESSON V

THE GRIP

I. INTRODUCTION

The grip is one of the most important, if not the most important fundamentals of the game of the game of golf. The grip should be the same for each club hit with the exception of the putter. Most persons do not realize it, but the primary difference between a good golfer and a poor one lies in the grip--probably the most basic element of any player's game.

Without a sound grip, the chances of ever becoming an above-average golfer is quite remote. Developing the proper grip is the first step in learning to play the game of golf.

If the golfer wishes to improve his game or discover and correct a flaw, he should look first at the position and action of the hands. The player must keep in mind at all times that the grip is the only link which connects the golfer with the club, and the degree of efficiency which the club produces is derived principally from the effectiveness of the grip.

The club is actually an extension of the arms and hands; and the grip, which welds this connection, must be correct in order to produce the proper results. The grip, therefore, is a steering mechanism, steering the club through a smooth path with fluid motion which will send the ball along the intended line of flight.

The correct grip may not feel comfortable at first. The position of the hands on the club has such a great influence on the direction the ball takes that it is imperative that the player be ever conscious of his hand position, no matter how many years the individual might play and particularly during his early learning stages. It is much easier to learn correctly the first time than trying to break a poorly developed habit and re-learn.

II. KINDS OF GRIPS

There are three basic types of grips which are employed in the game of golf: (1) the baseball grip, sometimes called the full-finger grip or natural grip; (2) the overlapping grip, sometimes called the Vardon grip after the English professional who made it famous, Harry Vardon, and (3) the interlocking grip.

In choosing the right grip, it is important for the golfer to understand a few of the strong and weak points of these different grips.

The physical make-up of the individual, particularly the make-up of the hands and wrists, may make one grip more effective than the others. Whatever grip is chosen should give the individual the best holding power, plus allowing the hands to work as an individual unit.

The proper grip should produce two major commodities for the golfer: (1) unity of hands--where the hands can work as one single swing unit, and (2) a stronger left side than right side (for the right-handed golfer).

The Baseball Grip

The baseball grip is probably the most natural of the three techniques. This grip has all fingers placed on the club, with the thumb of the left hand snuggling into the palm of the right hand. This grip may help people with weak hands to increase their holding power on the club because it places all fingers on the shaft. This grip is not recommended for the beginner, because it does not sufficiently unify the two hands into a single swing unit and the hands have a tendency to work separately rather than together. The grip also does not produce the strong forward side and is basically used by women who feel their hands are too small or too weak to use either the overlapping or interlocking grips successfully. However, this grip has been used by several professionals such as Art Weil and Bob Roseburg.

The Overlapping Grip

One of the major problems the beginning golfer faces is the feeling of pushing the club through the ball with the rear side instead of properly pulling the club through with the forward side. With the overlapping grip, this power is minimized. To accomplish this weakness of the rear side, the little finger of the right hand should be overlapped with the index finger of the left hand, thus causing the hands to be close together. It also allows the hands to work more as a single unit than in the baseball grip.

The overlapping grip is used by the vast majority of golfers as well as playing pros, and it is generally the grip that most beginners should learn to use. The bigger the hands and the stronger the physical condition of the individual golfer, all the more reason that the overlapping grip should be used. Nine out of ten above-average golfers use the overlapping technique, and it should be given a trial before shifting to another grip.¹

The Interlocking Grip

The major playing professional using the interlocking grip is Jack Nicklaus. Many of the actions of the overlapping grip can be accomplished with the interlocking grip is properly used. In the

¹Julius Boros, How to Play Golf With An Effortless Swing (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1964), pp. 54-55.

interlocking grip, the little finger of the right hand interlocks between the index finger of the left hand, removing the left forefinger and the right little finger from a power position on the shaft. Therefore, the little finger of the right hand and index finger of the left are both weakened. The club, therefore, is gripped by the middle two fingers of the right hand and the last three of the left. Thus, there is a stronger left side.

The major advantage of interlocking is that the hands have molded into a single swinging unit. The interlocking grip should give the golfer a more positive feeling of firmness and control of the club.

III. ASSUMING THE PROPER GRIP

The steps are basically the same for assuming all three grips:

1. Place the clubhead flat and square to target on the ground. The club should never be toed up where the weight of the club is resting on the front portion of the club nor should it be heeled with the weight resting on the back portion of the club. To square the club to target, line up the clubface with the bottom front edge of the club. The loft angle of the upper edge of the club may give a misleading appearance when lining up the club square to target. The club should now be flat

or properly soled on the ground directly in front of the forward side of the body with the left hand extended comfortably in front of the left of the forward thigh.

2. In taking the left-hand grip, extend the left hand palm facing away from the target, and place it on the grip approximately one-half to one-fourth inches from the grip cap. Make sure the clubhead is grounded properly and square to target. Close the fingers so that the shaft lies diagonally across the second joint of the index finger and across the heel of the left hand. Close the left hand, with the thumb

(1) Extend your left hand (palm facing away from the target) and place it on the grip of the club below the cap. Make sure the clubhead is grounded and the clubface is squarely aligned with your target.



Illus. 6 - Assuming Proper Grip (1)

position slightly to the right of the top of the center of the shaft. The index finger should be slightly extended down the shaft as though it were pulling a trigger. See Illus. 7, p. 130.

(2) Close your fingers so that the shaft lies diagonally across the second joint of the index finger, in order to form a combination finger-and-palm grip.

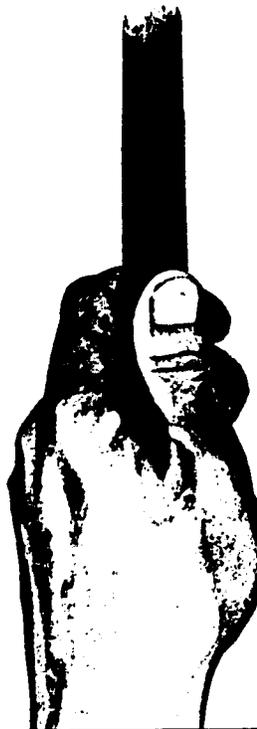


Illus. 7 - Assuming the Proper Grip

with the fingers and not the palm. The right hand should be well upon the top of the left hand with the left thumb fitting naturally into the groove caused by the lifeline of the right hand. The V's formed by the thumbs and index fingers are parallel

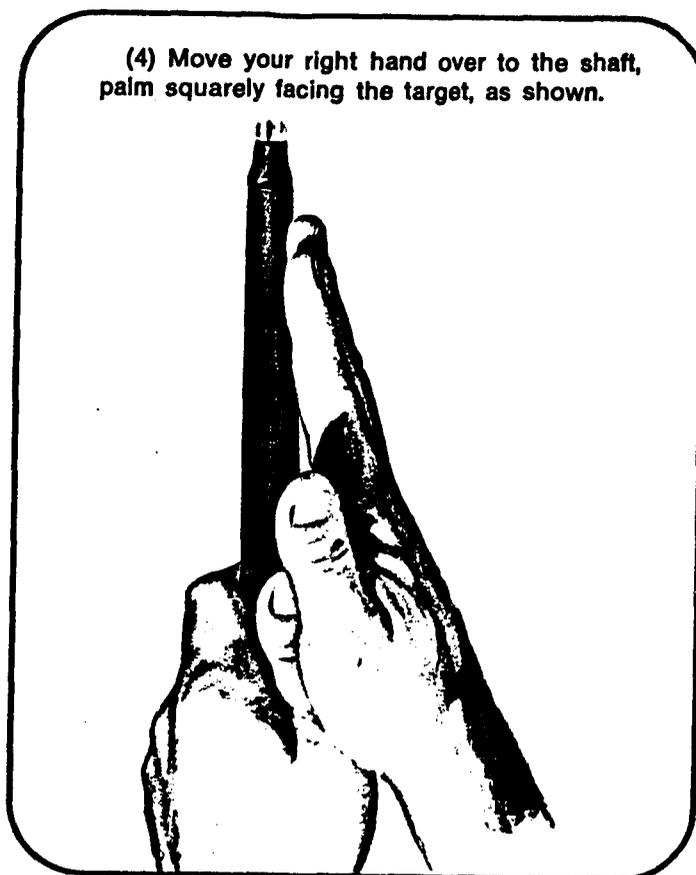
3. For the placement of the right hand, move it over the shaft with the palm facing the target and keeping the right hand as close as possible to the left to insure the unity of both hands working together and gripping the shaft

(3) Close your hand with thumb positioned slightly to the right of the top of the shaft, and the index finger as though it were pulling a trigger.



Illus. 8 - Assuming the Proper Grip (3)

and run over the right shoulder, generally pointing at the right ear. This is a major check-point which can be used throughout the learning and playing experiences. Close the fingers around the shaft so that the little finger will touch the index finger of the left hand. The palm will rest slightly to the



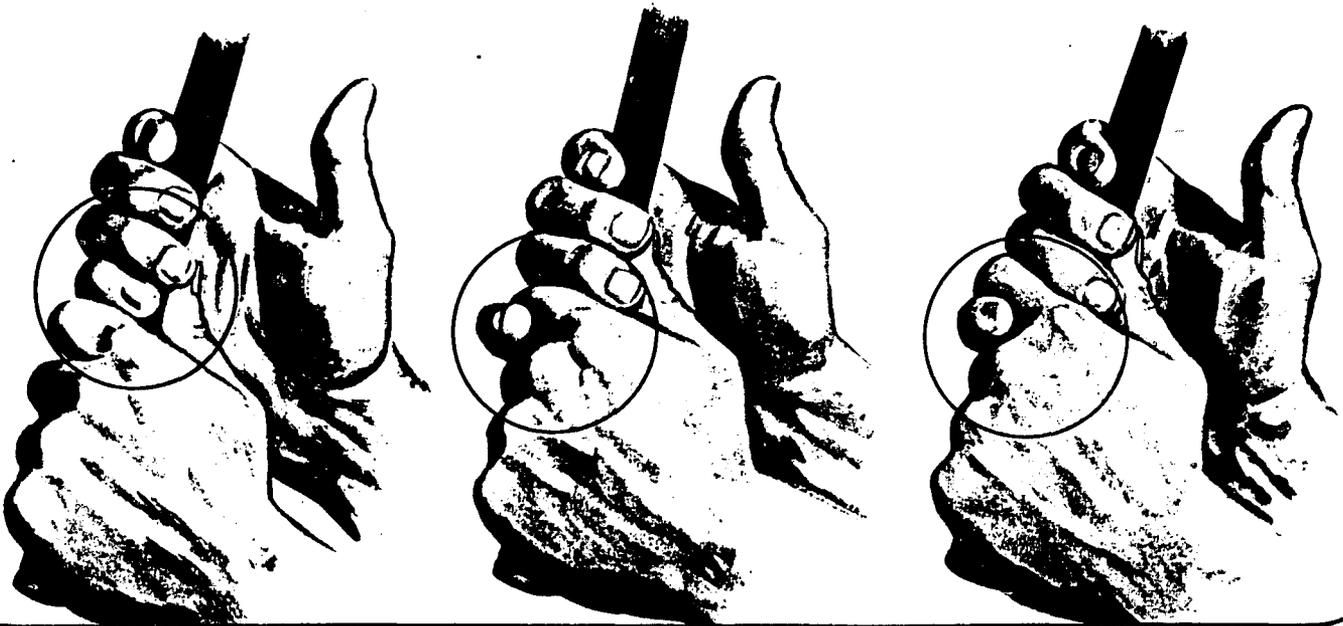
Illus. 9 - The Baseball Grip

right of the shaft and will cover the left thumb. The right thumb should be extended downward and slightly to the left of the center of the shaft. The right index finger should be extended downward and the club resting on the first joint of the right index finger. The right index finger should be extended as if it were pulling a trigger. This will help in the guiding of the club through the swing arc. These directions will position the beginning golfer in the natural or baseball grip.

To achieve the overlapping grip, move the right hand up to the shaft and place the little finger of the right hand slightly on top

(5) Close your fingers around the shaft so that the little finger will touch the index finger of the left hand. The palm will rest slightly to the right of the shaft and then will cover the left thumb. This is called the *natural grip*. In the *overlapping grip*

used by the majority of professionals, the little finger of your right hand will overlap the index finger of your left, thus placing your hands closer together. In the *interlocking grip* the little finger of the right hand interlocks the index finger of the left removing the left forefinger from the shaft.



Illus. 10 - The Overlapping Grip and The Interlocking Grip

and inside the index finger of the left hand. For the interlocking grip, follow the same steps described in the baseball grip; however, to insure more unity, the index finger of the left hand may be interlocked with the little finger of the right hand.

No matter which grip is used, both hands should be kept firmly together trying to achieve the proper unity of the hands working together. A firm, but not rigid, cupping pressure applied basically with the middle two fingers of the right hand and the top three fingers of the left hand is all the gripping pressure needed. The club should

be held firmly throughout the swing, making sure the left hand dominates the grip throughout the swing. The left hand should not be allowed to relax during the swing and particularly at the top of the backswing.

There are three basic classifications of grips: the strong, normal, and weak. Most beginners have a tendency to develop a strong grip. This is when the hands are rolled to the right on the shaft, moving the v's to the shoulders and not to the ear as needed. The stronger the grip, the more conducive it is to hook or pull shots to the left of target.

The normal grip is as described with the v's parallel and pointed to the right ear. The weaker grip moves the v's more to the left with the left hand working under the shaft; the weaker the grip, the more inclination for the beginner to push the ball to the right and to slice the shot. Ladies should generally grip a little stronger than the men to increase and maintain their power through the hitting zone.

IV. CHECKPOINTS FOR THE GRIP

1. The v's formed by the thumb and forefinger of each hand are parallel and point toward the right ear.

2. The hands should be as close together as possible, acting as a single unit.

3. Looking straight down the shaft, no more than two knuckles should be seen on each hand. This will also adjust the v's of the thumb and forefinger.

4. The club should be gripped with the fingers, not the palms. The middle two fingers of the right hand and the top three fingers of the left should be the points where pressure is applied in the grip.

5. Grip the club firmly but rigidly. The muscles in the forearm should not be tense. If the fingernails turn white, the club is being gripped too tightly.

6. The thumbs should rest slightly to the appropriate side of the center of the grip.

7. The club should not be palmed with the right hand allowing the right hand to become stronger and dominating the grip from a strong position.

TERMS RELEVANT TO THE LESSON

Baseball Grip--Sometimes called the natural grip where all ten fingers are on the shaft of the club.

Forward Side--Sometimes called target side. Side closest to target. The opposite side is called the rear side.

Grip--Technique by which the golfer holds the club with the hands.

Grounded--Club resting on the bottom of the sole of the club, neither heeled up nor toed up.

Heeled Up--Weight of club resting on the back portion of the club.

Hook--Ball hit with counter-clockwise spin causing the ball to curve to the left of the intended line of flight.

Interlocking Grip--Grip where the little finger of the right hand and the index finger of the left hand are interlocked and removed from the power position on the shaft of the club.

Loft Angle--Amount of opening in the face of the club.

Overlapping Grip--Sometimes called the Vardon grip; the little finger of the right hand is removed from the shaft of the club and is overlapped with the index finger of the left hand.

Pull--To hit the ball in a straight line to the left for a right-handed golfer.

Push--To hit the ball in a straight line to the right for a right-handed golfer.

Rear Side--Side of the body away from the golfer's target. The opposite side is called the forward side.

Slice--Ball hit with a clockwise spin causing it to curve to the right of the intended line of flight.

Toed Up--Weight of the club resting on the front portion of the club.

STUDENT EVALUATION

1. Write for your instructor's approval a minimum of one paragraph on the importance of the grip, based on the material presented in Lesson V.
2. List the three basic grips used for the full golf swing and state one weak point and one strong point for each as presented in the lesson.
3. Demonstrate to the instructor each grip; and with the aid of the instructor, select the grip best suited for you and your physical abilities.
4. List five basic checkpoints of the grip as presented in Lesson V.

ADDITIONAL LEARNING EXPERIENCES

1. Work with a partner checking each other's grips against the major checkpoints presented in Lesson V.
2. In order to reinforce the point that the power should come from the left-hand position, grip the club with just the left hand, lifting the club up and pointing it directly in front of the body. Remove the thumb and index fingers from the shaft. Bounce the club up and down and move it back and forth. Feel the control through the top three fingers.
3. Develop an overall feel for the proper grip. Assume the correct grip and examine the checkpoints carefully. Grip for ten seconds, remove hands, then grip again.
4. Develop a feeling for the pressure points on the grip. The major pressure points should come with the middle two fingers on the hand and the top three fingers of the left. A continuous check of these points should be made.
5. Do exercises for grip strength. Squeeze a rubber ball or a knotted towel. Clench and extend the fingers offering your own resistance to the movement. Grip strength is an aid not only in developing greater clubhead speed for greater distance but also as an aid in returning the clubhead squarely to the ball at impact for greater accuracy.

ADDITIONAL READING EXPERIENCES

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- Boros, Julius. Swing Easy, Hit Hard. New York: Harper & Row, 1972.
- National Golf Foundation. Golf Lessons. Chicago: National Golf Foundation, 1972.
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LESSON VI

THE ADDRESS ROUTINE

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
 - II. The Stance
 - A. Determining the Flight of the Ball
 - B. Foot Alignment
 - C. Ball-Body Alignment
 - D. The Waggle Movement and Forward Press
 - III. Development of the Address Routine
 - IV. Checkpoints of the Address Routine
- Terms Relevant to the Lesson
- Student Evaluation
- Additional Learning Experiences
- Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson VI, the student will be able to:

1. Write to the instructor's satisfaction a minimum of three paragraphs on the importance of formulating a proper address routine.
2. List the three different stances, telling when, where and why each is used.
3. List and discuss in a maximum of one paragraph each the factors which make up the address routine.

4. Demonstrate to the instructor an address routine the student has formulated which properly aligns him on the ball, including stance, feet alignment, ball placement, waggle, and forward press.
5. List a minimum of five major checkpoints of Lesson VI which the student should keep in mind while formulating an address routine.
6. Answer the following statement with a positive answer:

At the conclusion of Lesson VI, I realize the importance of formulating and developing a proper address routine which will enable me to be positioned on the ball in such a manner that maximum results can be received from a proper golf swing.

_____ Yes _____ No

LESSON VI

THE ADDRESS ROUTINE

I. INTRODUCTION

The address routine includes all movements and techniques which allow the player to grip the club, take his stance, align himself toward his target, adjust, and start the golf swing.

In many cases the beginner does not take time and does not realize the importance of developing a correct address routine. Without being aligned properly on the ball, it is almost impossible to hit the ball on its intended line of flight toward its target. This is much like shooting a rifle; without taking proper aim, there is not much hope of hitting the bulls eye when the trigger is pulled.

Jack Nicklaus,¹ probably the most technically minded of all the professionals, has said about the address routine:

There are many good reasons for being so methodical about your set up or address routine. I think it is the single most important maneuver in the activity of golf. It is the only aspect of

¹Jack Nicklaus, "The Full Swing," from Golf My Way, in Golf Digest (April, 1974), p. 62.

the entire golf swing over which the golfer has 100 percent conscious control. If you develop a proper address routine, there's a good chance you'll hit a reasonably good shot, even if you make a mediocre swing. If you set up incorrectly, you'll probably hit a poor shot even if you make the best shot you are capable of making.

Therefore, in learning, all aspects of the address routine has some control over approximately 90 per cent of the mechanical procedures which are necessary to move the golf ball over some distance with a high degree of accuracy.

II. THE STANCE

The stance is an important factor in the address routine. A good stance allows the player to maintain his balance throughout the entire swing; and since the modern golf swing depends to a great extent on the shifting of the body weight from the front side to the rear side and then back again, good balance is a must for a smooth, rhythmic swing.

Once the golfer has determined the grip he plans to use, has aligned the clubface squarely behind the ball in the line of flight, and carefully placed his hands on the grip, he must prepare to address the ball. There is a common athletic, at-ready position known as stance which is common to many sports including golf. With only

slight changes of attitude, shortstops, quarterbacks, defensive basketball players, tennis players, and many other athletes prepare for action by spreading their feet to shoulder width, flexing their knees, and bending forward at the waist.

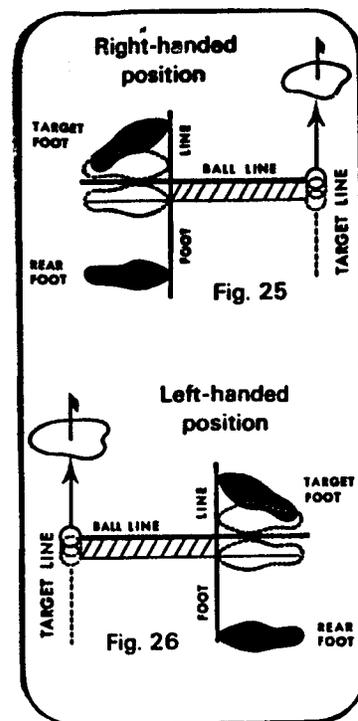
Another theory in stance position for golf is semi-sitting position where feet are spread shoulder width apart, the club is gripped, and the golfer pretends to sit on a high stool which has been positioned beneath him. Whichever way the golfer thinks of getting into the stance, the following points in relation to the proper stance should be checked:

1. The feet should be shoulder width apart.
2. The target foot should be turned slightly forward toward the target.
3. The knees should be slightly flexed.
4. The trunk and shoulders of the body should be in a forward lean position.
5. Weight should be evenly distributed in all directions.

Determining the Flight of the Ball

Since golf is a target game, it uses a ball as the object to hit the target; the striking surface is the clubface. There are several different positions of the clubface which determine which

line of flight the ball will take. If the face of the club is "open," the ball will go to the right of target. If the clubface is "closed," the ball will go to the left of target. To learn to hit the ball straight consistently, the clubface must be hit "squarely."² To do this, the stance must be in relation to target. The golfer should imagine a straight line from target to ball (target line) and a "foot line" parallel to this. A "ball line" connects the two and is perpendicular to the target and foot lines.³



Illus. 11 - Line of Flight, Ball Line, and Foot Line

Foot Alignment

There are three main types of stances that the golfer may choose: "open," in which the left foot is drawn back slightly away from the intended line of flight; "square," in which the feet are placed parallel to the line of flight; and "closed," in which the right

²Gary Wren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), p. 26.

³National Golf Foundation, Golf Lessons (Chicago: National Golf Foundation, 1972), p: 8.

foot is drawn back slightly from the intended line of flight. The open stance is more conducive to slicing the shot, while the closed stance is more conducive to hooking the ball. Generally, it is best to play with a square stance until the golfer is advanced enough in his playing to make

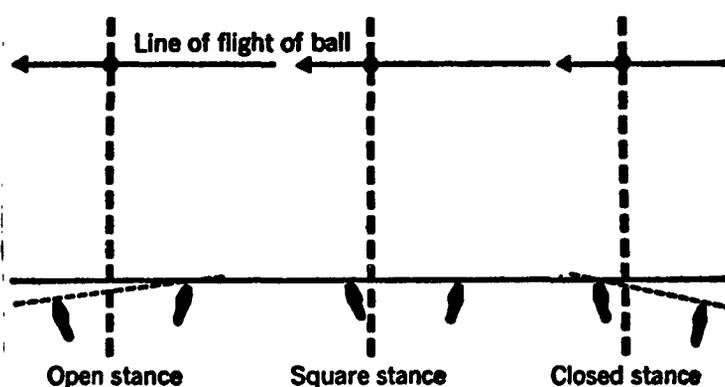
adjustments into the open or closed stances.

The stance used will depend primarily on the club and type of shot played.

Normally, the square

stance is used. When another type of stance is required, the square stance is set up first and then changed according to the desired stance. This insures better judgment for the correct adjustment of the feet. The position of the feet should be firm but not tense.⁴

Finding the correct position for the feet and weight is almost a matter of instinct. The feet are usually spread to shoulder width to stabilize balance. Men generally spread their feet farther than women in order to hit the ball harder. Too much space between the



Illus. 12 - Three Basic Types of Foot Alignment: Open, Square, and Closed

⁴Charles Bassler and Nevin H. Gibson, You Can Play Par Golf (New York: A. S. Barnes and Co., Inc., 1966), pp. 27-33.

feet inhibits turning the hips and shoulders which is essential for power and therefore distance.

There are two directions in which weight may be balanced: forward-backward or laterally. In the forward-backward direction, weight is distributed between the balls and heels of the feet. The lateral direction balance varies somewhat with the club being used. The weight at address tends to favor the left side on a short iron swing (about 60 percent left to 40 percent right), but equalizes more as the stance becomes wider.⁵

Ball-Body Alignment

There are two basic theories concerning ball alignment in terms of forward or backward of center of the body. One theory has the golfer assume a different relationship of ball and feet for each club. The other keeps the ball in a constant position relative to the left foot on all irons and makes slight changes for the woods.

In the constant positioning method, the ball for all iron shots is placed between three and four inches toward the center of the stance on a line inside the left heel. The only variable is the right foot, which controls the width of the stance. The width of the stance will decrease as the shot becomes shorter.

⁵Wiren, op. cit., p. 33.

In the wood clubs played from the grass, the ball should be moved one to two inches farther toward the left foot. The driver, since it hits from a tee, can be played even farther forward in the stance. The driver should be played in line with the left heel or instep.⁶

These rules can be confusing to the beginner. Therefore, a general rule to follow is any basic golf shot can be played directly off the forward heel. After experimentation and work, the golfer will find by moving the ball slightly to different positions depending on the club being used he will attain a combination of greater distance and accuracy.

The Waggle Movement and Forward Press

The waggle is a term with which every golfer should become acquainted. The waggle is a slight breaking of the wrists at address, moving the club just slightly with a "wristy" motion back and forth in the swing path before initiating the backswing. The primary purpose for this is to minimize tension in the arms and to help set up a rhythmical motion for the take-away of the club.⁷

⁶Ibid.

⁷Jerry Vroom, So You Want To Be A Golfer! (San Jose, California: Vroom Enterprises, 1973), p. 20.

The "forward press" is movement of the body in preparation to starting the swing. This movement may be subtle, since there is a slight give of the right knee toward the left; thus, the name forward press. This movement is not an essential one. If it is natural and comes easy, the beginner should use it. If not, it should be postponed until the golfer is more experienced.⁸

III. DEVELOPMENT OF THE ADDRESS ROUTINE

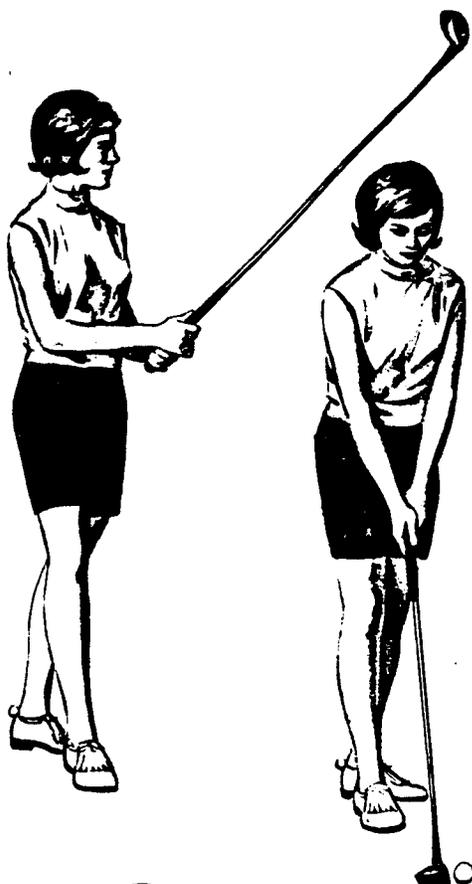
The address routine is made up of everything done before actually hitting the ball. Deciding how and where the shot should go; picturing the shot as avoiding obstacles but at the same time making a straight line; everything from the grip and getting aligned on the ball to the degree of body bend to alignment--all make up the address.

Whatever the golfer does in his address routine should become an unconscious procedure. The steps shown in Illus. 13, p. 150, are recommended.

IV. CHECKPOINTS OF THE ADDRESS ROUTINE

1. The individual should develop a definite address routine to be followed before each shot.

⁸Virginia L. Nance and E. C. Davis, Golf (Dubuque, Iowa: Wm. C. Brown Company, 1966), pp. 23-24.



Now let's formulate an address routine to be repeated each time until you no longer consciously think about it.

Grip the club and stand slightly behind and to one side of the ball. Mentally draw the line of flight

With your arms extended, bend slightly at the hips, ground the clubhead directly behind the ball so that the clubface is perpendicular or "square" to the intended line of flight. Sight your target once again.

Place your target foot forward on the foot line and move your rear foot a greater distance back so that the ball is forward of center.

Now make any movements (a waggle of the club, another look at the target) which will get you set to swing
Swing!



Illus 13 - The Steps in the Address Routine

2. The player should start each shot from behind the ball, visualizing his line of flight and determining foot line and ball line in relationship to this line of flight to insure being correctly aligned on the ball.

3. The checkpoints mentioned under "The Grip," Lesson V, should also be kept in mind in the address routine.

4. The clubface is square to target when its bottom edge is aligned at right angles to the intended line of flight.

5. The hands are positioned squarely to target with the back of the left hand and the palm of the right hand facing squarely to target.

6. The correct golf stance is an utmost important factor in the proper address routine and will find the player with his arms in an extended hanging position, feet comfortably spread shoulder width apart, and the forward foot turned approximately 30 degrees toward the target to insure proper balance.

7. The right knee should be braced slightly inward, weight balanced in all directions between ball and heels of feet, from left to right.

8. Hands should be in a free-hanging position, away from the body, so as not to interfere with the beginning of the swing.

9. At address, the left hand should hide the left knee cap.

10. Knees should be slightly flexed, trunk in a forward lean position, with back straight and head stationary.

11. The ball should be placed far enough forward in the stance so that there is no reaching back to hit it.

12. The ball should be placed far enough away from the foot line so that there is a slight feeling of reaching or leaning toward the ball while trying to hit it. This should be gauged by the actual length of the club shaft being used. There should never be a feeling of crowding the ball.

TERMS RELEVANT TO THE LESSON

Address Routine--All movements and techniques which allow the player to grip the club, take his stance, align himself toward his target, adjust, and start the golf swing.

Ball Line--Line connecting and perpendicular to target and foot lines.

Closed Stance--The right foot is drawn back slightly away from the ball line.

Foot Line--Parallel line of feet in relation to target line.

Forward Press--Movement of the body in preparation to starting the swing.

Open Stance--Stance in which the left foot is drawn back slightly away from the intended line of flight.

Square Stance--Feet are placed square with the toe of each shoe touching the intended ball line which is parallel to the line of flight.

Stance--The position of the body in relationship to target.

Waggle--Slight breaking of the wrists at address.

STUDENT EVALUATION

1. Write for your instructor's approval a minimum of three paragraphs on the importance of formulating a proper address routine.
2. List and discuss in a maximum of one paragraph each the factors which make up the address routine. Use a separate sheet of paper.
3. List the three different stances and tell when, where, and why each is used.
4. Demonstrate for your instructor the address routine you have formulated which properly aligns you with the ball, including stance, feet alignment, ball placement, waggle, and forward press.
5. List a minimum of five major checkpoints from Lesson VI which should be kept in mind while formulating an address routine.

6. Select one of the following blanks:

At the conclusion of Lesson VI, I realize the importance of formulating and developing a proper address routine which will enable me to be positioned on the ball in such a manner that maximum results can be received from a proper golf swing.

_____ Yes _____ No

If your answer is "no," restudy Lesson VI and complete this portion of the Student Evaluation a second time.

ADDITIONAL LEARNING EXPERIENCES

1. Place your hands on the club, check the grip, and release the hold on the club. Practice taking the grip. Do not try to maintain what you think is the correct grip because you fear you will not get the proper grip again. A grip maintained for a period of time will become incorrect because of unconscious shifting of the hands and increased tension. The checkpoints of the grip are simple to apply.
2. Take hold of the club with both hands simultaneously. Get the feeling of the two hands working together and fitting together on the club.
3. Hold the club correctly; practice moving the clubhead in the air in various patterns. Write your name with the clubhead, draw circles, etc. Learn to feel control of the club.
4. Address the ball and check the address position. As you check, let go especially through the shoulders so you will be relaxed and ready to move. Maintain correct and firm grip.
5. Make the steps in addressing the ball simple and concise. Avoid making a production of it.

6. Practice taking the stance to different targets. You can check to see if the stance is square by laying a club on the ground in front of the toes. Step back of the ball and see if the club shaft is parallel with the intended line of flight.
7. Practice the waggle of the club. It is a positive step to swinging the club; it is not a series of nervous gestures to delay the swing.
8. To determine the correct width of the feet, use a mirror and a club to establish a plumbline. Hold the grip end of the club at the point of either shoulder and bend slightly from the waist. Allow the club to hang straight down. It should point to the instep of the foot. Doublecheck from the point of both shoulders.
9. With a partner, examine one another's stance, using the checkpoints in the lesson for the stance. Assume stance, observe, relax; reassume stance, observe, relax.
10. Take a club in your hand and set up using the square stance. Sole the club just behind the club placed by the left instep. Place another club on the ground at exactly the point where the clubhead is soled and point it at the target. With the clubs in this "H" position, assume a proper stance. Check your grip. Examine all checkpoints of the

stance and make sure they are correct. Step away and repeat. Check your balance. Remove the clubs and practice setting up without help. Get the feel; do this several times.

ADDITIONAL READING EXPERIENCES

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LESSON VII

THE FULL SWING

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
 - II. Parts of the Swing
 - A. The Take-Away
 - B. The Backswing
 - C. The Downswing
 - D. Impact
 - E. The Follow-through
 - III. Major Faults of the Beginner in Relation to the Full Swing
 - A. Left Arm Not Straight
 - B. Flying Right Elbow
 - C. Lifting Left Heel
 - D. Head Movement
 - E. Knees Locked
 - F. No Lateral Movement of Hips and Knees Toward Target
 - G. Not Swinging from Inside to Straight
 - IV. The Mental Swing
- Terms Relevant to the Lesson
- Student Evaluation
- Additional Learning Experiences
- Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson VII, the student will be able to:

1. Write in a minimum of one page the factors which individualize the golf swing and list why each person's golf swing is different.

2. List the different parts of the golf swing which make up the whole and list under each part five checkpoints for that part.
3. Write for the instructor's approval a minimum of one page on why the mental picture of the player's swing is so important.
4. Demonstrate to the instructor's satisfaction the golf swing based on material presented in Lessons V, VI, and VII.
5. Analyze the golf swing of a selected golf partner and offer at least two suggestions for improvement of the partner's swing.
6. List five of the most common mistakes made by the beginning golfer in the execution of the full swing and tell how each of the problems may be corrected.

LESSON VII

THE FULL SWING

I. INTRODUCTION

Golf swings are as varied as the individuals who play the game. Each dedicated player has developed a personalized style that has become successful for him after countless hours of experimentation, practice, and conscious or unconscious effort. Many beginners try to copy swings of the professionals. This is quite all right if the beginner realizes that there will be some swings which will not work for him, no matter how successful they may be for someone else.

Wiren¹ suggests that if a golf professional is to be copied that the beginner try to emulate Sam Snead. His golf swing is a powerful, rhythmic swing that resembles a perfectly executed swan dive, Wiren says. If the beginner can imitate Snead's swing, within his own limitations, then he will be a better golfer for it. However,

¹Gary Wiren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), pp. 38-39.

the beginner should understand that because of Snead's body type, physical capacity, and even temperament, the swing might not work at all for the beginner. Maybe Arnold Palmer's lashing swing or Julius Boros' loose swing would work better. In summary, if the beginner decides to imitate a professional's golf swing, he should choose one that resembles himself in as many factors as possible.

Although all swings are different, any golf swing must have certain essentials: clubhead speed, accuracy, and consistency. If any one of these three items is missing, it is impossible to become a good player from the standpoint of striking the ball. In order to blend these three characteristics into a movement called a golf swing, the following principles are employed by the finer players, professional or otherwise:

1. The club is swung in a somewhat circular fashion around the player in such a manner that it travels in a single plane.

2. The center or hub of the swing is a fixed point located in the middle of the player's neck or chest.

3. The hinge in the wrists provides a second point in the swing around which another arc may be made which can generate additional force. This wrist cocking and releasing motion is also swung in the same plane as the whole of the swing.

4. As the swing approaches impact, angular momentum travels from the center of the swing out to the clubhead, slowing down the arms and speeding up the clubhead. This force allows the clubface to square itself to the target without added manipulation of the hands.

5. The swing will be performed most efficiently when the first three principles are followed on the backswing as well as on the downswing.

It is important that the beginner become familiar with the above principles even though he may not at this time fully understand the language employed. As the golf swing is formed mentally, the transition can be made easier into the physical action required.

There are two approaches to striking a golf ball--swinging and hitting. Sam Snead swings at the ball; Arnold Palmer hits at it. The beginner is advised to swing--to try to develop a smooth flowing action with gradual acceleration that allows him to feel centrifugal force through the clubhead.

It would be impossible to present in a single lesson comprehensive material on which other authors have written volumes; this is an attempt to present in a simplified manner those aspects of the golf swing which the beginning golfer needs to understand.

II. PARTS OF THE SWING

So that the beginner might better understand the important components of the swing, it will be broken down into the parts the author considers of utmost importance with checkpoints under each.

It is important for the golfer at whatever level to constantly remind himself that the golf swing must be a continuous, uninterrupted flow of motion, from the beginning of the takeaway through a smooth and complete finish or follow-through. To help develop this continuous fluid, rhythmic swing, the parts which make up the swing must first be analyzed. It is of utmost importance for the beginning golfer to understand the parts of the swing; and once the understanding is developed, in the words of Sam Snead, "Learn it then forget it." By learning and forgetting, the golfer has a better understanding of what makes up the complete golf swing motion, and is better able to break the swing down into its component parts and analyze problems which may develop.

From the beginning of the motion to the beginning of the swing to its completion, the following parts make up the swing and will give a basis for studying each individual part in relationship to the whole: 1) the take-away, 2) the backswing, 3) the downswing, 4) impact, and 5) follow-through.

The Take-Away

After the proper grip and address procedure has taken place and the waggle movement has ceased, the take-away begins.

The movement of the club from address position directly behind the ball straight back on the line of flight until the hands are directly in front of the rear thigh is called the take-away. This take-away motion is of ultimate importance

because it sets the path in which the clubhead will eventually return to

same position from which it was taken. During this motion, both arms should be straight and not bent until the movement is completed. For the first few feet in the backswing, the golfer should try to maintain the same relationship between the left arm and the clubface that was present at address. This means keeping the face in a square position, one that would still be at right angles to the target if the direction were reversed and the clubface returned to the ball.² The



Illus. 14 - The Take-Away

²Ibid., pp. 41-43.

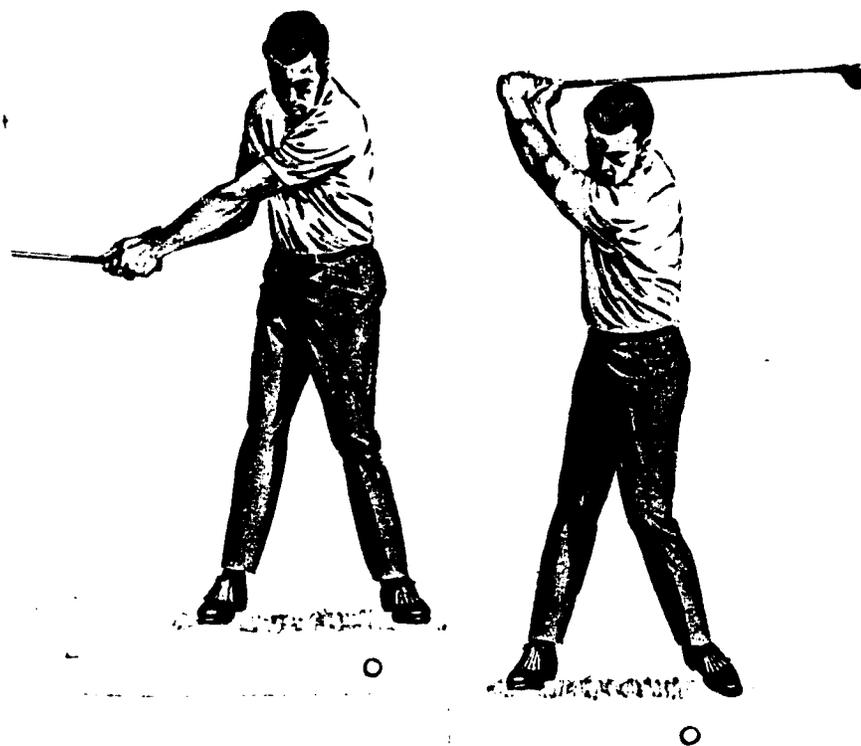
clubhead should be brought back smoothly and close to the ground, with the wrists remaining firm and not broken in any direction.

To complete the take-away, the club should be taken back by swinging it away with a turn of the shoulders and hips. The arms, wrists, and club maintain the same relative position to one another that they had at address.

The Backswing

As the clubhead passes the rear thigh, the take-away is ended and the actual backswing movement is begun. The backswing is a coiling or winding movement which actually produces the eventual power to be exerted through the golf ball. The body simply turns around its own axis; and the backswing is little more than a turning of the body to the right, away from the ball to the right, and extending the hands and club high over the right shoulder.³ This produces the tight, winding motion of the body. Due to rotation of shoulders and hips, the weight slowly shifts to the right leg, allowing the left knee to move in and slightly down in a direction behind the ball. This causes the left heel to raise a few inches from the ground. A constant effort should be made to keep this forward heel as close to the ground as possible. The right leg, with the knee relaxed, maintains a straight balanced

³Jerry Vroom, So You Want To Be A Golfer! (San Jose, California: Vroom Enterprises, Inc., 1973), p. 21.

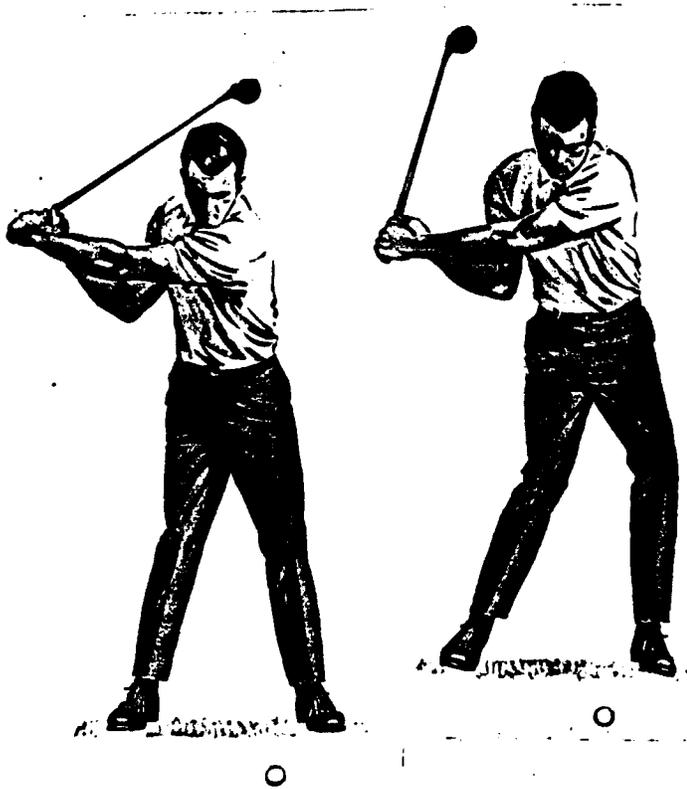


Illus. 15 - The Take-Away

position. The arms continue in an upward arc, until the left shoulder is under the chin. The right elbow should point toward the ground throughout the backswing. At the top of the backswing, the club should not drop below a line parallel with the ground. If it does, the club will have to be lifted to start the downswing, resulting in wasted motion and loss of awareness of the clubhead. In golf, the application of force should be down. At the top of the arc, the weight should be on the right leg with the left arm as straight as possible.⁴ At the top of the backswing, there will be a turning of

⁴Ben Bruce and Evelyn Davies, Beginning Golf, Revised Edition (Belmont, California: Wadsworth Publishing Company, Inc., 1968), p. 16.

the shoulders and hips
away from the target
into a fully coiled
position essential
for power. To sustain
the constant arc, the
head should remain
relatively steady and
the left arm firmly
extended but not stiff.⁵



Illus. 16 - The Downswing

The Downswing

If the golfer has properly taken the club back and has the club in proper position on the backswing, he will feel the winding or turning sensation described. If the backswing has been conducted properly, the downswing should be relatively easy. If possible, the golfer should visualize the path the clubhead has taken on this turning movement to get it into position to begin its downswing. Now all that must be done is to retrace the same path and come in contact with the ball. It is of utmost importance

⁵National Golf Foundation, Golf Lessons (Chicago: National Golf Foundation, 1972), p. 12.

that the downswing be led extensively by the left knee, hip, and shoulder, pulling and leading the club back through the swing path and not a pushing sensation coming from the right side. To obtain maximum power through the golf club, the transfer of weight from the top of the backswing where the weight is concentrated on the right side back to the left side on the downswing, by casting the forward knee toward the target and the rotation of the hips which in turn will pull the left shoulder and left side, increasing clubhead speed and producing maximum power at point of impact with the ball.

There are two factors which should be constantly kept in mind in relation to the downswing:

1. As the downswing begins, the first major move is with the lower body triggering a steady uncoiling sensation which produces the power and increases clubhead speed, thus producing greater distance.
2. The downswing should always be a pulling through with the left side rather than pushing with the right.

Impact

At the point of impact, when the clubhead comes in contact with the golf ball, the body position should be as it was at the moment of address with the exception that the left side is now pulling the club through the ball instead of the right side taking it away and the weight

is now concentrated on the left side instead of the right. At the moment of impact, the golfer should feel all the body energy and movement directed down the line of flight toward the intended target. The hips should have begun to turn and remain out of the way, allowing the arms and hands to swing freely and fully along the line of flight toward the target. One major point that should be kept in mind at this point is "swing through the ball, not to the ball." This implies that after contact is made, the clubhead will continue traveling along the intended line of flight square to target and will not immediately stop after the ball is hit. The head position at this moment is very important, and it should be steady and not give with the swing. The golfer should be looking directly for the impact of the ball, checking to see if he can see the divot produced by the club. By this time the right shoulder should pass underneath the chin to pick the head up in time to see the trajectory of the ball.



Illus. 17 - Impact

The Follow-Through

Momentum carries the clubhead through the rest of the arc, bringing it up over the left shoulder. The clubhead should follow the

flight of the ball as long as possible.⁶ In the follow-through, the golfer should strive to maintain full extension of both arms until the diminishing momentum of clubhead speed carries them to a natural resting position. At the end of the follow-through, the right shoulder should be under the chin and the body weight over the left foot, more toward the toes than toward the heel, causing a natural lift of the right heel from the ground. This causes the head to be raised to watch the ball. The shoulders and hips will have completed their rotation, with the arms and hands finishing high. The head is the anchor point, or hub of the arc, around which the arms swing. The arms are the radius of the arc. Thus, the head remains stationary until pulled up by the shoulder.



Illus. 18 - The Follow-Through

By breaking the golf swing into its major components, the different segments of the swing can be seen. However, it is of ultimate importance that the golf swing be a rhythmical, continuous motion. Once the downswing has started, the hands and arms should have no feeling of sudden acceleration at any point and should flow

smoothly through and beyond the ball. Any effort to snap the wrists or hit hard with the right hand will assuredly result in a missed shot. Clubhead speed must be a factor, but it must come as a result of a good lower body move and resulting centrifugal force as the arms lead the clubhead through the hitting area. This leads the golfer to a finish position that finds all the weight on the left side, the hands high, the head back and the back arched with the hips thrust towards and square to the target. A good finish is a sure sign that a sound fundamental move through the ball has occurred.⁷

III. MAJOR FAULTS OF THE BEGINNER IN RELATION TO THE FULL SWING

Left Arm Not Straight

Probably one of the greatest faults of the beginning golfer is the breaking of the left arm either at the top of the backswing or at the beginning of the downswing. The left arm is the controlling factor in the good golf swing. Its role begins at address with the left arm comfortably extended—but definitely not rigid. It remains firm and extended throughout the backswing, enabling the golfer to maintain the perfect wide arc which builds up power and grooves the swing. Too many golfers permit the left arm to collapse as they start the downswing. At this point they allow the right hand, arm, and side to take charge of making the shot. When this happens, the club moves

outside the correct line or groove and is pulled back across the line of flight in contact with the ball. This many times results in a slice. Therefore, the left arm must be kept comfortably extended and in command of the swing.⁸

Flying Right Elbow

One of the beginner's most widespread faults is raising his right elbow away from the body during the backswing. This also causes the right side to take charge of the shot and robs the golfer of hitting power. If the grip and stance are correct and a problem still exists, the right elbow may be the cause. One method to correct this error is to tie a knot in the middle of a small towel and hold the knot under the armpit. To keep the towel from falling as the backswing is begun, the right elbow must be fairly close to the right side, where it should be. If the right elbow is kept where it belongs, in against the right side, the left arm and side have to take the club back as they should.⁹

Lifting the Left Heel

The left heel should never be lifted off the ground more than two inches. If this is done, the swing arc is changed to an elongated

⁸Sam Snead, Sam Snead on Golf (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1961), p. 24.

⁹Ibid., pp. 24-25.

position and brings the head off the ball. Rarely will a professional lift his heel more than an inch and a half or two inches off the ground, and many never permit the heel to leave the ground on any of their shots.¹⁰ The beginning golfer should constantly strive to maintain correct heel position by more of an inward rolling sensation to help get the club in position on the backswing rather than lifting the heel off the ground to aid him in achieving a full backswing.

Head Movement

The head must remain in a steady position in relation to the entire golf swing. The head should act as an anchor point around which the rest of the golf swing should turn. The head is just like the hub of a wheel--it remains steady while the spokes and rim of the wheel turn, just as it must remain steady while the body and the arms swing around the hub. The head must remain behind the ball until well after impact. An often-used expression is "hit past your head."¹¹ A key thought to remember concerning the head coming up is that the head should never be lifted but should only be moved by the right shoulder passing underneath the chin and lifting the chin and head on the follow-through.

¹⁰Ibid., p. 25.

¹¹Vroom, op. cit., p. 22.

Knees Locked

Both knees should remain flexed throughout the swing. At no time during the swing should either knee come to a locked or stiff position. The lower body has to move laterally towards the target to initiate the downswing. If the right leg locks at the top of the backswing or if the left leg locks at the start of the downswing, this very necessary lower body move is inhibited. The desired results may be achieved by having a slight feeling of sitting to the ball all the way through the swing, thereby permitting the knees to move towards the target and as a result, allowing the club to extend straight down the line of flight for as long as possible.¹²

No Lateral Move of Hips and Knees Toward Target

One of the most difficult moves for the beginner to learn is that of starting the downswing with a lateral move of the hips and knees towards the target. The swing path is determined at the very beginning of the downswing, and without such a lateral move, the swing path will almost certainly cut across the intended line of flight and cause a pulled or sliced shot. The key, then, is to start the hips and knees toward the target as the very first move from the top of the backswing. To help do this, roll the ankles and knees towards

¹²Ibid., p. 24.

the target at the start of the downswing, resulting in a good natural lateral hip move. All of this must occur without the head moving forward as stated earlier. If the head moves forward even a little, it destroys the effect of the lateral move.¹³

Not Swinging from Inside to Straight

The plane of a golf swing is a slanting plane rather than a completely vertical plane. As a result, the clubhead moves back away from the ball slightly inside to a straight line running towards the target. The club continues up in this same plane until the hands and club are over the right shoulder at the top of the backswing. From this position, the club should move down towards the ball in the same plane and should come into the ball from slightly inside the line of flight, rather than from outside that line. Every effort should be made to extend the hands and arms from inside the line to straight along the line through the ball as long as possible in order to get the ball started off on the proper line towards the target.¹⁴

IV. THE MENTAL SWING

An attempt has been made in this lesson to introduce the beginning golfer to some of the more important thoughts which he

¹³Ibid.

¹⁴Ibid., p. 23.

should keep in mind in the specific areas which make up the modern golf swing. It will be very beneficial to the beginner to develop a process of being able to create a picture or mental image of the swing he wishes to perform, remembering that the parts are important only to make up the whole golf swing. As mentioned earlier, in the words of Sam Snead, it is to the player's advantage to learn the parts then forget them, meaning that the golfer at any level should not solely concentrate on one of any of the several parts but have a mental picture of the entire swing. Then only when trouble develops with some particular part of the swing should he concentrate on one single aspect of the swing instead of the continuous movement. Another professional opinion on the importance of the mental aspect is that of Jack Nicklaus who says the time to focus the mind on key swing thoughts is as the golfer settles into the final address procedure. The level of skill and concentration determines how many factors a golfer can focus on during any one swing. Nicklaus believes that two factors is most handicap golfer's limit and that he would be still a better golfer by concentrating on only one.¹⁵

¹⁵Jack Nicklaus, "The Full Swing," from Golf My Way in Golf Digest (April, 1974), p. 66.

TERMS RELEVANT TO THE LESSON

Backswing--A coiling or winding movement which actually produces the eventual power which will be exerted through the golf ball; a turning of the body to the right, away from the ball and extending the hands and club up high over the right shoulder.

Downswing--Retracing movement of the backswing to come in contact with the ball.

Follow-through--The momentum created by the downswing which carries the clubhead through the swing arc, bringing the club up over the left shoulder and following the line of flight.

Full Swing--Fluid, rhythmic, and continuous motion made up of the take-away, backswing, downswing, impact, and follow through used for striking the golf ball.

Impact--Contact of the club with the golf ball.

Take Away--Movement of the club from address position directly behind the ball, straight back on the line of flight until the hands are directly in front of the rear thigh is called the take-away.

STUDENT EVALUATION

1. Write in a minimum of one page the factors which individualize the golf swing and tell why each individual's golf swing is different.
2. List the different parts of the golf swing which make up the whole and list five checkpoints for each of the different parts.
3. Write for your instructor's approval a minimum of one page on why the mental picture of the player's swing is so important.
4. Demonstrate to your instructor the golf swing based on material presented in Lessons V, VI, and VII.
5. Select a golf partner and analyze his golf swing. Offer at least two suggestions to the partner and your instructor for improvement of the partner's swing.
6. List five of the most common mistakes made by the beginning golfer in the execution of the full swing and tell how each of the problems may be corrected.

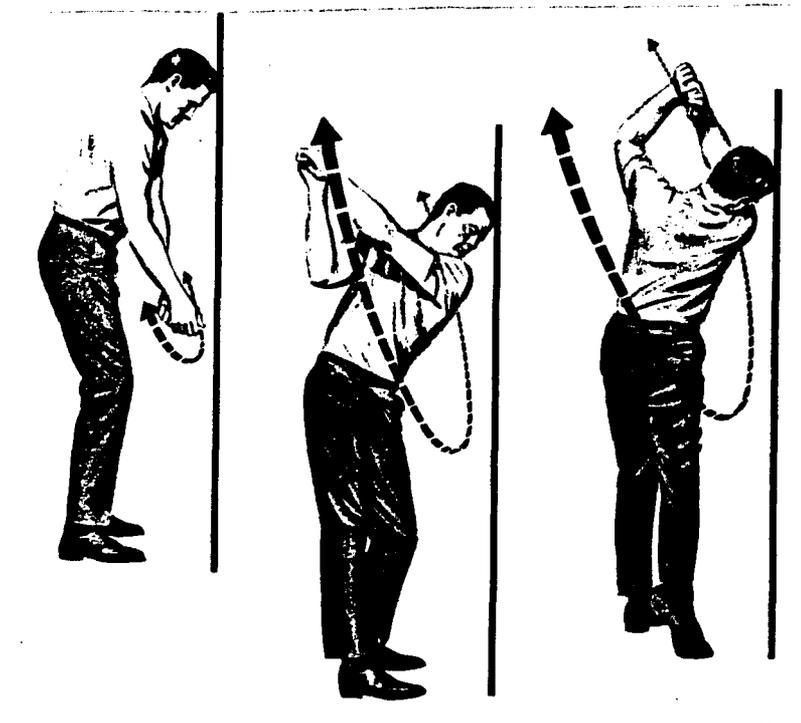
ADDITIONAL LEARNING EXPERIENCES

1. Make a checklist which includes all parts of the full swing-- the take-away, backswing, downswing, impact, and follow through-- with a checkpoint for each part. Use the list to evaluate a partner's golf swing and for him to evaluate your swing.

In Lesson VII several of the most common problems which are encountered by beginning golfers in relation to the full swing were mentioned. The following are different exercises which will help eliminate some of these problems.

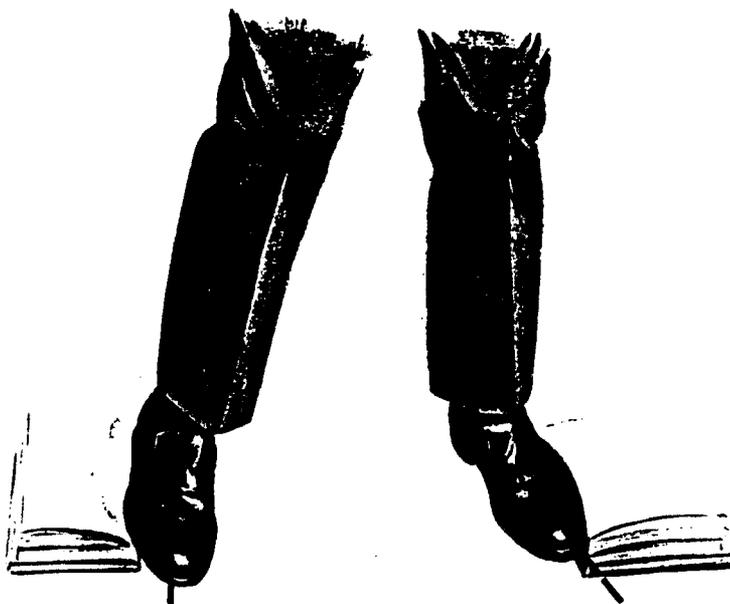
2. Head Wall Exercise

Assume the address position; and in so doing press your forehead against a wall, using a cushion if desired. Grasp your left thumb with your right hand, wrists held firmly a short distance away from the wall. Maintain this distance for approximately 12 inches as you swing back and forth firmly through the impact area. Consciously guide the movement at first, then swing freely, increasing the length until maximum body turn is obtained. Now move away from the wall and repeat the exercise. See Illus. 19, p. 182.



Illus. 19 - Head-Wall Exercise

3. **Feet Control Exercise.** Place materials beneath the outside borders of both feet and assume the proper stance, thus forcing your weight to the inner borders of the feet. Now you will feel dynamically balanced and centered over the ball. As in the head-wall exercise, simulate continuous swings away from and towards an imaginary target. Strive for full shoulder turn while maintaining the head and foot controls in your swing. Remove the foot props and repeat the exercise.

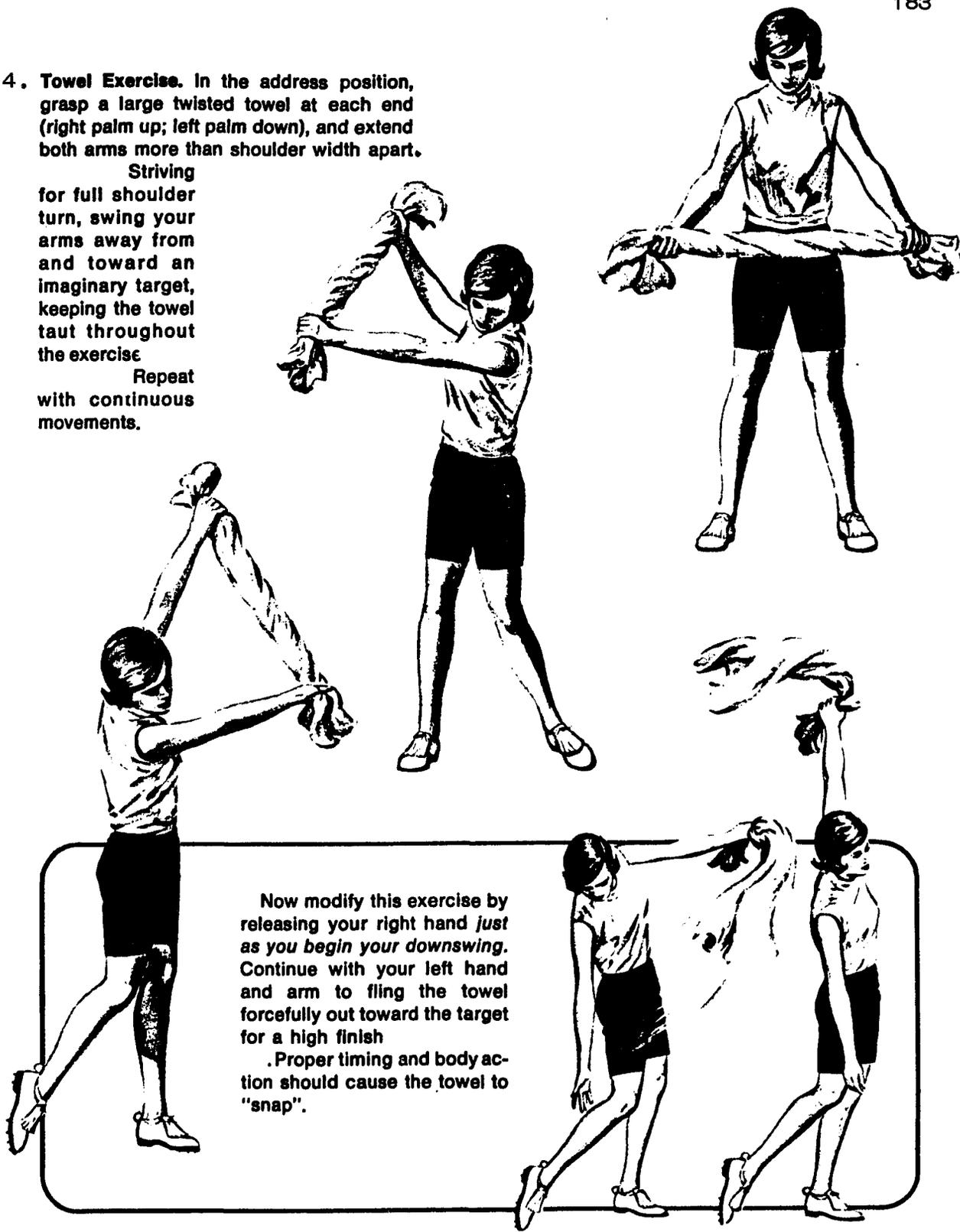


Illus. 20 - Feet Control Exercise

4. **Towel Exercise.** In the address position, grasp a large twisted towel at each end (right palm up; left palm down), and extend both arms more than shoulder width apart.

Striving for full shoulder turn, swing your arms away from and toward an imaginary target, keeping the towel taut throughout the exercise.

Repeat with continuous movements.



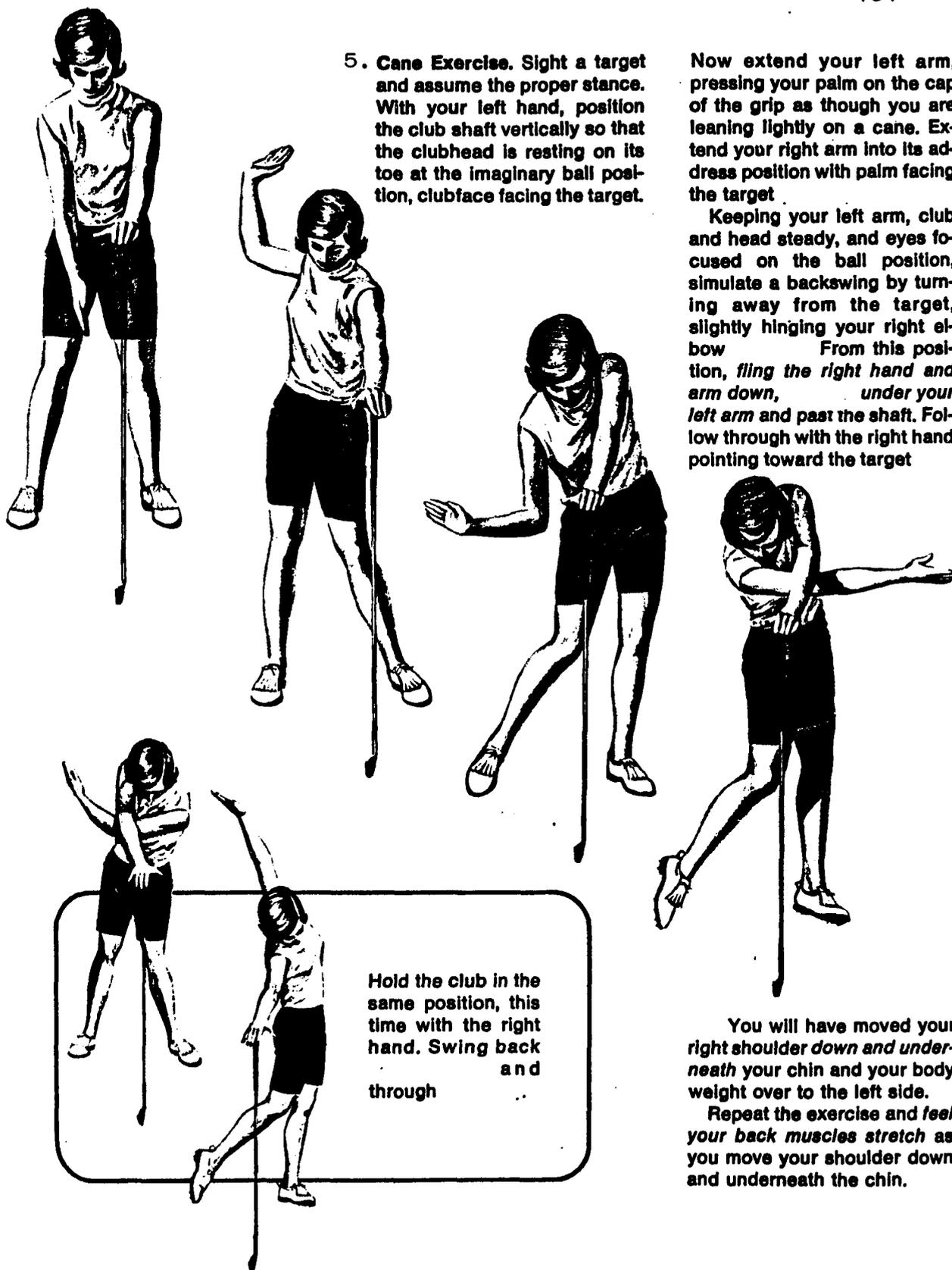
Illus. 21 - Towel Exercises

5. **Cane Exercise.** Sight a target and assume the proper stance. With your left hand, position the club shaft vertically so that the clubhead is resting on its toe at the imaginary ball position, clubface facing the target.

Now extend your left arm, pressing your palm on the cap of the grip as though you are leaning lightly on a cane. Extend your right arm into its address position with palm facing the target.

Keeping your left arm, club and head steady, and eyes focused on the ball position, simulate a backswing by turning away from the target, slightly hinging your right elbow.

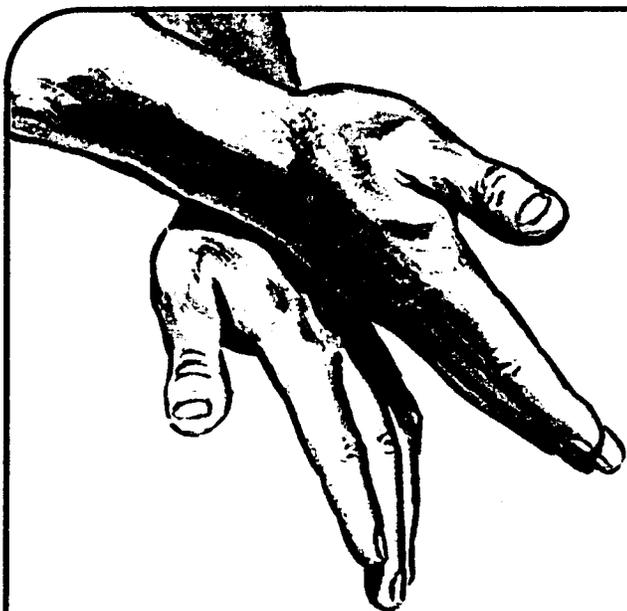
From this position, *fling the right hand and arm down, under your left arm and past the shaft.* Follow through with the right hand pointing toward the target.



Hold the club in the same position, this time with the right hand. Swing back and through

You will have moved your right shoulder down and underneath your chin and your body weight over to the left side.

Repeat the exercise and feel your back muscles stretch as you move your shoulder down and underneath the chin.



6. **Firm, Taut, Control Exercise.** Assume the proper address position and cross your extended arms with the back of your right hand over and against the back of your left. As you swing your arms away from the target, forcefully resist with the back of your left hand until you reach the top of your back-swing, at which point, *hold!*



Starting in the address position again, reverse your hands, left over right this time.

Counter your swing toward the target by resisting with the back of your right hand. Hold, as you reach the completion of your swing.

Repeat several times, concentrating on left-side leadership and consistent balance during your movements.



Illus. 23 - Firm, Taut Control Exercises

7. Take a few minutes for a mental practice session. After reading Lesson VII, attempt to put it all together mentally and try to develop a mental picture of how your swing should look and feel. Try to visualize the path the clubhead will take both on the backswing and downswing and through the impact area and follow-through. Attempt to develop the smooth rhythmic continuous transfer of weight from the front side to the rear side and back again, with the left side leading the way and on the downswing. When you have spent enough time and have developed this mental picture as well as the feeling of the swing, you are on your way to becoming a par golfer.

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LESSON VIII

SWINGING THE WOODS

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
- II. Basic Fundamentals
- III. The Driver
- IV. The Fairway Woods
 - A. The No. 1 Wood
 - B. The No. 2 Wood
 - C. The No. 3 Wood
 - D. The No. 4 Wood
 - E. The No. 5 Wood
- V. Checkpoints for Swinging the Woods

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson VIII, the student will be able to:

1. Explain in writing to the instructor's satisfaction why accuracy is important in the drive as well as distance.
2. Define in writing to the instructor's satisfaction the term "blueprinting."

3. Demonstrate to the instructor's satisfaction the difference in stance and ball placement for the driver and fairway woods.
4. Write to the instructor's satisfaction one page on the theories why golfer's should "sweep" the woods, particularly the driver.
5. Complete the following table by selecting at least one of the five woods discussed in the lesson and hitting a minimum of 25 halls with that club.

CLUB	AV. DIST.	MY DIST.	PROBLEMS	CORRECTN.

LESSON VIII

SWINGING THE WOODS

I. INTRODUCTION

Going along with the classification of clubs discussed in Lesson IX under Equipment, the first tools of the trade which will be discussed is the classification of woods. As stated previously, the woods making up most full sets are a combination of No. 1 (driver), the No. 2 (brassie), No. 3 (spoon), No. 4 (wood) and No. 5. The No. 5 wood is gaining in popularity while the No. 2 wood is decreasing in popularity.

The hitting of the woods is one of the biggest thrills in golf. Hitting a long, straight shot down the fairway is one of the greatest pleasures a golfer receives. This is also one of the big danger areas for most golfers, especially the beginner. Everyone has a tendency to want to "kill it" or to overswing when he begins to play the woods. Golf is a game of opposites; if the golfer wants to hit it far away, he must hit the ball easy. All shots, from the woods to the short pitch should be played with Sam Snead's "Swing-it-easy-and-let-the-club-do-the-work" philosophy.

Most persons try to hit the ball rather than swing the club, and they try to hit too hard. The harder the golfer tries to hit the ball, the shorter distance the ball actually travels when the overall average distance is considered. Since distance is a result of velocity of the clubhead and squareness of the clubhead on the ball at contact, with a more free-flowing controlled swinging motion, there is a much better chance of making square contact with the ball and getting the best release of clubhead speed. Tension-filled efforts to hit hard usually result in mis-hitting the ball. Distance with the woods is one of the great pleasures for the golfer, and it is best developed by a well-timed, gradually accelerated swing.¹

This lesson is an attempt to simplify for the beginner the game of golf as it relates to swinging the woods, not only for distance but also for the factor of accuracy.

II. BASIC WOOD FUNDAMENTALS

As stated previously, the wood clubs are the long-distance or heavy artillery clubs primarily used to move the ball the greatest distance. Many beginners have a false impression that there are

¹Gary Wiren, *Golf* (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), pp. 53-54.

two basic swings which should be applied in the game of golf; one for the woods and one for the irons. The basic rhythmic fluid-type swing discussed in the previous lesson should and must be continuous if the golfer ever hopes to play above-average golf. However, there are certain fundamental factors which should be taken into consideration to receive ultimate benefit from each club the player chooses to use.

1. When hitting the wood clubs, the driver or No. 1 wood in particular, the beginner should have a feeling of sweeping the ball off the turf with the club instead of "hitting" down through the ball. The ball should actually be struck at the beginning of the up-swing of the club and not on a downward motion.

2. Because of the additional length of the shaft, the player must be positioned farther away from the ball and therefore has a somewhat flatter swing plane than he would with a shorter-shafted club. It is also more difficult to keep the clubhead constantly square to target on impact and let the length of the actual club position him.

3. Because of the lack of loft angle in the face of the club, the beginner has a psychological block in wanting to aid the ball off the ground or off the tee instead of completing a smooth, progressive swing through the ball and letting the club do its job.

Because of the long shaft of the club and the complete body rotation of the full swing, it is very important that the golfer, when

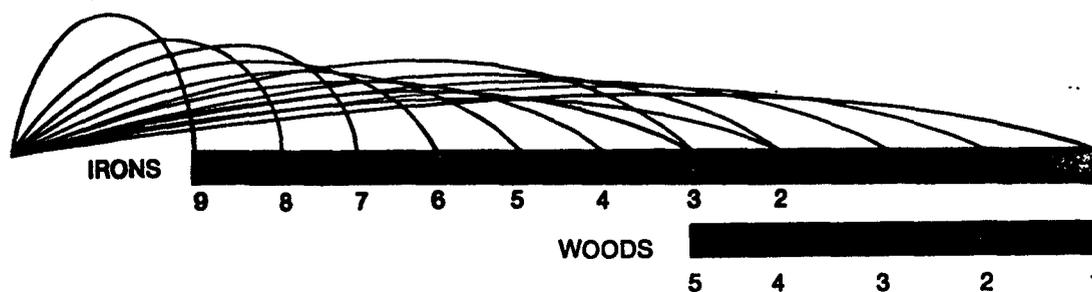
swinging the wood, as in any full swing, has a good wide base, feet at least shoulder width apart and with his forward foot positioned toward target to aid in balance and allowing a full body rotation for a full even swing. To aid the beginner in getting the ball in its proper trajectory from the ground, the ball should always be played at a point forward of center, preferably off the forward heel from this position so the club can sweep the ball as mentioned previously.

Another key point for the golfer to keep in mind when hitting any golf shot and particularly the wood is that of making sure the follow-through is completed on each shot. The player should not quit on the shot. This is one of the greatest mistakes made by all beginning golfers. The shot must be continued in a full follow-through which brings the head up naturally in order to get the full power from the swing. A basic rule to remember is that there should be at least as much follow-through as there was backswing and allow the right shoulder to pull the head up on the follow-through as it rolls under after contact.

The distance received from any golf shot depends on a variety of factors. Not any two individuals will ever swing exactly alike; each has a different ability and physical and psychological makeups which allow him to be unique. These factors vary not only in the ability to swing the club but also in the results received from the clubs. It

is very difficult to determine the results or distances which any one player will get with hitting a particular club. It is of much more importance for the individual player to hit and record his distances with each club until he knows his own abilities. If time is not available to do this with each club, one club may be chosen and hit until a degree of proficiency is accomplished and then the average distance for each wood can be tabulated on the basis that the average golfer should obtain 15 to 25 yards more with the driver than with the brassie.

Illus. 24 - Distances Available from Wood and Iron Clubs



Establishing a standard of distance even for the professional golfer is difficult. And as variations in distances are even greater for the novice the above *relative loft and distance chart* must merely be a general guide.

The important factor: know what distance *you* get with

each club. Once you become consistent in your game, you will find that distances between each iron will generally range from 8 to 12 yards and woods, from 15 to 25 yards. At intervals of your learning you will want to record yardage you obtain for each club.

III. THE NO. 1 WOOD (DRIVER)

The driver, or No. 1 wood, should be the greatest distance club that the golfer has. Because of the long shaft length and the small amount of loft angle in the face of the club, as discussed in Lesson IX, Equipment, this should produce the greatest distance for the golfer of any of the clubs. The average distance set up for the driver off the tee is approximately 200–275 yards for men and 150–200 yards for women. However, this distance depends a great deal on the individual golfer.

The driver is a flat-faced club, intended to be used off the tee. It is used by some players from the fairway also, where added distance is desired and the lie is good enough to use the club. This is not recommended for the beginner, however, as it is a tricky shot for any but the expert.²

Some experts consider the drive to be the important shot in golf. Others feel that the putt is the most important. One slogan goes "Drive for show, putt for dough." It cannot be denied that the putt missed or an ill-placed drive may cause the golfer an all-important stroke; but before one can putt, he must first reach the green with a

²Sam Snead, Sam Snead on Golf (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1961), pp. 34–35.

good initial drive followed up by well-placed shots. The placing of each shot requires the planning of shot placement before actually playing the hole. Even though the primary purpose is distance as he hits off the tee, the golfer should have a particular target in mind before making contact with the ball. A 250-yard drive is an excellent one, but if it is in the rough or woods or but-of-bounds, it still is very costly to the golfer. Therefore, the golfer must be aware of the distance available with the driver and the importance of the degree of accuracy that must be achieved.

Not only may the driver be the most important shot in golf, it may also be one of the easiest. The ball may be placed within reasonable limits wherever the golfer likes; it can be teed up as much or as little as the golfer likes; it is a shot easy to practice.

A good general rule to follow in teeing the ball is to tee it so that at least one-half the ball is showing above the clubface at address. To do this, the golfer should place the tee between the index and middle fingers so that its head is facing him. The ball should be cupped into the palm so that it rests on the head of the tee; then the ball and tee are pushed into the turf. The ball should be positioned far enough forward in the stance so that the ball is struck at the bottom of the arc of the swing or even slightly on the upswing. Hitting the ball on

the upswing decreases its topspin which is a factor in producing greater roll on the fairways. Placement generally is in line with the left heel, although it can vary with individuals.

Because the driver has a longer shaft, the golfer must stand farther from the ball. Also, the stance must be widened so that the insides of the feet are about shoulder width apart. This produces greater balance which is needed because of the powerful elongated swing caused by the added shaft length of the driver itself, as well as a more rhythmic smooth body turn and extension which is needed for maximum power on the drive.

There are basically two trains of thought as to feet position or stance when hitting the driver. The first, advocated by many a professional, is that the stance should be slightly closed, placing the forward hip closer to the line of flight whereas greater body turn must be produced by the forward side to get the left hip and side out of the way in order to allow for a clear swing path of the club coming through the ball. With the greater hip turn and pull from the left side, an increased clubhead speed is produced theoretically causing greater distance.

However, for the beginning golfer, it may be beneficial to start with a squared stance where the feet or footline of both feet is parallel to the line of flight. This allows for greater control of

the clubhead to meet the ball squarely at point of impact. The beginning golfer may wish to experiment with both stances to determine which stance is best suited for him to produce the greatest amount of distance and accuracy for the drive.

IV. THE FAIRWAY WOODS

The rest of the classification of woods--the No. 2 wood (brassie), the No. 3 wood (spoon), the No. 4 wood (wood), and the No. 5 wood--all are called fairway woods. These will be discussed separately under their individual headings. Before discussing each individually, a few general thoughts should be kept in mind.

The wood shot from the grass is one of the most feared golf strokes for the beginner. There is no club in the bag with which he tops the ball more often. Many players put their fairway woods back into the bag and choose instead a two or three irons. This may be temporarily effective, but it is not smart. A beginner should learn how to hit these shots because he will eventually find them much easier to play than the long irons. A fairway wood is hit like an iron, slightly down. The only adjustment that the golfer should make is to stand farther from the ball (which makes it a little harder to hit down) and to play the ball a bit farther forward in the stance than he does on the irons, about two inches inside the left heel.

There is reason to believe that problems other than the added mechanical difficulty due to the length of the club might also make the fairway wood shot difficult at first. Psychologically, the player looks at the club, recognizes it as a wood, and instinctively swings it in the characteristic way he swings for his tee-up drives. He catches the ball on the upswing, trying to sweep the ball, but he swings a little harder than he should and mishits the ball. Because the ball is not teed and the clubface is smaller than that of a driver, the fairway wood shot does not allow the player as much margin of error. Add to that the fear of topping the ball which has been reinforced by past performance, and the player will usually tighten up just before making contact with the ball, thus shortening his muscles and pulling his club upward away from and above the center of gravity of the ball. The result is a topped shot. To develop confidence that is needed to hit the fairway wood shot well, the club should be choked to about the length of a seven iron and imaginary practice seven iron shots taken until the confidence is gained that the ball will get up in the air if it is hit down.³

The No. 2 Wood (Brassie)

The No. 2 wood, or brassie, is considered by many playing professionals an obsolete club and in many cases is being omitted

³Wiren, loc. cit.

from their bag of equipment. Many professional line club manufacturers are also eliminating the No. 2 wood from their full club line. This is due to the fact that the brassie has limited usage and is an overlapping club between the No. 1 wood and the No. 3 wood.

The No. 2 wood, first of all, has a shorter shaft and greater loft angle in the face of the club which produces a higher but less distant drive if hit from the tee. The one-inch shorter shaft gives many beginners a feeling of better control than does the longer shafted driver, but at the same time the greater loft angle in the face of the club is the cause for the beginner to "sky" or pop the ball straight up into the air which results in less distance. Therefore, the beginner would be much better off to learn to control the No. 1 wood than trying to use the No. 2 wood as a driving instrument. On the other hand, many players feel that the No. 2 can be used as a long-distance fairway wood, but due to the lack of loft angle in the face of the club, it is very difficult to hit the ball properly without an excellent lie in the fairway. Therefore, the No. 2 wood is limited both as a driver and as a fairway wood. The driver would be the instrument to hit from the tee; and the No. 3, or spoon, will give the beginning golfer less distance but the amount of consistency and accuracy is greatly improved.

For the beginner who wishes to use the No. 2 wood, the stance and swing are basically the same as discussed for the No. 1 wood or

driver. The mechanics of the swing are exactly the same, still trying to obtain a sweeping motion but to a lesser degree than with the driver. The average distance obtained with the No. 2 wood is approximately 200–225 yards for men and 150–180 for women.

No. 3 Wood (Spoon)

The No. 3 wood, or spoon, is a fine general utility tool. For long tee shots on par three holes against the wind or close lies on the fairway, the No. 3 is a good club to use. It has slightly shorter shaft length and more loft than the No. 2 wood.⁴

The spoon does not require as good a lie as the brassie because of its increased loft and will sweep the ball off a close lie much better. The spoon is also much lighter than the brassie. The mechanics of hitting the three wood are the same as in using the driver and brassie, with the exception that the ball is positioned closer toward the middle of the feet and the stance for the beginner should be approximately squared.⁵ By positioning the ball more toward the center, the golfer is able to hit the fairway woods on a slightly descending motion and not as much on a sweeping motion as was emphasized with the Nos. 1 and 2 woods.

⁵Snead, op. cit., p. 46.

The average distance obtainable for men with the No. 3 wood is 185–210 yards and for women 140–170 yards.

No. 4 Wood (Wood)

The No. 4 wood is a general long-hitting club and is a great trouble-shooter.⁶ This club is recommended for the casual golfer's fairway shots unless he has such a good lie that he can use the three wood without a feeling that he must help lift the ball. It should be used on distance shots from relatively poor fairway lies or where the ball is so far down in the fringe rough as to be almost impossible to hit with a two iron. It gives slightly more distance than the two iron and is a better club with which to hole the green because of its greater loft. Average distance available for men is 170–195 yards; for women, 140–160 yards.

Because of the shorter shaft than the other woods, under favorable conditions, the ball should be played slightly forward of the center line between the feet with a slightly closed stance. If the lie is close, the ball is played more toward the center so that the ball is certain to be contacted first. The ball must be hit down in this type of shot.⁷

⁶Gustavson, loc. cit.

⁷Snead, loc. cit.

The No. 5 Wood

The No. 5 wood is a club, which substituted for the two and three irons, will pay dividends. It has a shorter shaft than the other clubs and has a very nice balance. It has increased loft and a flat sole which helps to slide through the ball with power. It is a club easy to swing. The five wood should be struck on a descending blow and is played almost back to the center line with a square stance. Distances available for the No. 5 wood are 165-180 yards for men and 130-145 for women.

IV. CHECKPOINTS FOR SWINGING THE WOODS

1. In hitting the woods and using a full swing, checkpoints from previous lessons on the grip, stance, and address routine can be very valuable and should be constantly reviewed during the learning progression. In applying the full swing to the driver or No. 1 wood, the golfer should make sure that his stance is slightly wider than shoulder width and that the forward toe is pointed toward target to aid in the full transfer of weight while swinging the long-shafted driver.

2. While swinging the driver, the following specifics should be kept in mind:

a. Do not try to overpower the ball, but allow the club to do its work, swinging as smoothly as possible.

b. Position the ball slightly more forward to obtain a sweeping motion while hitting the driver.

c. Do not quit on the shot but make sure your clubhead comes to a full, smooth finish on the follow through. Swing through the ball and not just to the ball. Be sure there is as much follow-through as there was backswing.

d. Make sure the ball is teed up properly to yield the best results. In most cases the ball should be teed so that one-half the ball is above clubface when the driver is properly soled.

e. When hitting the No. 1 wood, distance is a major concern but swing with a target in mind to insure a reasonable second shot.

f. If a slightly closed stance is employed in an attempt to produce greater clubhead speed and distance, the beginner should constantly keep in mind that the beginning of the downswing must be started with the uncoiling of the lower body on the left side to get the forward hip out of the way so that the clubhead may come through its swing path. However, for the beginner this may cause more difficulty than it proves beneficial; therefore, a squared stance for the beginner may be best.

3. Insofar as stance and swinging techniques are concerned, all checkpoints listed above for the driver should be constantly kept

in mind for the fairway woods, with the following exceptions:

a. The beginning player should constantly keep in mind when needing to use a fairway wood for long distance as well as reasonable accuracy the No. 3 wood or spoon in most cases will be the best choice when the situation permits.

b. The sweeping motion which is applied to the driver decreases with the fairway woods and each successive wood. From the No. 2 wood through the No. 5 wood the ball position should be slightly changed from a forward position more toward center, with the driver being played in a forward position and the No. 5 being played the farthest back, causing the ball to be struck more on a descending blow with the fairway woods than with the driver.

c. With all the fairway woods (with the possible exception of the No. 2 wood), the stance should be squared.

d. Do not hit at the ball; let the club meet the ball on its natural swing path with a smooth, even descending blow.

TERMS RELEVANT TO THE LESSON

Blueprinting--Mentally planning shot placement before actually playing the hole.

Driver--The No. 1 wood; a flat-faced club intended to be used off the tee.

Fairway Woods--Nos. 2, 3, 4, and 5 woods, basically used for long-distance shots from the fairway.

Overswing--Swinging too hard in a psychological attempt to hit the ball farther than is physically possible.

Skying--Hitting beneath the ball, causing it to pop straight up.

Topping--A ball hit across the top so that it rolls along the ground.

Woods--Clubs with heads of high-quality wood such as persimmon; give great distance.

STUDENT EVALUATION

1. Write for your instructor according to the length assigned by him a report on why accuracy is as important in the drive as distance.
2. Define blueprinting.
3. Demonstrate to your instructor the difference in stance and ball placement for the driver and fairway woods.
4. Write for your instructor's approval a one-page report on the theories of why the golfer should "sweep" the woods, particularly the driver.
5. Complete the following table. Select at least one of the five woods and more if possible, and hit a minimum of 25 balls with each.

CLUBS	AV. DIST.	MY DIST.	PROBLEMS	CORRECTN.

ADDITIONAL LEARNING EXPERIENCES

For the beginning golfer, there is a variety of errors which will be continuously facing him as he progresses through the learning sequence. He should have the ability to analyze and correct some of the major mistakes which will constantly face him. Listed below are some of the more common errors. You may find this list helpful as additional experiences to aid in your study.

1. Do you feel off balance when you assume your stance?

Sole the club behind the ball. Let your arms hang relaxed in front of you, making almost a straight line from shoulder to shaft. Keep your weight evenly distributed on your feet or on your heels if preferred. Adjust the width of your stance until you feel comfortable.

2. Does your ball go to the left or the right at impact?

Make sure your grip is secure at the top of the backswing. Check that the V formed by each thumb and forefinger points to your right shoulder.

3. Does the ball go low when you use high-numbered clubs?

Play the ball more toward your right heel. Hit down and through the ball.

4. Do you feel that you are not rotating your hips enough?

Practice pivoting by holding a club across the back of your shoulders. Pivot from right to left, concentrating on the proper movement of the knees.

5. Does your club drop down behind your head at the top of your backswing?

Concentrate on your left hand and arm as you swing back and down. Keep the grip firm and your left arm straight.

6. Is the arc of your backswing flat?

Your right elbow may be tucked too close to your body, causing the club to move too far out from the normal arc.

7. Is your backswing upright instead of behind your head?

Keep your knees slightly flexed and your weight evenly distributed on back on your heels. Let your body do the work, and reach with your left arm straight.

8. Does the ball slice to the right when you execute your downswing?

Check that the V formed by your left thumb and forefinger points toward your right shoulder. Draw the club down with your left arm. Swing straight back and follow through toward the target.

9. Do you hit the top of the ball or miss it altogether when you execute the downswing?

Keep your arms straight and your weight evenly distributed. Make sure that the ball is near the center of the stance, and keep your head down throughout the shot.

10. Do you hit underneath and behind the ball when executing the downswing?

Check to see if you are flexing your knees too much or dipping down with the right side as you swing. Make the swing rhythmical. Hit down and through the ball and remember to transfer your weight to the left side, keeping your arms straight at impact.

ADDITIONAL READING EXPERIENCES

Gustavson, Lealand. Enjoy Your Golf. New York: Harcourt, Brace, and Company, 1954.

Snead, Sam. Sam Snead on Golf. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961.

Wiren, Gary. Golf. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

LESSON IX

THE LONG IRONS

Outline of Lesson

Behavioral Objectives

Content of the Lesson

I. Introduction

II. The Long Irons

A. Introduction

B. The Two Iron

C. The Three Iron

III. Basic Problems with the Long Irons

IV. Checkpoints for the Long Irons

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson IX, the student will be able to:

1. Identify in a minimum of two paragraphs the basic changes in the golfer's strategy in playing the irons as compared with the woods, based on the material presented in Lesson IX.
2. Identify the long irons and discuss the major problems which a beginning player must overcome to play these clubs correctly.
3. Complete the following table after hitting at least 25 balls with both long irons; or if both irons are not available, using the yardage distances for each club as discussed in the lesson.

CLUB	AV. DIST.	MY DIST.	PROBLEMS	CORRECTION
No. 2 Iron				
No. 3 Iron				

4. Complete the following statement with an appropriate

answer:

I realize that I must have confidence in the long irons to get the ball air bound; and if the club is swung properly, can achieve distance and accuracy.

_____ Yes _____ No

LESSON IX

THE LONG IRONS

I. INTRODUCTION

Introductory statements made in this lesson will hold true not only for this particular lesson but also for Lesson X, The Middle Irons, and Lesson XI, The Short Irons.

It is of utmost importance for the beginning golfer to keep in mind at all times that each club he chooses to carry is specifically designed to hit the golf ball a certain distance and on a certain line of trajectory. Many beginning golfers have a false illusion that a particular golf swing has to be developed for each club he uses. This is a very detrimental line of thinking since a good basic golf swing should not be tampered with each time a player changes clubs.

It is an ultimate objective for the beginning golfer to develop a grooved swing which he can apply at any time and at any place on the course with any club he chooses. Therefore, keeping this information in mind, an attempt will be made in this lesson to further develop the basic golf swing which will apply to any club the beginner

chooses to hit. The basic golf swing developed in Lesson VII should be carried through the three lessons on irons as it was in the preceding lesson on swinging the woods.

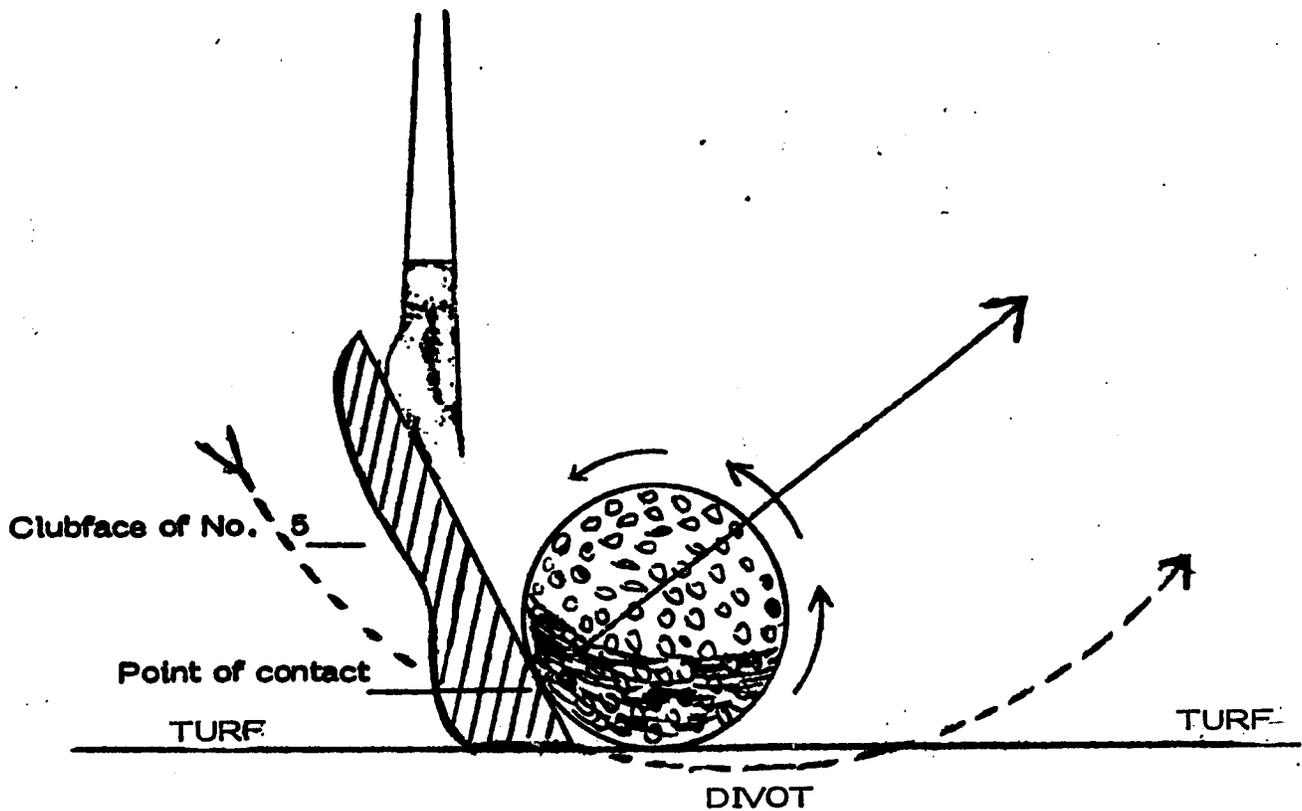
With the golf swing remaining the same, there is, however, basic considerations which should be given to the mechanics of swinging an iron rather than a wood. A few key thoughts which should be readily available to the beginning golfer in hitting the irons are as follows.

It is of utmost importance to remember that the distance each player will achieve when hitting any club will vary according to a variety of factors. Therefore, each player should know his own abilities with the irons. It is of little importance what the distance charts say the distance is for a two iron when the player steps up to a tee which reads 200 yards if he can only hit the two iron 185 yards. The golfer must know his own abilities with the clubs. The average distance the golfer should achieve when hitting the irons is approximately 10 yards difference between each club. For example, a golfer who hits his three iron 190 yards should be able to reach the 200-yard mark with his two iron. The average distance, however, can be used as a gauge to tell the player if he is overpowering the ball with a particular club, which is very common for beginners, or underswinging with another.

The basic factor the beginning golfer should be trying to achieve with the iron club is accuracy and not distance. As stated previously, the basic golf swing should not change but a change in strategy and ball placement may be necessary. The principal difference in the techniques of playing iron shots is that the ball is struck with a crisp, descending blow.

A driver is used to sweep the ball off the tee; with the irons, this is never the case. The face of the iron is lofted; therefore, the golfer should hit downwards at the back of the ball.

The beginning golfer must remember to hit the clubs sharply and catch the back surface of the ball on the downswing. The beginner should concentrate on the ball, not the divot. Many beginners seem to believe that if they take the right sized divot they will have the iron they want. They concentrate so much on this that they take the divot before they hit the ball. The divot comes from in front of the ball, and the follow through will automatically produce a divot. To avoid watching for a divot, the golfer should spot a dimple on the ball and keep it in view all the time he is swinging until long after the ball is in flight, remembering to allow the rear shoulder to lift the chin and head. The golfer should not look up. See Illus. 25, p. 217, for a diagram of the relation of the club and the divot.



Pre-impact of a No. 5 iron, which contains a 31 degree loft, shows the angle of take-off and the natural underspin (backspin) of the ball. Notice the path of the clubhead arc. The clubface strikes the ball with a descending blow which automatically produces a certain amount of backspin. The corrugated face of the club prevents the ball from sliding and ducking while in flight as the underspin will retain the ball in its true line of flight.

The correct procedure for hitting the irons is as follows. The golfer should start with the hands in front of the position of the ball, the basic address position for all the irons. The stance is determined by the length of the iron shaft. If the golfer stands further away from the ball, he has to take a longer and wider swing which lessens the distance he can achieve. The golfer, then, should stand close to the ball on iron shots in order to get better control. Since the shaft is shorter, the iron swing is shorter than the wood. The backswing should be started with the forward press, just as in swinging the woods. The clubhead should be taken back from the ball with the feeling that the left forearm is doing the work. Take the clubhead slightly inside the intended line of flight. The hips should turn as the club goes back. As the downswing begins, the left forearm should again pull the clubhead. Hit down at that spot on the back of the ball; this is true with each iron.

During the backswing and downswing, the weight will be shifted from a balanced position on the heels of both feet to weight on the right foot, at the top of the swing to weight on the left foot from start to finish of the downswing.¹

¹Doug Ford, Getting Started in Golf (New York: Sterling Publishing Company, Inc., 1964), pp. 68-73.

II. THE LONG IRONS

Introduction

In the classification of irons is included the one iron, the two iron, and the three iron. The one iron is a very difficult club to master, even by the best players. It is basically used for driving from the tee; and because of its shaft length, the small metal head, and the small amount of loft angle in the face of the club, it will not be recommended for the beginning golfer. The discussion of the long irons, therefore, will include only the two and three irons.

The Two Iron. The two iron is considered the heavy artillery iron and is used for distances up to 200 yards. The average distance for men with the two iron is 170-195 yards; for women, 140-170 yards. The four wood is sometimes recommended instead of the two iron, but the two iron outweighs the four wood for distances up to 210 yards when hitting into the wind. The four wood carries the ball higher into the air than the two iron; therefore, a four wood shot can be affected more easily by the wind. The two iron keeps the ball lower and provides less chance for the elements to interfere.

The two iron is difficult to master. A firm grip is highly necessary and must be more firm with both hands than when hitting the woods. The reason for this is that, if the club is not held with

extra firmness, the club will turn in the hands at point of contact with the ball. Another difficulty of the two iron is that many golfers play the ball too far forward or too far toward the left foot, attempting to help get the ball airborne. The two iron should be hit just ahead of the center line between the two feet. At address the ball is played several inches back of the line to the left heel.

In taking the stance for the two iron, the feet should be square to the line of flight and are not as wide as in hitting the woods. This gives more balance since the ball is played closer in to the body. The swing for the two iron should be more compact and upright than with the woods. The clubhead is taken back low and slow with no cocking of the wrists until the hands have left the belt-line area on the backswing.

Another basic fault in long iron play is lunging at the ball. It is very easy to want to overpower the ball, but smooth synchronization is the secret with the two iron.²

The Three Iron. The three iron probably will feel more comfortable for the beginner because there is more visual loft in the face of the club which gives a feeling that the club will lift the ball for the golfer. It still is a difficult club to master and requires a

²Sam Snead, Sam Snead on Golf (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961), pp. 63-66.

good deal of practice. The three iron is capable of producing distances up to 160–185 yards for men and 130–160 for women.

Many three iron shots result in either a topped ball or a low, bouncing slice. The reasons are the same as those given for problems with the two iron: failing to take a full swing, standing too far behind the ball, and/or a loose grip. The beginner must remember: 1) the firm grip is even more important than when hitting the woods, 2) the ball is played just forward of center line, and 3) the weight is kept on the heels with a slight knee bend to maintain perfect balance throughout the swing.³

III. BASIC PROBLEMS WITH THE LONG IRONS

Hitting Behind the Ball

One of the basic problems of hitting the long irons is that many times a divot will be taken before striking the ball. This is a waste of power and usually a result of hitting the ball on the upswing or dipping of the head and falling to the ball. If the ball is being hit on the upswing, the ball is being played too forward in the stance. If the golfer is falling into the ball, the body is swaying and moving the swing out of its groove. The golfer may also be bending too far over the ball instead of giving himself room enough for a full, easy

³Ibid., pp. 66–68.

swing. Also, the weight may be too forward instead of back on the heels.⁴

Topping the Ball

A topped ball is one struck on the upswing or cut into on the way down. The various reasons for a topped ball include trying to lift the ball with the body, flicking the wrists, looking up, failing to pivot or playing the ball too forward. This prevalent error of the long irons occurs because the beginner fears the straight face of the club and therefore tries to pick up the ball with body movement. This prevents a proper pivot, and the clubhead naturally pulls up out of the groove. The golfer then hits down on top of the ball. The divot is taken first and bounces the clubhead into the ball for a topped shot. The divot should be taken after the hit.⁵

IV. CHECKPOINTS FOR THE LONG IRONS

1. The beginning golfer should constantly keep in mind the three major problems pertaining to the long irons:

a. Failing to play a full swing results in hitting to the ball and not through the ball.

⁴Ibid.

b. Failing to play the ball too far forward. The ball line should strike the player just forward of center between the two feet.

c. A good firm grip is an absolute must to keep the club-head from turning on impact.

2.d. Address the ball as if hitting the driver. Stand tall, taking a full swing, remembering to hit down and through the ball. Strike the ball first and then take the divot, letting the club project the ball upward instead of attempting to help the ball become airborne.

3. A squared to slightly closed stance should be used when hitting the long irons. The clubhead should be taken back slow and low on the line or flight with no cocking of the wrists until the club is well past the belt line on the backswing.

4. Swing through smoothly with the pulling motion with the left side; there should be pushing of the club with the right side, finishing high on the follow-through.

5. Weight distribution should be slightly more on the heels.

TERMS RELEVANT TO THE LESSON

Divot--Turf immediately underneath and to either side of the ball on the line of flight which is removed by the clubhead during the swing.

Grooved Swing--A repeatable, rhythmic pattern of striking the ball with the hands and arms moving the club through the same swing path time after time with the same definite sequential flow of body movement.

Long Irons--Two and three irons; sometimes include the one or driving iron.

STUDENT EVALUATION

1. Identify in a minimum of two paragraphs for the instructor's approval the basic changes in the golfer's strategy in playing the irons as compared with the woods, based on the material presented in Lesson IX.

2. Identify the long irons and discuss the major problems which a beginning player must overcome to play these clubs correctly.

3. Complete the following table after hitting at least 25 balls with both long irons. If both clubs are not available, use the yardage distance between each club given in the lesson to complete the table.

CLUB	AV. DIST.	MY DIST.	MAJOR PROBLEMS	CORRECTION
No. 2 Iron				
No. 3 Iron				

4. Complete the following statement:

I realize that I must have confidence in the long irons to get the ball air borne. If the club is swung properly, it can give my golf game distance as well as accuracy.

_____ Yes _____ No

If your answer is "no," restudy the lesson and complete this portion of the Student Evaluation again.

ADDITIONAL LEARNING EXPERIENCES

1. Hit at least 25 shots, taking time after each five balls to record the average distance and problems which developed. Analyze the problems and attempt to solve the problem. If help is required, see the instructor and/or your local club professional.
2. In order to help you see the theory of hitting down for ball height with the irons, experiment with a ping pong ball. Place the ball on a table. Hold your hand out straight at about the angle of a 7 iron and chop down at the back of the ball with the edge of the palm. Note what happens. The ball should go up and forward and have backspin. If hit properly, it will bounce back toward your hand.
3. In order to help you see that the iron shots must be hit sharply, experiment with the ping pong ball again. Place the ball in the middle of the table and hit as before. Chop sharply then softly and slowly and note the results of each chop. With the sharp hit, the ball hops up; with the soft chop, the ball will hardly get up in the air.
4. A good drill to help the beginning golfer in hitting the long irons and particularly to improve the method of take-away for all of the clubs is the "two-ball take-away" drill. After address with a two or three iron, place a second ball directly behind the clubhead on the line of

flight and attempt to roll the ball backwards as far as possible with a natural turning movement of the shoulders and hips, moving the ball backwards down the line of flight. This aids the beginner in a smooth low take-away and keeps him from picking up the clubhead or cocking the wrists too soon. If the ball being moved backwards rolls off the clubface to either side the golfer will know that his swing motion is started either inside out or outside in and not directly in the line of flight where it should be. Of course, if the ball is not moved straight back the line of flight with the clubhead passing over the ball, the golfer is cocking the wrists or lifting the wrists. The player should attempt to roll the ball backwards along the line of flight as far as possible.

This drill should be repeated until the individual is satisfied that he is moving the clubhead straight back, neither inside out or inside in and low and smooth to the line of flight straight back.

5. The only way to master these clubs, as with any shot in golf, is constant and continuous practice. The beginner, while attempting to master the long irons, should continuously be hitting with a practice green or target area in mind. The golfer should also remember that when hitting any iron shot, he is striving primarily for accuracy and distance. Keeping the target area in mind helps put the factor of

accuracy foremost in the golfer's mind. It would also be of importance to the golfer as his swing improves to keep an accuracy record not only of the distance he achieves but also the accuracy achieved as well.

ADDITIONAL READING EXPERIENCES

Ford, Doug. Getting Started in Golf. New York: Sterling Publishing Company, Inc., 1964.

Snead, Sam. Sam Snead on Golf. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961.

LESSON X

THE MIDDLE IRONS

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
- II. Tee Shots
- III. Approach Shots from the Fairway
 - A. The Four Iron
 - B. The Five Iron
 - C. The Six Iron
- IV. The Pitch and Run
- V. Shanking
- VI. Checkpoints for the Middle Irons

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of this lesson, the student will be able to:

1. Based on material presented in the lesson, write a minimum of one paragraph on the three major uses of the middle irons, to the satisfaction of the instructor.
2. Based on the material presented in the lesson under "The Pitch and Run," write to the instructor's satisfaction a minimum of two paragraphs on the pitch and run shot.

3. Based on material presented in Lesson X, list to the satisfaction of the instructor, eight checkpoints which should be considered in hitting the middle irons.

4. Discuss to the satisfaction of the instructor in a one-paragraph discussion the following statement:

The beginner should always be sure to use a club that can deliver the distance needed, using a smooth, unhurried swing, and concentrate on making contact with the ball smoothly and easily.

5. Select the middle iron needed to execute the pitch and run shots from a distance of 5, 10, 15 and 20 yards, hitting 10 balls from each distance onto a green 30 feet in diameter with a minimum of seven of the ten balls remaining on the green.

6. Complete the following table after hitting a minimum of 25 balls with each middle iron:

CLUB	AV. DIST.	MY DIST.	MAJOR PROBLEMS	CORRECTN.
No. 4 Iron				
No. 5 Iron				
No. 6 Iron				

7. Complete the following statement with a positive answer:

At this point in my learning progression, as a student of beginning golf, I realize that with the start of Lesson X, my strategy in moving the ball is shifting from a major emphasis of moving the ball over a great distance, with accuracy being an important secondary factor.

LESSON X

THE MIDDLE IRONS

I. INTRODUCTION

The middle irons are very valuable tools for the golfer. The middle irons, which include the four, five, and six irons, combine middle distance with good accuracy. These clubs may be used in a variety of ways, including drives on par three holes, approach shots from the fairway, and short pitch and run shots close around the green. These clubs should be swung with the same mechanical techniques as discussed in the introduction of Lesson IX, The Long Irons. One particular point which the beginning golfer should keep in mind is that, with these clubs, the golfer should hit through the ball and not try to sweep the club.

The factor of backswing is very important with these particular clubs because of the amount of distance which can be obtained with them. By hitting the ball on a descending blow, the back of the ball is struck first and is forced against the ground and clubface. The clubface imparts backspin on the ball; and when the ball comes in contact with the green, will spin in a backward manner and hold its position and not run forward, a factor of utmost importance on approaches.

The beginner, therefore, should learn to hit drives from par three holes from natural lies and not from a tee placed in the ground to elevate the ball on middle iron shots.

In order to be valuable, the beginner must constantly remember to hit down with the middle irons. Good iron play depends on controlling the downswing at the back of the ball. If the beginner finds himself hitting down sharply but still topping the ball, there are two possible reasons: 1) He may be starting with his hand too far out front, or 2) shifting his weight too far forward on the downswing, causing the hands to draw up at the point of impact with the ball. He should look right at the back of the ball, and he will hit correctly a greater percentage of the time.¹

The beginner should constantly keep in mind that, as the name implies, he will achieve minimal distance with greater accuracy from the middle irons than he achieved with the longer distance clubs.

The grip is of ultimate importance with the middle irons; even though, because of the shorter shaft length, not as much pressure will be applied at point of impact as with the long irons. The grip should not be rigid or tense. A complete cupping motion, however,

¹Doug Ford, Getting Started in Golf (New York: Sterling Publishing Company, Inc., 1964), p. 74.

should occur within the hands, keeping the hands from turning at point of impact.

The stance which should be applied to the middle irons is basically a squared stance, where the foot line from toe to toe at address is running parallel with that of the intended line of flight. This, to some degree, is removing the left side (the left hip in particular), in order for a more upright swing through and constantly down the intended line of flight. Again, the golfer should remind himself of the power and distance as related to the swing that the human body generates primarily from the left side and the left hip in particular.

Therefore, when the golfer is more interested in distance, the left side is put more in the way so a fuller turn must be initiated, producing more pull from the left side and therefore greater clubhead speed. This theoretically yields greater distance. This type of power swinging is accomplished through the closed stance. However, with accuracy being one of the major considerations of the middle irons, the golfer is no longer completely interested in distance as a single factor. The left side is out of the way, with the added factor of shorter shaft length of the middle iron clubs, should yield a less powerful but more upright consistent swing pattern, which should allow maximum distance plus pinpoint accuracy.

The ball placement while hitting the middle irons should be centered slightly back of center. From this point the golfer should be able to consistently strike the ball with a descending blow and apply ample backspin to the ball which will aid in increasing both distance and accuracy on the intended line of flight.

The beginner should remember that the middle irons can be very valuable tools for his use. The uses are many, including drives or tee shots on par three holes, approach shots from the fairway, and short pitch and run shots around the green. Each of these will be discussed individually.

II. TEE SHOTS

The middle irons are the clubs most often used for tee shots on shorter par three holes. It is recommended that the beginner not use the wooden tee for elevation on middle iron shots so that he can make the ball hold to the green and not run over the green. To make the ball hold, there must be generated a certain amount of backspin; this is harder to obtain if a tee is used. Also, the ball must be hit and then the divot taken. Only by pinching the ball against the turf with the clubhead can the backspin be generated. If the beginner feels that setting up the ball is a mental aid, he can use

the club to scuff up a grassy mound from which to hit the shot and help generate the backspin needed.²

III. APPROACH SHOTS FROM THE FAIRWAY

The majority of the time the middle irons are used in approaching the green from the fairway. The student should keep in mind that there will be an average of ten yards distance available between each of the middle irons, as well as the difference in trajectory of the ball with each club.

To aid in developing an understanding of the middle irons, each club will be discussed individually.

The Four Iron

The four iron can be used with a full swing to cover an average distance of 150–175 for men and 120–150 yards for women. The swing of the four iron is like that of all the middle irons, the same mechanically as the long iron swing. This means that the left arm should be kept firmly straight and that the right elbow is kept close to the side.

The club is never dropped below the horizontal at the top of the backswing. A very firm grip is necessary so that the clubhead will not turn in the hands at point of impact. In taking the stance

for the four iron, the feet are square to the line of flight and the ball is played just ahead of the center line between the feet.³

The Five Iron

The five iron is one of the best clubs available for both distance and accuracy. The distance generally achieved with this club is an average of 140–165 yards for men and 110–140 yards for women. The stance is square to the line of flight with the difference being that the ball is played almost squarely between the feet. Again, the beginner must be sure to keep the right elbow in against the side. If it is allowed to rise, the right arm will overpower the left arm and ruin the shot. If necessary, the backswing should be shortened to make certain that the left arm is kept straight.⁴

The Six Iron

The six iron is used for distances of approximately 130–155 yards for men and 100–130 yards for women. The square stance is again used, but the ball is played slightly back of the center line between the feet. This movement of the ball gradually back toward the right foot assures that, as the shaft gradually becomes shorter, the ball is hit before the divot is taken. The firm grip is a must with the

³Ibid.

⁴Snead, op. cit., pp. 75–76.

six iron, and the backswing must be slow and unhurried, with the left arm straight.⁵

IV. THE PITCH AND RUN

The pitch and run shot can be defined as a type of approach shot whereby the ball is played to the putting surface and then allowed to run to the pin. The golfer should not take a club with more loft than is needed to reach the closest edge of the green. For example, if the golfer is within a few feet of the putting surface, a four iron would be ample to pitch the ball onto the beginning of the putting surface and run the ball up to the hole. If the golfer is quite some distance from the putting surface, he might be wise to use a club with more loft. The danger in this is having the shot hit short of the green where it might strike an uneven spot in the fairway and bounce off the line of flight. It is always preferable to have the pitch take its first bounce on the putting surface where such bounces are not likely to occur.

The face of the iron should be square to the line at address and the hands should be slightly ahead of the ball to assure that the ball will be struck a descending blow. There should be only a minimum

²Ibid., pp. 79-80.

of wrist action when the club is taken back; and on the forward part of the stroke, there should be no wrist action at all. The chip shot is an arm and shoulder shot made with little body movement.

Many strokes can be saved by learning how to play the pitch and run shot accurately. It is not necessary to pitch the ball high up into the air. Keeping the ball as low as possible and still having it come down on the edge of the putting surface before running to the hole is all that is necessary and generally more effective. Many players also over-divot by transferring their weight too much and then swinging so fast they cannot get their weight back to the ball quickly enough. The pitch and run shot should be treated much as a long putt; that is, a brief, crisp little stroke with an abbreviated backswing and an equally short follow-through, relying on a sense of distance to tell how hard to hit the shot.

A shorter grip should be used in order to have more feel and firmness. On a downhill pitch shot, the clubface should be opened slightly to avoid too much roll. On an uphill pitch shot, the face should be closed slightly to obtain more run.⁶

V. SHANKING

One of the major problems the beginning golfer may have in hitting the middle irons as well as the rest of the irons is that of

⁶Ibid., pp. 77-79.

shanking. Shanking is the term for striking the ball on the neck of the clubhead where it joins the shaft. There are several reasons for shanking. The two major factors, however, are "underclubbing," or choosing a club under the one needed, and the resultant pressing. If the wrong club is chosen, the golfer will attempt to hit the ball for the maximum distance he believes that club is able to deliver. The golfer tries to put extra power into the swing which causes him to lunge toward the ball with the body. The clubhead is then forced away from the grooved arc and hits the ball with the neck of the clubhead.

Shanking is also caused by quitting on the shot, a hurried backswing, and/or swinging with locked wrists.

Any of these factors will move the clubhead away from the body. Therefore, the beginner should always be sure to use a club that can deliver the distance needed, use a smooth, unhurried swing, and concentrate on making contact with the ball smoothly and easily.⁷

VI. CHECKPOINTS FOR THE MIDDLE IRONS

1. Basically a squared stance should be applied when attempting to hit the middle irons.

⁷Ibid., pp. 81-82.

2. Because the irons are shorter in the shaft than woods, the golfer must stand closer to the ball so that the swing will become more upright.

3. The blade must be squared with the line of the intended flight of the ball when taking the stance.

4. The club must be held firmly but never squeezed.

5. Striking the ball a descending blow is the first requirement of a good iron shot.

6. To hit the ball with a descending blow, the weight must shift to the left foot sooner than when playing a wood club.

7. Backspin produced with the descending blow holds the ball in line while in flight and stops the ball when it hits the green.

8. Hit down and through the ball.

9. Always swing through the ball completely.

10. Practice to attain a sense of capacity for each iron.

TERMS RELEVANT TO THE LESSON

Middle Irons--Nos. 4, 5, and 6 irons; multipurpose clubs which can be used for average distance with good accuracy.

Quitting on the Shot--As referred to in this lesson, stopping the shot before the complete follow-through has taken place; swinging to the ball instead of through the ball.

Shanking--Hitting the ball with the heel and neck of the club, sending it to the right of the intended line of flight.

STUDENT EVALUATION

1. Based on the material presented in the lesson, write a minimum of one paragraph on the three major uses of the middle irons, for your instructor's approval.

2. Based on the material presented in the lesson under "The Pitch and Run," write for your instructor's approval a minimum of two paragraphs on the pitch and run shot.

3. Based on the material presented in Lesson X, list to the satisfaction of the instructor, eight checkpoints which should be considered when hitting middle iron shots.

4. Discuss in one paragraph for your instructor's approval the following statement:

The beginner should always be sure to use a club that can deliver the distance needed, using a smooth, unhurried swing, and concentrate on making contact with the ball smoothly and easily.

5. Select the middle iron needed to execute the pitch and run shots from a distance of 5, 10, 15, and 20 yards, hitting 10 balls from each distance onto a green 30 feet in diameter with a minimum of seven of the 10 balls remaining on the green.

6. Complete the following table after hitting a minimum of 25 balls with each middle iron. If all clubs are not available, use the distance between each iron as discussed in Lesson IX, Equipment, to complete the table and analyze problems which occur.

CLUB	AV. DIST.	MY DIST.	MAJOR PROBLEMS	CORRECTION
No. 4 Iron				
No. 5 Iron				
No. 6 Iron				

7. Complete the following statement:

At this point in my learning progression, as a student of beginning golf, I realize that with the start of Lesson X, my strategy in moving the golf ball is shifting from a major emphasis of moving the ball over a great distance with accuracy being an important secondary factor.

_____ Yes _____ No

If your answer is "no," restudy the lesson and complete this portion of the Student Evaluation a second time.

ADDITIONAL LEARNING EXPERIENCES

The overall purpose for the middle irons is threefold: tee shots, short approach shots, and pitch and run shots close around the green. These three purposes should be kept in mind in any practice session with the middle irons.

1. To practice the tee shots with the middle irons, two trends of thought have been developed in relation to teeing up the ball. If a tee is used, it provides the beginner with easier contact with the ball which may be necessary at the beginning of play. Secondly, if a tee is not used at times the ball may not be as easily struck by the nature of its lie on the ground. By teeing the ball off the ground backspin is produced which is not produced when hitting off the tee. The backspin gives greater height, accuracy, and control. The beginner should hit a number of balls to a simulated target with each of the middle irons first by teeing up the ball and secondly without the use of the tee to see which method gives the greater percentage of good shots.

2. The middle iron is used for short approach shots and pitch and run shots. Experiment with all the middle irons to get the different feels, heights, and carry of the ball, as well as the different amount of roll once the ball is landed on the putting surface. Each

club will produce a different amount of loft, carry, and roll. By hitting a number of balls with each club, the beginner will determine which club at what distance would be best for him in any given situation. The beginner should constantly keep in mind that if at all possible the ball should always take its first bounce on the putting surface to prevent any odd bounces it might take in an uneven or bumpy fairway.

3. The middle irons are a great asset to the beginning golfer when used in the fairway. They are easy to control and are able to give reasonable distance when struck properly. One practice routine the beginner might find helpful to improve his accuracy in lining up any particular golf shot with the middle irons follows. From the practice tee, using marble dust or other field marking material to make a straight line through the ball along the intended line of flight. From right angles to the line of flight, draw another line, a ball line, toward the feet. Next draw a small foot line parallel to the line of flight and perpendicular to the ball line. With the three lines forming an "H" with the line of flight pointing toward the target, use these three lines to position the body properly on the ball, in a squared stance with the ball line striking you midway between the feet.

ADDITIONAL READING EXPERIENCES

Ford, Doug. Getting Started in Golf. New York: Sterling Publishing Company, Inc., 1964.

Snead, Sam. Sam Snead on Golf. Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961.

LESSON XI

THE SHORT IRONS

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
- II. The Pitch Shot
- III. The Recovery Shot
- IV. The Eight Iron
- V. The Nine Iron
- VI. Checkpoints for the Short Irons
- VII. Checkpoints for Pitch and Pitch and Run Shots

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XI, the student will be able to:

1. Name the two types of approach shots and list four factors which should be considered before choosing to play one or the other.
2. Name five situations which might occur on the golf course in which the pitch and run shot might be played.
3. Complete the following table after hitting a minimum of 25 balls with each short iron:

CLUB	AV. DIST.	MY DIST.	MAJOR PROBLEMS	CORRECTION
No. 7 Iron				
No. 8 Iron				
No. 9 Iron				

4. Located distances of 10, 20, and 30 yards from a target area such as a practice green or roped-off area, approximately 30 feet in diameter, hit 10 pitch shots until seven of the ten remain on the green.

5. Discuss in a minimum of one page to the instructor's satisfaction the importance of the recovery shot, giving major considerations presented in Lesson XI in playing the shot.

6. List a minimum of eight checkpoints for hitting the pitch and pitch and run shot.

7. List to the instructor's satisfaction a minimum of eight checkpoints for hitting the short irons.

LESSON XI

THE SHORT IRONS

I. INTRODUCTION

The short irons, the seven, eight, and nine irons, are the real stroke-savers, along with the wedges, which will be introduced in this lesson. A little practice time spent with these clubs can pay great dividends on the scorecard. With the short irons the golfer's basic objective should be that of accuracy, with distance being a secondary factor. The primary purpose of these clubs are the approach shots, which are of two basic types: the pitch and the pitch and run.

The pitch and run was discussed in Lesson X, The Middle Irons; since for this particular shot, any club may be used, from the four iron through the wedge.

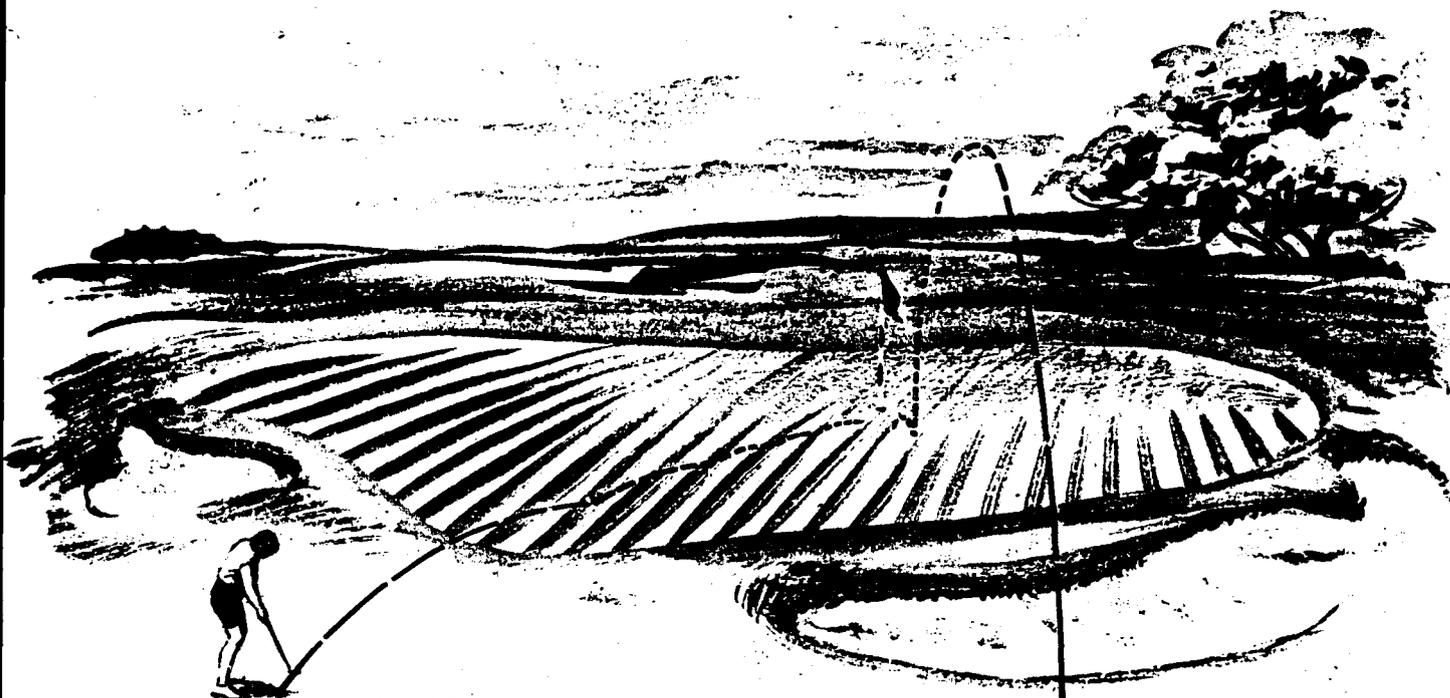
In a pitch and run shot, the ball travels in a relatively low trajectory; and upon landing tends to roll forward toward the cup. The medium-lofted irons are usually used to hit the pitch and run shots. The lack of backspin and the low flight of the ball tends to allow the ball to roll forward upon impact with the green. In the

pitch shot, the ball travels in a high trajectory; and upon landing tends to stop with little or no forward roll. When a ball is contacted squarely with the high-lofted irons--the seven, eight, or nine iron--the clubface will compress the ball well below its center of gravity thus giving backspin to the ball. This backspin and the height from which the ball falls to the ground will tend to stop the forward motion of the ball when it lands. The backspin and height of the ball causes the ball to bounce or move backwards at impact with the green. See Illus. 26, p. 254.

The beginner should become familiar with both types of approach techniques because he may often find himself in need of one or the other based on the following factors:

1. His skill. The golfer should use the club in which he has confidence and has enjoyed success. When it is practical to do so, the pitch and run shot should be chosen over the pitch because it is easier for most golfers to play; and if an error such as topping occurs, the result is less likely to be damaging with the pitch and run. Also, for any given distance a pitch shot must be struck with greater force than a pitch and run shot; thus, the pitch shot hit incorrectly is likely to roll far past the hole and putting green.

2. The condition of the course. If the putting surface is dried and hard, pitch shots will not hold the green and pitch and run



PITCH AND
RUN SHOT

The degree of pendular swing and club selection are largely determined by two factors: distance from the green and nature of the terrain. Accordingly, approach conditions call for two types of shots. For those which allow the ball to travel close to the ground with greater roll to the cup a *pitch-and-run* or "chip" shot is used. Proper execution would demand a relatively upright clubface, such as that of a medium iron.

Those conditions demanding higher ball trajectory with relatively little roll require a *pitch shot*, where the short iron or wedge is used to loft the ball over rolling terrain or obstacles that exist between you and the flagstick.



PITCH SHOT

shots should be used. Ordinarily pitch and run shots should not be used when the ground is very wet and soft.

3. The contour of the green. In the approach shot, the golfer must allow for the ball to roll more when it lands on a downhill surface and to roll less when it lands on an uphill surface. Usually, an iron with loft would be used to counteract the tendency of the ball to roll downhill.

4. The lie of the ball. If the ball is lying on thin turf or on bare ground, it usually is easier to stroke the ball effectively with a medium iron than with a high-lofted iron.¹ Also, if the ball is in high grass or rough, the high-lofted club may be needed to get the ball up quickly out of the problem area.

5. Nature of terrain. The golfer must take into consideration the nature of the terrain between where the ball lies and the golf hole, such as water hazards, sand traps, condition of the green, etc. An example is if the golfer is 15 feet from the edge of the green with a sand trap between him and the green and the pin placement is close to the golfer's side, there would be very little room in which to work; therefore, the pitch shot, getting the ball lofted up over the trap, clearing the trap first, and giving the ball backspin, should hit at least

¹Virginia L. Nance and E. G. Davis, Golf (Dubuque, Iowa: Iowa: Wm. C. Brown Company, 1966), pp. 27-28.

the edge of the green and hole for the close pin placement. Similar situations might call for the pitch and run shot.

II. THE PITCH SHOT

The pitch shot is usually executed with one of the more lofted clubs such as the nine iron or pitching wedge. For a conventional pitch shot, the beginning golfer should narrow his stance considerably, open his stance, and strike the ball with a smooth, fluid swing.

The open stance is of utmost importance with all the short irons to remove the left side of the body and minimize hip turn and thrust from which the power of the swing is generated. The power is not needed when hitting these particular clubs. The golfer is more interested in pinpoint accuracy than power and distance. With the left side out of the way, the swing can be in a more upright plane and thus allow the golfer to strike the ball on a more downward plane giving more backspin to the ball and thus assuring accuracy.

The heels should be approximately eight to twelve inches apart, knees flexed with body weight favoring the left side. The golfer should position himself well over the ball to enable himself to strike the ball a descending blow down the intended line of flight. The ball itself should be played off the right or rear foot. The hands are close to the body and the club is taken back with the hands and arms only.

The key to entire shot is an exceptionally smooth backswing. The length of the backswing is directly proportionate to the distance the ball travels. Smoothness is the key, and it is highly important to follow through fully even though there is little body movement on most pitch shots. The beginner is usually too anxious to see the results; however, he should set up low and stay down, concentrating on smoothness and rhythm while making contact with the ball.

III. THE RECOVERY SHOT

No other group of golf clubs is as valuable to the beginner to aid him in recovery as the short irons. This is the shot that must be hit to get safely out of trouble with one blow; failure to do so may cost two or three strokes. The seven or eight iron is the best club for most situations. They take the ball up and out while giving fair distance. The same distance cannot be expected when in long, heavy grass as in ordinary lies. The most common mistake the average player makes is trying for too much distance on the shot instead of making certain that he is safely out of trouble. As a result, the ball is knocked into an even worse spot or one just as bad as before.

To hit the recovery shot, the ball should be played off the right foot. The swing is an upright one with the clubhead descending

to the ball first. The clubhead will raise the ball so the body should remain down.²

Before discussing the short irons individually, some general background applicable to all the short irons should be discussed.

Upon approaching the green and getting ready to hit the approach shot, the emphasis in the swing must shift from the long-range power shot to the short range accuracy shot. To achieve this, only a degree of the full swing need be used since the objective is to get the ball through the air, onto the green, and rolling close to the cup. This shortened swing follows a portion of the full swing arc, depending upon the club selected and distance the ball must travel. The basic swing movements are still used but not the same degree of swing arc as in the full swing. An important concept to keep in mind is that the amount of backswing is directly proportionate to the flight of the ball.

To help accomplish the shifting feeling, adjustments must be made, first in the address position. The stance is narrowed, hands are closer to the body and gripping farther down the shaft, allowing the body to settle into a more compact position ready to execute a portion of the full swing. The target foot should be outward,

²Sam Snead, Sam Snead on Golf (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961), pp. 89-90.

so that the ball is now positioned opposite the target heel. The body weight should be felt along the inner border of both feet but favoring the target side. This adjustment of weight will automatically move the hands slightly ahead of the clubhead to insure a crisp, descending hit through the ball. During stroke execution, the shoulders move the triangle formed by shoulders, arms, and hands firmly away from the target while the lower body is kept relatively stable. There is a slight hinging of the rear elbow and wrists as the backswing reaches its farthestmost point. The forward swing is initiated and sustained by a strong pulling force from the target side which brings the triangle down along the line of flight, through the ball, and outward toward the target, where it is held firmly in that position for accuracy and control.³

IV. THE SEVEN IRON

The seven iron is used for distances of 120–145 yards for men and 80–120 yards for women. It should give the golfer accuracy and reduce putting strokes. The biggest mistake that most beginners make in hitting the seven iron is playing the ball too far forward. When

³National Golf Foundation, Golf Lessons (Chicago: National Golf Foundation, 1972), p. 14.

the shot is played too far forward, the club reaches the bottom of the swing arc before reaching the ball, wasting power on the turf.⁴

V. THE EIGHT IRON

The eight iron will yield distances of 110–130 yards for men and 70–100 yards for women, and produce accuracy as well. Because of the shorter shafts, the ball is played in closer; therefore, the hands pass close to the body as the ball is struck, and the left side must shift out of the way for an unimpeded follow-through. The full follow-through is very important on iron shots because the greatest fault of the average golfer is to quit with the impact of hitting the ball.⁵

VI. THE NINE IRON

The nine iron is the club needed when the golfer faces shots requiring extreme elevation for any distance up to 100–125 yards for men and 60–90 yards for women. The ball must be played on the line to the right heel. The left heel does not leave the ground. If this happens on the short iron swing, the golfer should cut down on the length of his backswing and try to reduce body movement. The grip

⁴Sam Snead, Sam Snead on Golf (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961), p. 85.

⁵Ibid., pp. 87–88.

is shortened considerably which means that the knees are flexed slightly when the ball is addressed. The left knee should not be dipped as the swing begins. The nine iron is recommended for short pitch shots which must be stopped quickly. When playing the nine iron, a forearm stroke is used from a comfortably upright stance with the weight on both feet and the ball played off the right foot so that the ball is struck a descending blow.⁶

VII. CHECKPOINTS FOR THE SHORT IRONS

Every instruction point applicable to long iron play is equally applicable to the short irons, plus the following:

1. The stance should be open with feet fairly close together.
2. The higher the club number, the closer together the feet and more open the stance.
3. Employ a shorter backswing than for the long or medium irons. Remember that the length of the backswing is directly proportionate to the distance the ball travels.
4. Play the ball almost in the center of the stance.
5. Grip the club an inch or two from the end of the shaft to insure better balance.

⁶Ibid., pp. 92-96.

6. Play short irons mostly with the arms and hands.
7. Move the body as little as possible but avoid rigidity.
8. Make the downswing and follow-through short and crisp.
9. Contact the ball then take the divot, not vice versa.
10. Hit down and through the ball.

VIII. CHECKPOINTS FOR THE PITCH AND PITCH AND RUN SHOTS

1. A pitch shot is made when the ball travels through the air to the pin, stopping as it hits the ground.
2. Keep the hands ahead of the ball during the entire shot.
3. A pitch and run shot is pitched only part of the way and rolled the rest of the way to the pin.
4. The selection of the club will depend to a great extent on the slope and condition of the green.
5. Any club from the No. 4 iron through the wedge can be used for pitch and run shots.
6. When the ball rests more than ten yards from the green, a pitch shot should be used.
7. When the ball rests less than ten yards from the green, make a pitch and run shot.
8. Be sure to avoid hitting the turf before the ball.

9. Keep the club head low to the ground at the finish of the stroke.

10. To play a cut shot, open the stance and swing into the ball from the outside, cutting across and underneath it. Open the stance and keep the feet close together.

11. Use a minimum of body action, making the stroke with the hands and arms.

12. Approach shots should use the pitch or pitch and run based on the following factors: the golfer's ability, condition of the course, contour of the green, lie of the ball, and nature of the terrain.

TERMS RELEVANT TO THE LESSON

Backspin--The result of the clubface compressing the ball well below its center of gravity, causing the ball to stop its forward motion and to bounce or move backwards on impact with the green.

Pitch and Run Shot--A shot in which the ball travels close to the ground with greater roll to the cup.

Pitch Shot--A shot in which a short iron or wedge is used to loft the ball over rolling terrain or obstacles that exist between the golfer and the flagstick.

Recovery Shot--A shot hit to get safely out of trouble such as long, heavy grass, etc.

Short Irons--The seven, eight, and nine irons; clubs which give accuracy and are used for approach shots.

STUDENT EVALUATION

1. List the two types of approach shots and four factors which should be considered before choosing to play one or the other.

2. Name five situations which might occur on the golf course in which the pitch and run shot might be played.

3. Complete the following table after hitting a minimum of 25 balls with each short iron.

CLUB	AV. DIST.	MY DIST.	MAJOR PROBLEMS	CORRECTIONS
No. 7 Iron				
No. 8 Iron				
No. 9 Iron				

4. Located distances of 10, 20, and 30 yards from a target area such as a practice green or roped-off area, approximately 30 feet in diameter, hit 10 pitch shots from each distance. Repeat until at least seven of the ten remain on the green.

5. Discuss in a minimum of one page for your instructor's approval the importance of the recovery shot, giving major consideration to the material presented in Lesson XI.

6. List a minimum of eight checkpoints for hitting the pitch and pitch and run shots, for your instructor's approval.

7. List for your instructor's approval a minimum of eight checkpoints for hitting the short irons.

ADDITIONAL LEARNING EXPERIENCES

1. Practice swinging all you can. Swing the clubhead back and over in a pendulum manner, cutting and sweeping the grass with each back and forth movement. When you practice swinging continuously, the speed of the clubhead will be the same for both the backswing and the swing through. This does not happen in a single swing, because the clubhead accelerates through the contact area. When you take the swing one at a time, watch the clubhead sweep the grass then hold the finish of the swing momentarily, feeling control of the club with your hands.

2. Hit many chip shots from near the green. Practice until you are machine-like in performance so that there need be no thought regarding the execution of the shot. Aim to roll the ball into the cup; and if the ball does not drop into the cup, have it come to rest very close to the hole. You may find it helpful to pick out a spot on the green where you wish to have the ball land.

3. Work from short approaches to longer ones. Adjust your grip on the handle, the stance, and your swing to the distance desired. In addition to practicing different distances for your shots, change the line of direction.

4. Practice stroking the ball from good lies on the turf.

When you increase your skill, try stroking from good and poor lies.

Stroking the ball from other than a good lie is not so much a matter of learning how to do it but rather a matter of facing the situation without anxiety. Practice from various lies, but do not continue practice from poor lies if you are not having success. Such practice tends to destroy confidence and disrupt a good swing pattern.

5. Short strokes are an important part of your game. Do not neglect them; spend the first part of every practice session on these shots.

6. When practicing the ~~pitch and~~ pitch and run shots, always hit to a target, preferably a practice green. If no green is available, a section of rope or strike laid in a circle is a good target. Use this as an imaginary green and hit to it, making all shots land inside the area. If pitch shots are constantly being pulled to the left, check for rotation of the hips and shoulders. If the shots are pushed to the right, check the follow through to make sure the clubhead is following the intended line of flight to the pin. On pitch shots it should be remembered that the club should hit through and not just to the ball.

ADDITIONAL READING EXPERIENCES

Nance, Virginia L., and E. C. Davis. Golf. Dubuque, Iowa:
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LESSON XII

THE WEDGE

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
 - II. The Pitching Wedge
 - III. The Sand Wedge
 - A. The Normal Shot
 - B. The Buried Lie
 - C. The Downhill Lie
 - D. The Uphill Lie
 - IV. Checkpoints for Sand Shots
- Terms Relevant to the Lesson
- Student Evaluation
- Additional Learning Experiences
- Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XII, the student will be able to:

1. Discuss to the instructor's satisfaction in a report of no more than one page the importance of the wedge as a dual-purpose club in golf and tell how it may benefit the beginning golfer.
2. Discuss to the instructor's satisfaction in a report of no more than one page the grip, stance, and swing which should be utilized when hitting the sand wedge shots.

3. List a minimum of ten checkpoints for the sand wedge.

4. Hit five shots each from the normal lie, the buried lie, the downhill lie, and uphill lie, with a minimum of three of the five shots from each lie being exploded from the sand trap or sand area onto a green or marked area 30 feet in diameter 10 feet away from the sand trap within one stroke.

LESSON XII

THE WEDGE

I. INTRODUCTION

With the introduction of the wedge, a new classification of clubs begins. The wedges are grouped with the irons because of their physical structure; but come under a new heading of individual clubs, along with the putters, because at this point the individuality of the golfer comes into play in the selection of the clubs in overall weight, shaft flexibility, manufacturer specifications, and similar factors are concerned.

The wedges are designed specifically for sand shots, pitching, or as a dual-purpose club. A wedge can be distinguished from the other irons by its flange, or wide, increased loft angle, and added overall weight. The two basic types of wedges are the sand wedge, designed basically for sand play; and the pitching wedge, designed for play of short approach shots around the green. The two are interchangeable. The development of these two clubs has done as much for the lowering of golf scores as any other single factor in the development of equipment is concerned.

II. THE PITCHING WEDGE

The pitching wedge came into popularity when Lew Worsham eagled from 100 yards the final hole to win the 1953 Tam O'Shanter World Championship. Millions of television viewers were watching as Worsham came to the 410-yard final hole needing a birdie three for a tie. After making a long drive he went to the wedge, arched the ball up, landed on the green, and rolled the ball into the cup.¹ As the name implies, the basic consideration of this club is to pitch the ball to the putting surface. The pitching shot was discussed in Lesson XI, The Short Irons.

Another very important use of the pitching wedge is in playing from high rough where the primary objective is to hit the ball out of the rough into a position where the next shot can be easily played. If the grass and weeds of the rough are high, the clubhead cannot sweep away from the ball low to the ground. It is necessary to swing the club on the backswing to avoid the interference of the high grass. Use a club such as the pitching wedge that will raise the ball sharply so that the ball will fly free and not be caught in the long grass.

If the ball is in very heavy rough and aiming for the putting green is the long route out of the rough while aiming for the fairway

¹Sam Anead, Sam Snead on Golf (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961), p. 100.

is a shorter route, take the short route and aim for the fairway.

The golfer must be willing to sacrifice some distance, rather than playing again from the rough. The golfer must remember to swing the clubhead through the ball on the stroke and not chop the ball. In addressing the ball and in moving loose impediments, the ball must not be moved.²

The basic strategy which should constantly be kept in mind when hitting the wedges is that of accuracy and ball placement as close as physically possible to the pin. The wedges can be great stroke-savers if handled properly. Open pitch shots, explosion shots from the sand with the sand wedge, or recovery shots from the high route presents situations which may cause the golfer additional trouble strokes if not handled properly.

In playing the pitching wedge, the stance should be open, with the ball played off the right foot so that the contact will be made with the ball before the clubhead strikes the grass.³ The hands should be positioned ahead of the ball at address and the right hand kept well under the left and ahead of the ball well through impact. The golfer must also make sure that the follow-through is smooth and rhythmical.

²Virginia L. Nance and E. C. Davis, Golf (Dubuque, Iowa: Wm. C. Brown Company, 1966), pp. 59-60.

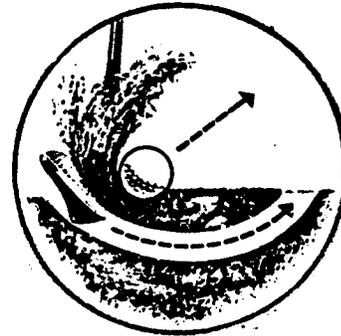
³Snead, loc. cit.

III. THE SAND WEDGE

Sand wedges come in a variety of shapes and styles, and are as varied as the techniques in which they are used. The beginner should not attempt to learn anything but the simplest fundamental sand stroke, the explosion shot. This is one time

when playing an iron that the ball is not hit first. With the explosion shot,

the sand is hit first with the object being to hit behind the ball, striking the sand and forcing or exploding it against the ball. This pushes or explodes the ball into the air and out of the trap.



Illus. 27 - The Explosion Shot

In playing the sand wedge the stance is taken with the ball played off the left heel and the face of the club open. This helps assure that the sand behind the ball is struck. The feet must be firmly dug into the sand for a solid footing.

The most important mechanical feature of the explosion shot is slowing the action for precise timing and swinging on through the shot. There should be little leg action. The club is taken back with the left arm straight, with the right hand moving under the left hand through impact to help keep the clubface open, and with a full follow through. Most players make their greatest mistake out of traps by

quitting on the follow-through once the club has driven into the sand. The clubhead must not simply be buried; the object is to drive under and through the ball. The loft and weight of the club will take care of lifting the ball; it is not necessary for the golfer to try to lift it. It is important to maintain a slow, easy tempo throughout.

There are three important factors in hitting the trap shot: distance required, texture of the sand, and the lie. Distance is determined not by the length of the backswing but by the hand speed which is generated through the ball. Only practice can tell how much force is required for given distance.

Grounding the club in a trap before hitting the shot is against the rules and calls for a penalty, but the texture and condition of the sand can be determined by walking to the shot and planting the feet. In the normal trap of fairly loose and dry sand, it is generally best to hit anywhere from one to two inches behind the ball. If the sand is exceptionally soft and fluffy, such as powdery or synthetic silica sand, it is necessary to hit closer to the ball and must be very finely judged. The harder or wetter the sand, the farther behind the ball one must hit. In some cases the golfer must hit as much as four inches behind the ball because of the hardness of the sand.

Another important consideration is hand-clubface alignment at address. For a lower, longer type shot, the hands should be

positioned and kept well ahead of the ball throughout impact. To produce a more upright shot, the hands must be positioned more evenly to slightly back of ball at address. Most sand shots are played with an outside-to-inside clubhead swing path. Thus, there will usually be a tendency for the ball to hop from right to left upon touching down on the putting surface. The player should therefore allow for this by aiming approximately 30 degrees to the left of target, allowing for more roll than usual because of the lack of backspin which cannot be put on the ball when playing from the sand.

One of the toughest factors to overcome in sand play is the amount of force which should go into the shot. Even though to a great extent this is gauged by the amount of backswing and the amount of sand exploded against the ball, a rule of thumb is to think in terms of twice the amount of force needed from the sand as needed for the same shot from a normal lie.⁴

There are four types of sand lies which the golfer will play most often under normal conditions, utilizing the explosion shot: the normal lie, the buried lie, the downhill lie, and the uphill lie.

⁴Jack Nicklaus, Golf My Way (New York: Simon and Schuster, 1973), p. 229.

The Normal Lie

This shot is played off the left foot with an open face. The swing is upright and relaxed with quick wrist action at impact. The ball is hit from one to two inches in back of the ball and with a full follow-through.

The Buried Lie

This shot is played more from the middle of the stance since it is important to dig down under the ball. The ball will get up easier if the clubface is slightly closed. The swing must have more action to power through the sand. The ball again is hit about one to two inches behind the ball. It must be remembered that the ball will run more than usual; this must be allowed for.

The Downhill Lie

This is a difficult shot because the forward foot is in the sand while the rear foot is on a higher level. The ball, therefore, must be played toward the higher foot with the clubface slightly closed. The ball is hit about two inches behind the ball with a long, full swing and a full follow-through.

The Uphill Lie

In all probability an uphill lie involves a position on the front edge of the trap. If the sand is not too loose and heavy and if there is

a level lie with no lip on the trap between the golfer and the green, a putter can be used advantageously. This shot is struck in much the same manner as a long putt. A flat arm motion is always best for this stroke to bring the blade of the putter into the ball parallel with the sand.

If the sand wedge is used, the ball is played off the left heel with the clubface square. However, if the ball must come up abruptly to clear the lip of the trap, the clubface must be kept open. The golfer must hit two inches behind the ball and make sure there is a full follow-through.⁵

IV. CHECKPOINTS FOR SAND SHOTS

1. Generally speaking, the explosion shot is the best method of escaping from sand traps.
2. The sand wedge is the best club to use in explosion shots.
3. The most important element in an explosion shot is the follow-through.
4. A full swing should be taken at the ball in making the shot.
5. The feet should be firmly anchored to avoid slipping.
6. Aim about an inch behind the ball for most explosion shots.

⁵Snead, op. cit., pp. 102-110.

7. The distance the ball will travel is determined by how far behind the ball impact is made. The shorter the shot, the more sand should be taken.

8. The face of the club should be open.

9. The ball should be played off the left heel.

10. The club should be taken back slightly outside the line of flight.

11. In playing an iron out of a fairway trap, use a club one degree longer than if playing from the fairway.⁶

12. Secure firm footage by putting the soles of the shoes below the surface of the sand to avoid slipping.

13. Aim approximately 30 degrees left of the target and allow for more roll than usual.⁷

14. Swing to remove a section of sand with the ball on the section; not just to a point in the sand.

15. Play a sand wedge out of the sand when possible.

⁷Charles Bassler and Nevin H. Gibson, You Can Play Par Golf (New York: A. S. Barnes and Co., Inc., 1966), p. 61.

TERMS RELEVANT TO THE LESSON

Explosion Shot--Shot in which sand behind the ball is hit to force the ball, or explode it, from the trap.

Individual Clubs--Those clubs which the manufacturer's specifications vary and a variety of types are manufactured. The individual chooses a club with which he feels comfortable and is successful; a classification consisting basically of wedges and putters.

Pitching Wedge--Another of the classification of individual clubs, with added head weight, flat sole, but not as large as the sand wedge with a great amount of loft angle in the clubface, primarily used for short approach shots such as the pitch.

Sand Wedge--One of the individual clubs, with a heavy head and large flat sole; has great loft angle in the face of the club; primarily for sand play.

STUDENT EVALUATION

1. Write for your instructor's approval a report of no more than one page on the importance of the wedge as a dual-purpose club in golf and tell how it may benefit the beginning golfer.

2. Write for your instructor's approval a report of no more than one page on the grip, stance, and swing which should be utilized when hitting the sand wedge shots.

3. List a minimum of ten checkpoints for the sand wedge.

4. Hit five shots from each lie discussed--the normal lie, the buried lie, the downhill lie, and the uphill lie--exploding at least three of the five from a sand trap or sandy area onto a green or marked area 30 feet in diameter from 10 feet away. Keep practicing this until you can do this in one stroke.

ADDITIONAL LEARNING EXPERIENCES

1. Overcome fear of the sand wedge shots by practicing pitching into a garbage container, large basket, or other suitable container. The container should be at least three feet tall and have a wide opening at the top. Try to drop the ball into the container from a distance of five or six yards. This forces you to get the ball up into the air quickly and drop it softly into the target.

2. To get practice in determining how much sand to take, try hitting the sand three inches behind the ball with a full swing. Then try hitting two inches behind the ball and then one inch. Hit each ball with the same length of backswing and the same tempo. You will soon see how varying the distance hit behind the ball affects the length of the shot.

3. Obtain permission from the local pro to practice sand shots from a sand trap or bunker after the course has closed for the day. Keep in mind that you should hit a variety of sand shots while practicing with as many different lies as possible, since very seldom will the exact same sand shot be repeated. Many courses provide a practice sand trap in the practice area. If the student is using either the practice sand area or an actual trap or bunker on the course, he should be sure to leave it in as good condition as possible.

There are many drills such as this which may lead to constant improvement with the wedges. For the serious-minded beginner who is very anxious to see steady improvement in his score practice with the wedges may show immediate dividends on the scorecard. As mentioned in the lesson, the beginning golfer, moreso than the average or the par golfer, needs to develop his ability to use the wedges because of his relative inability at this point in his learning progression to play the shot necessary to keep him out of trouble. With practice the beginner can develop a competence and skill necessary and can rely on both the pitching and sand wedges and use them as scoring clubs.

Gary Player is considered one of the leading playing pros on the professional tour and attributes much of his success to his ability to get in position to score with the wedges. His success with the wedges he attributes to a practice exercise he uses every day in which he positions himself on the green in various places and practices the pitch and pitch and run shots until he holes at least ten shots. He then moves to the sand and repeats the exercise. For the beginner ten shots is unrealistic; but by combining Learning Experiences 1 and 2, the player will develop the ability he needs with both wedge clubs.

4. The student may be in a situation where an actual sand trap or area is not available. In this case if practice is desired, permission could be obtained from the local high school track coach to practice shots from the long jump pit, which in most high schools is filled with a similar type sand as is found on the golf course. The student must remember that this type sand would be of a more coarse nature and more packed than would be found on the course.

ADDITIONAL READING EXPERIENCES

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LESSON XIII

PUTTING

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
 - II. The Grip
 - III. The Stance
 - IV. The Stroke
 - A. Wrist Putting
 - B. Shoulder Putting
 - V. Putting Routine
 - VI. Reading the Green
 - VII. Putting with Confidence
 - VIII. Checkpoints for Putting
- Terms Relevant to the Lesson
- Student Evaluation
- Additional Learning Experiences
- Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XIII, the student will be able to:

1. List the two major factors which must be taken into consideration for every putt and discuss to the instructor's satisfaction in a minimum of one paragraph the elements of each factor affecting the putt.

2. Discuss in a minimum of two paragraphs the basic grip which has been developed for putting.
3. List a minimum of five checkpoints of the putting stance.
4. List and discuss to the instructor's satisfaction in a minimum of two paragraphs the two main types of putting strokes employed by most golfers, giving the major strong and weak points of each method.
5. Complete the following statement with a positive answer:

I realize the importance of approaching each putt with soundly developed techniques; and, equally important, a positive attitude. Confidence is important in order to make the putt.

_____ Yes _____ No

LESSON XIII

PUTTING

I. INTRODUCTION

Putting has been called the other game of golf; it is actually a game within a game. With the new equipment developments and the modern swing techniques of today, most golf matches are fully decided on the putting greens.

Many professionals have said in recent years that the modern game of golf is presently not what our golfing Scottish forefathers intended it to be. In fact, if they had had equipment of the modern-day golfers and modern swing techniques, they would have developed courses much longer in length with holes of much more diameter. In their day, getting to the green was what sorted the men from the boys. Today, total shot-making ability is very faint. Most average players get to the green in pretty much the same number of strokes. Undoubtedly, the majority of present-day tournaments are decided not on a player's shot-making ability but on his putting ability.¹

¹Jack Nicklaus, Golf My Way (New York: Simon and Schuster, 1973), p. 233.

Before starting with the major techniques involved in the putting stroke, such as the grip, the stance, and the stroke itself, the two major considerations which govern all putting strokes must be discussed. These are the direction of the putt and the distance involved.

The major factors involved in giving any putt its direction is the squareness of the clubhead at impact. Therefore, the beginner should strive to keep the clubhead of the putter as square to the intended line of the putt throughout the stroke. The second contributing factor to any putt is distance, and distance can be said to be directly proportionate to the amount of backswing taken on the stroke. Therefore, for less distance the backswing must be shorter; for more distance, the backswing must be longer. In either case, the golfer must strive to maintain the slow, smooth tempo throughout the stroke, no matter how much distance is desired.

There are as many different putting styles as there are golfers; but among consistently good putters, there will be found common elements of form upon which the beginner can base his style.

II. THE GRIP

The most universally adapted grip for putting is the reverse overlapping grip. This grip is almost the reverse of the conventional overlapping covered in Lesson V, The Grip. For the full swing the

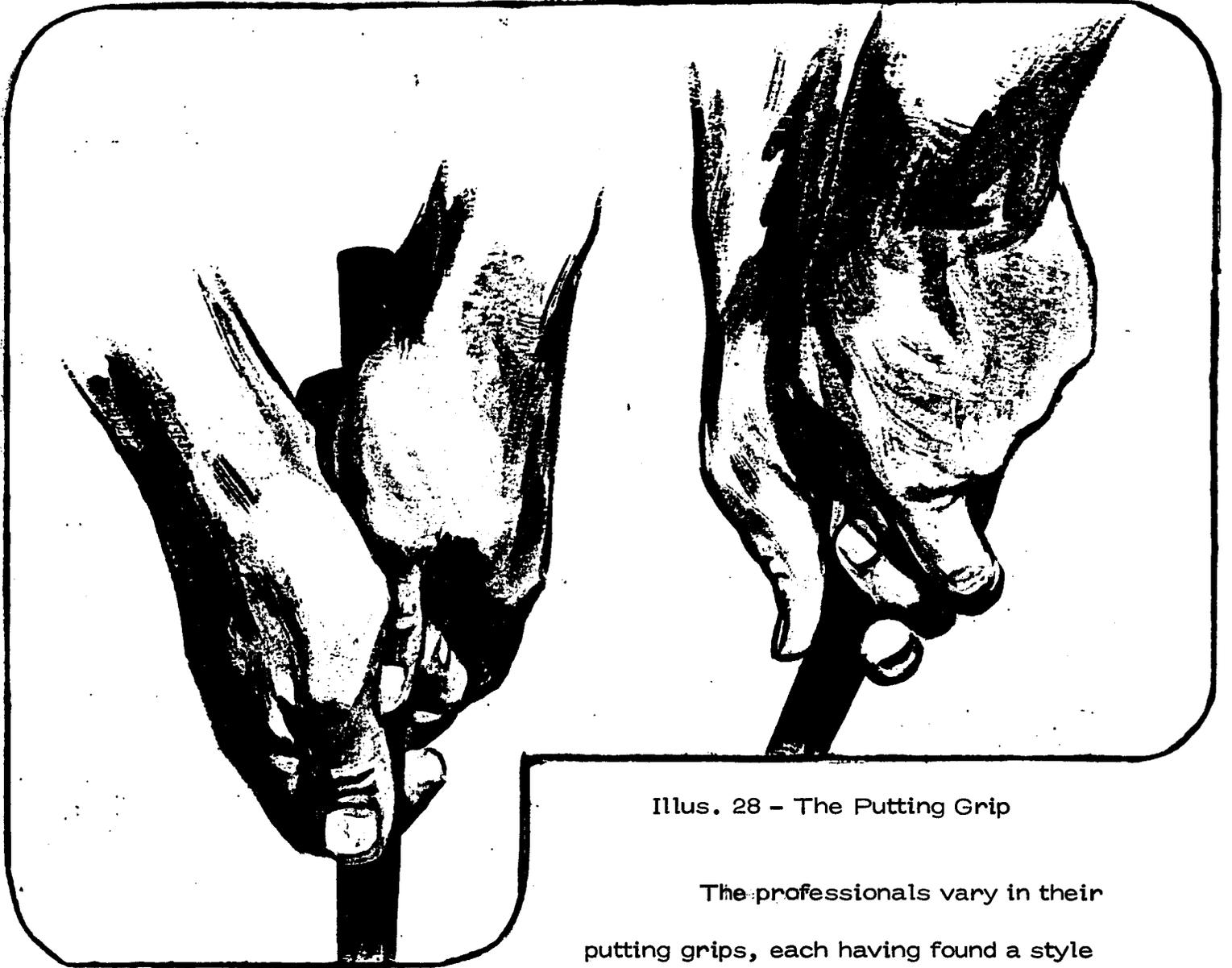
overlapping grip was taught because a grip was needed which strengthened the left side as well as giving unity of the hands, allowing them to work together. With the putter, the right hand needs to be the dominant power but unity of the hands is still needed. Therefore, by reversing the overlapping hands, the right side dominates the putting stroke, to give it a pushing motion from the right side and top spin causing it to hug the green.

To assume the proper putting grip, follow these steps:

Place the right hand on the grip down the front of the shaft, and face the palm of the hand directly towards the target. The left hand is placed above the right with the palm directly opposed to the right palm, the left thumb aligned directly down the shaft and the index finger of the left hand overlapping the little finger of the right hand. The right elbow should rest close to the body, while the left elbow may rest where it feels most comfortable. The arms should be reasonably well bent at the waist.² See Illus. 28, p. 292.

The three checkpoints most important might be summarized as follows: 1) place thumbs down the shaft, 2) grip lightly for "feel," 3) keep the back of the left hand facing the hole.

²Jerry Vroom, So You Want to Be A Golfer! (San Jose, California: Vroom Enterprises, 1973), p. 33.



Illus. 28 - The Putting Grip

The professionals vary in their putting grips, each having found a style that works for him. Billy Casper places his hands so that the palms oppose or face each other on the putter shaft. Arnold Palmer favors having the back of his left hand facing the hole, with palms facing each other. Deane Beman recommends a similar manner. George Archer strives to strike the ball with the blade square by keeping the back of his left hand and the palm of his right facing the hold. As is easily

seen, putting grips are definitely an individual matter, but the three checkpoints mentioned previously remain constant for most of the professional players.

III. THE STANCE

Just as there is individuality in putting, so is there individuality in the stance assumed by the golfer as he putts. So long as the stance gives him a good view of the cup and stability of the



Illus. 29 - The Putting Stance

body, this individuality is permitted. There is, however, a stance

which seems to be the one most commonly practiced. In this stance, the player stands with a square stance, feet eight to twelve inches apart, slightly flexed at the knees, bends forward prominently from the waist and maintains most of the weight on the left foot. The ball is placed directly in front of the left foot and the player's eyes are directly over the ball. Again, individuality is allowed so long as the stance is comfortable and effective for the golfer.³

An effective putting stance, then, has three basic interrelated components. First, the golfer must stand so that the ball and the hole are in proper perspective; ie., the golfer must be able to look from the ball directly along the line it must travel to reach the hole.

Secondly, the stance must assure balance and stability. This ties in with the first component since if the golfer repositions his body during the stroke, he will not have the same perspective he started with and consequently he will have a different alignment with his target.

Thirdly, the golfer must be as comfortable as possible while still maintaining proper perspective, balance, and stability.⁴

³Ibid.

⁴Editors, Golf Digest Magazine. All About Putting (New York: Coward, McCann, and Geoghegan, Inc., 1973), p. 156.

Another important point regarding stance and posture is that the golfer must make certain to stand with his eyes directly over the ball. This makes for better coordination between hands and eyes. If the golfer is bending too far forward so that the eyes look at a point beyond the ball, the chances of putting consistently are very slim. The same is true if the stance is so upright that the golfer is looking at a point between the feet and the ball. This is a logical point, since the starting point the golfer wants the ball to travel is more difficult if the eyes are focused any where other than directly over the ball.⁵

IV. THE STROKE

There are two main types of putting strokes employed by most golfers: the wrist method and the shoulder method. The beginner should practice both methods and decide which is best suited for him or devise a combination of the two which works well for him.

In the wrist method, the ball is struck by simply breaking the wrists away from the ball and then back through with a minimum of arm motion, the wrists breaking towards the cup. In the shoulder method, the entire arm structure is swung back and forth with the

⁵Ibid., p. 95.

wrists remaining completely locked. The hinges in the swing are in the shoulder joints, rather than in the wrists and the arm assembly swings like a large pendulum.

In order to achieve the proper tempo many golfers make a few preliminary movements which correspond to the waggle movements made before hitting longer shots. The exact movement is not so important as the fact that a movement is made; to stand completely still over the ball and then go abruptly into the backswing robs the golfer of the rhythm needed to putt well.

In either method there are some rules which must be adhered to:

1. The eyes should be directly over the line running from the ball to the cup when the stance is assumed.
2. The stroke should follow closely a line running from the ball to the cup on a straight putt.
3. The body should be locked in a stable position to eliminate the body movements during the stroke.
4. The backswing should be kept short in proportion to the distance the ball must travel.⁶

⁶Vroom, op. cit., p. 34.

5. The overall stroke should be smooth, rhythmic, and fluid, with no hurried or jerky movements.

6. The face of the putter should be square to the intended line of roll when it contacts the ball.

7. The ball should be struck solidly with contact being made between the center of gravity of the clubface and the back of the ball.

V. THE PUTTING ROUTINE

Par on the putting green is two putts per green. If the golfer lands on the green in regulation figures and makes two putts per green, he would have an even par or round of golf. As a general rule, the beginner should try to hole only those putts which are as close as 20 feet. On those putts over 20 feet away, he should try to get the ball close enough to the cup so that he will be near enough to make a putt on the next shot. This is called "leg" putting.

If the golfer is having difficulty in judging how hard to hit the ball to make it stop near the hole, a good practice procedure is to putt to a line rather than to the hole during practice sessions. String stretched across the practice green can serve as a marker for practice purposes.⁷

⁷Ibid., p. 35.

Another good method of getting the ball up to the cup on very long putts is to visualize a three-foot circle around the cup and then putt into the circle. The playing of the long putt, however, depends on the contour of the green. If the green slopes toward the golfer, it is generally better to leave the long putt short of the cup and vice versa.⁸

VI. READING THE GREEN

Learning to read the green, or studying the contour of the green, or determining the bent of the grass and the path the ball must travel, is of prime importance in putting. For example, if the green has been cut toward the golfer, the putt must be stroked more firmly than if the grass were cut away from the golfer and the grass therefore leaning toward the hole. One sign that the grass has been cut away from the golfer is the glossy sheen apparent as the golfer faces the cup. If the grass has a dark appearance, probably the grass is cut toward the golfer and the shot will require more firmness.

If the putt must roll across a green which slopes to the left, the putt must be made to the right to compensate for the downward roll. If the blades of grass are pointing uphill, this will prevent the ball from rolling as much and will break more slowly against the grain.

Break depends a great deal on the force behind the putt also. When the ball is traveling slowly, it will follow whatever break there is in the green. On the other hand, if the ball is moving briskly, its momentum will keep it more in line.

In most instances the slant of the green is obvious. When the golfer is unable to determine the slant, the best solution is to examine the cup itself. If one side looks lower than the other, the green slants toward that side. Sometimes getting away from the ball and taking a long-range look at the whole green area can help the golfer determine the break of the green.⁹

After determining the speed factors involved, the golfer must choose the line of travel for his putt. This can best be done by crouching a few feet in back of the ball and determining the contour of the green. One method of keeping the line in mind is to select some shading or mark on the green a few inches in front of the ball on the line over which the golfer intends for the ball to travel. This gives some tangible spot over which to strike the ball smoothly and with concentration.

The beginner must be careful to take enough time to line up his putt. The grain and contour of the green should be studied

⁹Editors, Golf Magazine, op. cit., p. 143.

carefully and the line of travel given much consideration by the golfer before hitting.¹⁰

Many times after a golfer overshoots the mark, he is timid on return shots. A good point for the beginner to remember is that, in this situation, when the ball rolls by the cup the ball on return will naturally follow the line of least resistance in coming to a stop. Therefore, it will generally follow the same line on the return putt as it took when it rolled past the hole. Therefore, the golfer should sight along the line the ball took originally, make a very slight adjustment for the error, and stroke the putt with confidence. Where the putt is with the grain and the ball slides by a few feet, the return will be against the grain. If this difference is not considered, the shot will probably be short.¹¹

In summary, then, the golfer before striking his first putt, should develop a basic putting routine which will allow him to line up his putt on its line of flight, get aligned on the putt himself, and strike the ball in the most accurate manner possible. The following is such a routine.

¹⁰Snead, op. cit., pp. 118-123.

¹¹Editors, Golf Magazine, loc. cit.

1. Stand a distance behind the ball and read the green by noticing the contour factors that might influence the line of the putt. Then "think" the distance between the ball and the hole and how the effect of the contour will determine the target spot and degree of force with which the ball might be struck.
2. Taking these factors into consideration, draw an mental line from the hole or target spot back to the ball.
3. Maintain a sharp image of this line as the ball is addressed, setting the putter face squarely to it.
4. Make routine movements with the feet, striving for body comfort and balance; eyes over ball.
5. Recheck and stroke.¹²

VII. PUTTING WITH CONFIDENCE

The mental approach to putting is extremely important. Lacking the confidence to make a putt helps beat the golfer. The beginning golfer should try to step up to the putt feeling positive and confident. Snead¹³ says, "Feel that you can do it, pick out your line, get comfortable, and stroke it home."

¹²National Golf Foundation, Golf Lessons (Chicago: National Golf Foundation, 1972), p. 23.

¹³Snead, op. cit., pp. 123-124.

Because putting is more psychological than physical, it is imperative that the beginning golfer learn the art of concentrating on each putt. Negative thinking must be avoided. Good putting is the result only of positive thinking. Thinking power of the golfer must be concentrated into the one most important psychological factor, confidence.¹⁴

When preparing to make a crucial putt, the beginner should be thinking about how he is going to make the putt, not that it looks difficult or that he might miss the putt; he probably will miss it if he thinks this way. Here are some positive points to help the beginner.

1. Play picture golf. Try to see the line and see the ball going into the hole. Try to keep this picture in mind.
2. Accept the fact that you have no control over the ball once it leaves the putter. Do not worry about bumps or spike marks or what could happen once the ball is struck.
3. Rid yourself of tension. Concentrate on how to make the putt rather than on missing it and you will be more relaxed.
4. Be decisive. Make up your mind and stick to it.

¹⁴Charles Bassler and Nevin H. Gibson, You Can Play Par Golf (New York: A. S. Barnes and Co., Inc., 1966), p. 80.

5. Do not be too careful on short putts. On three- to five-foot putts, often the golfer tries to wish the ball into the hole, instead of lining up and stroking correctly.¹⁵

Most makeable putts are missed because of fear or a negative attitude, not because of faulty techniques per se. Thus, confidence has to be the golfer's greatest single weapon on the green. If he believes he can get the ball into the hole, a great percentage of the time he will, even if his technique appears to be unorthodox or even faulty. If he does not believe he can get the ball into the hole, most of the time he will not, even though his technique will appear flawless.¹⁶

VIII. CHECKPOINTS FOR PUTTING

1. In holding the club, use a reverse overlapping grip.

All the fingers of the right hand should be placed on the shaft with the index finger of the left overlapping the little finger of the right. The left hand should be underneath the shaft.

2. Use a square or slightly open stance with the ball played near the left heel.

¹⁵Editors, Golf Magazine, op. cit., pp. 74-75.

¹⁶Nicklaus, op. cit., p. 237.

3. Stand fairly erect with weight evenly distributed over both feet or if one is slightly favored over the other, it should be the left.
4. Feet should be fairly close together, probably about ten inches.
5. Make most of the stroke with the right hand.
6. Rest the right elbow against the right hip.
7. Hold the head, shoulder, and hips still and putt with arms, hand, and wrist.
8. Take the clubhead straight back and hit straight through the ball.
9. Keep the blade of the putter low to the ground on the follow-through.
10. Hold the hands in close.
11. On the downhill putt, hold the club a bit looser than on an uphill putt.
12. Look over the slope of the green and grain of the grass carefully and determine the proper course of the ball on its way to the hole.
13. If putting with the grain, the ball will roll farther than if putting against the grain.

14. If the grain runs from left to right across the line, putt a little to the left. If in the contrary direction, putt to the right.

15. Feel comfortable throughout the putting stroke.¹⁷

16. Hold the head directly over the ball.

17. Rest the putter softly behind the ball at the beginning of the stroke; do not press on the green at address.

18. Bring the club back smoothly and keep it low, close to the green.

19. Follow through with a smooth, forward sweeping movement, keeping the clubhead on the line of the putt.

20. Keep the hands even with the ball on impact.¹⁸

¹⁷Patty Berg and Mark Cox, Golf Illustrated (New York: The Ronald Press Company, 1950), p. 72.

¹⁸Ben Bruce and Evelyn Davies, Beginning Golf, Revised Edition (Belmont, California: Wadsworth Publishing Company, Inc., 1968), p. 21.

TERMS RELEVANT TO THE LESSON

Putt--Stroke made on the green in which the golfer completes the hole by stroking the ball into the cup.

Reading the Green--Studying the contour of the green or determining the bent of the grass and the path the ball must travel to the cup.

Shoulder Putting Method--Method of putting in which the entire arm assembly is swung back and forth with the wrists remaining completely locked.

Wrist Putting Method--Method of putting in which the ball is struck by simply breaking the wrists away from the ball and then back through with a minimum of arm motion, the wrists breaking towards the cup.

STUDENT EVALUATION

1. List the two major factors which must be taken into consideration on every putt and write for your instructor's approval a minimum of one paragraph on the elements affecting the putt.

2. Write for your instructor's approval a minimum of two paragraphs on the basic grip which has been developed for putting.

3. List a minimum of five checkpoints of the putting stance.

4. Write for your instructor's approval a minimum of two paragraphs on the two main types of putting strokes employed by most golfers, giving the major strong and weak points of each method.

5. Complete the following statement:

I realize the importance of approaching each putt with soundly developed techniques; and, equally important, a positive attitude. Confidence is important in order to make the putt.

_____ Yes _____ No

If the answer is "no," restudy the section of the lesson entitled "Putting with Confidence," and complete this portion of the Student Evaluation a second time.

ADDITIONAL LEARNING EXPERIENCES

1. Record the putts for each hole you play by placing a small number in one corner of the square for the score of each hole. To score well, you must average less than two putts per hole. See how well you can do.

2. Use several golf balls and start your practice with the balls placed about a foot away from the hole. Stroke the balls into the cup with little or no thought regarding how it is done. Gradually increase the distance to long putts. Let your instinct for aiming and judging take over, not conscious thought. If the ball does not fall into the cup, it should come to rest very close to the hole.

3. Stroke the ball and listen for it to drop in the cup. This gives calmness and confidence, not anxiety over the result. The person who starts steering a putt immediately upon stroking the ball has only the intention of missing the putt, not of making it.

4. Practice putting on carpeting. It does not matter if the surface is different than the green. You are practicing the development of a stroke and swing.

5. When necessary, review some putting fundamentals. After the review, proceed to concentrate on sinking putts.

6. After a session of starting with short putts and working back to long distances, try a variety of putts--short, long, uphill, downhill, sidehill, and from off the apron of the green. Practice lining up the putts without delay. Learn to size up the situation and proceed at once to make the putt.

7. Play the game within a game on the practice putting green, setting up conditions on a friendly basis, playing different putting games with a friend. Keep in mind that there are no three putts in the actual game. This allows the golfer to practice strategy, various lies, etc., in a game-like situation with some pressure as in the actual game.

8. A practice situation used by Jack Nicklaus might be of benefit to the beginning golfer. He putts for a tee stuck in the putting green instead of practicing to an actual hole. By making yourself less "cup conscious" you are able to concentrate better on speed and line and thus on tempo and stroke pattern. By putting to the tee as a warm-up drill, the hole looks much bigger in the actual game.

ADDITIONAL READING EXPERIENCES

Bassler, Charles, and Nevin H. Gibson. You Can Play Par Golf.
New York: A. S. Barnes and Co., Inc., 1968.

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Snead, Sam. Sam Snead on Golf. Englewood Cliffs, N. J.:
Prentice Hall, Inc., 1961.

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LESSON XIV

SCORING

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
- II. The Scorecard
 - A. Local Rules
 - B. Par
 - C. Yardages
 - D. Diagram of Holes
 - E. Handicaps
 - F. Score Section
 - G. Names
 - H. Motorized Cart Rules
 - I. Self-Analysis

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XIV, the student will be able to:

1. Write in a minimum of one page a report on the two different types of scoring.
2. Figure his own handicap based on as many golf holes as possible.
3. List seven important items found on a score card and tell why each is important to the golfer.

4. Define the following terms to the instructor's satisfaction:

- a. Ace
- b. Double eagle
- c. Birdie
- d. Par
- e. Bogey
- f. Double bogey
- g. Triple bogey

5. Write to the instructor's satisfaction the purpose of the stroke handicap and compute a stroke handicap when given 20 scores with which to work.

6. Set up a self-analysis chart on a scorecard which he personally understands and is able to explain to the instructor, making sure he covers all aspects of the golf round.

LESSON XIV

SCORING

Scoring in golf is not a very complex matter. There are two basic types of scoring and many combinations of the two. However for the beginning golfer, the two basic scoring methods which the beginner needs to familiarize himself with is medal and match scoring.

The first, medal, is simply taking the accumulative total of strokes made by each player on each hole; and, at the end of the round, taking the total of the strokes made for all eighteen holes. This type of scoring is called medal or stroke scoring. For example, after the first hole, the total number of strokes taken by each player is recorded on the scorecard; and after each hole, the procedure repeated. At the end of the round, each player's score would be totaled and the player with the lowest numerical score would be the winner. This type of scoring is based on playing each hole with as few strokes as possible in order to win the entire round.

The second type of scoring is match scoring in which the results are determined by the number of holes won during play. In

match play, one point is awarded per hole to the player having the least number of strokes for that particular hole. At the end of the round, the player or team with the most points or holes wins the round.

In match play a hole is designated as having been won by a plus (+) in the column provided; a hole lost is marked by a minus (-). A hole tied or halved is designated by a zero (0). During the match, players check with their scorers on the accuracy of the score and the status of the match. In match play, the game is over when a player has won more holes than are left to be played. If a player has won three more holes than his opponent, and there are only two holes left to play, the match ends in a score of 3 and 2. The two remaining holes are not played and do not count in the match.

No matter which method of scoring the golfer chooses to use, one item of great importance to all golfers is the scorecard itself. The scorecard is obtained in the pro shop when the green fee is paid. As shown in Illus. 30, p. 316, the score card contains much valuable information concerning play on the course. Some of the factors included on the card are length of the holes, men's and women's pars, order of strokes to be given when handicap is used, space for scoring stroke or match play, local rules, motorized cart rules, names of

MEMBER CLUB U.S.G.A.		REPLACE DIVOTS REPAIR BALL MARKS										COURSE RATING:										MEN 71 WOMEN 72		H D C P.	N E T S C O R E
HOLE		1	2	3	4	5	6	7	8	9	OUT	10	11	12	13	14	15	16	17	18	IN	TOTAL			
CHAMPIONSHIP BLUE TEES		40 ₇	38 ₀	14 ₀	42 ₈	22 ₁	36 ₂	42 ₅	48 ₈	35 ₁	31 ₈	36 ₃	40 ₃	18 ₇	54 ₃	42 ₃	18 ₃	38 ₅	51 ₂	43 ₄	34 ₃	66 ₁₅			
MEN'S WHITE TEES		38 ₇	34 ₇	13 ₅	40 ₆	21 ₅	34 ₉	40 ₇	47 ₀	34 ₆	30 ₆	35 ₁	39 ₆	17 ₆	53 ₃	40 ₃	17 ₅	37 ₅	50 ₂	42 ₂	33 ₃	63 ₉₅			
MEN'S PAR		4	4	3	4	3	4	4	5	4	35	4	4	3	5	4	3	4	5	4	36	71			
MEN'S HDCP		5	13	17	7	3	11	1	15	9		18	6	12	10	2	16	8	14	4					
WON + LOST - HALVED 0																									
LADIES RED TEES		36 ₈	27 ₆	12 ₁	39 ₀	16 ₀	33 ₉	35 ₇	45 ₅	34 ₆	28 ₁₈	35 ₁	38 ₉	16 ₆	42 ₅	31 ₆	11 ₇	37 ₅	43 ₅	33 ₉	29 ₁₃	57 ₃₁			
LADIES PAR		5	4	3	5	3	4	4	5	4	37	4	5	3	5	4	3	4	5	4	37	74			
LADIES HDCP		7	15	17	5	13	9	3	1	11		14	6	12	2	10	18	4	8	16					
DATE _____		SCORER _____										ATTEST _____													

Illus. 30 - A Typical Score Card

players. On many cards a drawing of the course is shown to aid the player in determining the direction to follow on the course.¹ The card may also serve as a means of self-analysis for the player. Each of these items found on the score card will be discussed to show their importance to the beginning golfer.

¹Ben Bruce and Evelyn Davies, Beginning Golf, Revised Edition (Belmont, California: Wadsworth Publishing Company, Inc., 1968), pp. 47-48.

Local Rules

Although the U.S. Golf Association is the official rules maker for golf in the United States, the Association also recognizes that certain local conditions such as climate, variable physical conditions and characteristics of golf courses may of necessity modify the rules. These modifications are termed local rules and are designed to protect the golf course and make the game more enjoyable for players. The player is responsible for acquainting himself with the local rules before beginning play. Sources of information concerning these local rules other than the score card are the golf professional at the course being played, golf course bulletin board, and other players who are familiar with the course. The extent to which U.S.G.A. rules may be modified is limited by the Association, and the player should also refer to the U.S.G.A. rules book appendix for this limitation.²

These local rules pertain only to the one particular course and not to any other. If the golfer takes a minute to read the local rules before starting play and refer to them during play, valuable strokes may be saved. An example of a local rule for a particular course in Florida is as follows. The golfer is allowed and must take

²National Golf Foundation, The Rules of Golf (Chicago: National Golf Foundation, 1973), Appendix.

a free drop when the ball comes to rest dangerously near an alligator. In most cases where there has been a hazard placed on the course to make the course play more difficult, there will be a definition on the score card under local rules to aid the golfer in the interpretation of play as related to water hazards, out of bounds, ditches, rough, etc.

Par

Par is defined by the U.S.G.A. as meaning perfect play without error under ordinary weather conditions, always allowing for two putts on each green no matter what the distance of the hole or the par of the hole. The U.S.G.A. has established the following yardage table as a guideline for computing par as relating to distance of the hole:

MEN		WOMEN	
Up to 250 yards	Par 3	Up to 210 yards	Par 3
251 – 470 yards	4	211 – 400 yards	4
471 yards & up	5	401 – 575 yards	5
		576 yards & up	6

These distances are not arbitrary in the determination of par, since consideration must also be given to the relative difficulty of each hole. For example, a hole of 390 yards may be changed from a par 4

following the chart only to a par 5 with the placement of a hazard such as water, sand bunker, etc.

Yardage

Most scorecards, besides giving par for the hole, will also give yardage for the hole. This can be very important in planning strategy before beginning play. The golfer may be confused by the placement of the red, blue, and white tee markers on the teeing area. If the scorecard does not give the distance for each marker but gives only the one distance for a particular hole, the golfer should remember that the yardage is measured from the middle of the teeing area through the center-most point of the fairway to the middle of the green. Therefore, if the tees are moved far back and the pin placement is back of the center of the green, then the yardage must be accounted for also. The same is true if one or both are moved away from center.

Diagram

As stated previously, on some scorecards a diagram of each hole and its location on the course is drawn to scale. This can be very valuable information to the golfer who is playing the course for the first time. Also, on the diagram are markers with yardages to the center of the green. If this information is not available on the scorecard, an additional diagram or booklet may be available for the golfer in the pro shop.

Handicaps

To enable the average or poor player to compete successfully with the expert, the U.S.G.A. has developed a system for computing handicaps, based upon current scores made on courses with different degrees of difficulty. This system, put into effect in 1967, assigns a single handicap to each player. This handicap is based not only on scores received, but also on the difficulty of the course or courses on which the player has made these scores.³

To arrive at the handicap, the following computations are made:

1. Take the ten lowest scores of 20 rounds played.
2. Find the average of the 10 scores.
3. Subtract the course par from the average.
4. Take 85 percent of the difference.

The resultant figure is handicap. The maximum handicap for both men and women is 36. Strokes to be received under the handicap system are to be given on the holes in the order assigned on the score card.

An example of handicap scoring is as follows. If the player's average score is an 82, and the course rating is 70, the handicap

³Bruce and Davies, op. cit., p. 49.

differential will be 12. Eighty-five percent of the total of the lowest ten handicap differentials for a player will be his handicap. If the player's ten lowest scores average 90 on a course with a rated difficulty of 70, the average handicap differential would be 20. His handicap would be 17, or 85 percent of 20.⁴ As can be seen, the U.S.G.A. handicap system does not completely equalize playing abilities but does bring any combination of players to within 15 percent of the total average abilities of the players.

Scores

Some very important terms which are often used in discussing scores both in match and medal play with which the beginner must be familiar are terms used to designate scores above and below par, using the definition of par as perfect play without error and under ordinary weather conditions, always allowing for two putts on each putting green. Some of these terms are as follows:

Ace--A hole in one stroke

Double Eagle--Three strokes under par

Eagle--Two strokes under par

Birdie--One stroke under par

⁴Ibid., pp. 49-50.

PAR

Bogey--One stroke over par

Double bogey--Two strokes over par

Triple bogey--Three strokes over par

Names

A space is always provided for the player's name. In most cases four spaces are provided since most courses encourage players to play in foursomes to aid in traffic flow and speed up play. It is always a good idea to place all players' names on the card. If the golfer is playing a match, there are places for both partner's names in one column and the opponents' names in the other. By keeping all names on the scorecard and by grouping partners together, the scorekeeping is simplified.

Motorized Cart Rules

Just as local rules pertain to one particular golf course, so do local motorized cart rules. Most of the rules are nothing more than common sense driving rules, but many golfers fail to see the motorized cart as a dangerous piece of machinery when mishandled; they view the cart as a play toy for their enjoyment while playing. The local motorized cart rules should be read carefully before starting

play. Courses with a rolling terrain or water areas are particularly dangerous.

Self-Analysis

Another important use of the scorecard as it might aid the golfer is in the analysis of his game. When playing, the score can be tabulated on the individual scorecard as well as an analysis of the game hole by hole. By using the score card and the four spaces provided for players' names and scores, the player may work out a system for himself to tell him stroke by stroke and hole by hole what he is doing with the ball.

An example of a self-analysis score card might be to substitute in the four spaces provided for names the four areas of a golf hole: drive, fairway, approach, and putt. As soon as the drive is hit on the first hole, the approximate distance and direction is recorded in the block designated for "drive." The same procedure is followed throughout the hole. With the fairway shot, the particular club hit and distance and direction might be included. On par three holes, there might not be an entry in the blocks for fairway and approach. Where approach shots are made, the distance, direction, club used, and how close the ball came to the pin might be recorded. On putts the distance, direction, and number of putts taken to hole

out is of ultimate importance, remembering that two putts per green for par scoring are allowed.

After all these entries are made in the appropriate blocks, the score is recorded and a personal analysis of the hole can be made. Using the score card in this manner enables the beginning golfer to make an analysis of his total game: the length and direction of the drives and fairway shots; the frequency of the hooks or slices and other problem areas; the distance from the cup and accuracy of the approach shots; the distance and direction of putts and the total number of putts taken; and the total number of strokes taken to complete the hole. Keeping this type of record each time the golfer plays will give a basis for determining weak areas which need improvement and will help in planning his practice sessions. The self-analysis score card will also show the strong points which the golfer can utilize to help lower his score, thus giving him a better mental attitude toward those parts of his game.

TERMS RELEVANT TO THE LESSON

Ace--A hole in one stroke.

Birdie--One stroke under par.

Bogey--One stroke over par.

Double Bogey--Two strokes over par.

Double Eagle--Three strokes under par.

Eagle--Two strokes under par.

Foursome--A group of four golfers playing a round.

Green Fee--Fee paid to allow the golfer to play the course.

Handicap--An arithmetical procedure used to equalize competition between two players of varying abilities.

Local Rules--Modifications of the U.S.G.A. rules to allow for local climate, variable physical conditions and characteristics of the golf course.

Match Play--A method of scoring in which the number of holes won during play determines the winner.

Medal Play--A method of scoring in which the accumulative total of strokes made by each player on each hole is recorded, with the lowest stroke total for all eighteen holes being declared the winner.

Par--Perfect play without error under ordinary weather conditions, always allowing for two putts on each putting green no matter what the distance or what the par of the hole might be.

Score Card--Card on which the scores for all players are recorded, with additional information necessary to the golfer also given.

Self-Analysis Score Card--Golf score card used during play to record the individual's golf performance in various aspects of the game.

STUDENT EVALUATION

1. Write in a minimum of one page a report on the two different types of scoring.
2. Define the following terms for your instructor's approval:
 - a. Ace--
 - b. Double eagle--
 - c. Birdie--
 - d. Par--
 - e. Bogey--
 - f. Double bogey--
 - g. Triple bogey--
3. Write for your instructor's approval the purpose of the stroke handicap. Using the figures your instructor gives you, compute a stroke handicap.

4. Play as many holes of golf at a course of your choosing as possible. Figure your score and turn in the score card to your instructor.

5. List seven important items found on a scorecard and tell why each is important to the golfer.

6. Set up a self-analysis chart on a score card which you understand and present to your instructor orally.

ADDITIONAL LEARNING EXPERIENCES

1. With three other persons, each having scorecards, select partners and use this exercise to compute scores in medal play. Number eight pieces of paper, two with the number 3, two with the number 4, two with a 5, and two with a 6. Have each person draw a piece of paper and use the figure on the paper drawn as his score for the first of 18 holes. As each piece of paper is drawn, give the numerical score and the correct term related to par; ie., eagle, bogey, etc. Record the figure called out on the scorecard. After all persons have drawn, put the paper back in, and repeat the procedure for each of the remaining 17 holes. After simulating scores for all 18 holes, tabulate the winner.

2. Repeat the exercise above, but for match play.

3. Secure several scorecards from the local pro shop and set up a system of self-analysis which you can understand and will be of benefit to you. The example in the lesson might be used as a guide with individual modifications made as desired.

4. Set up a system for self-analysis, then allow a friend to simulate a playing situation using your system. Take needed notes on each simulated hole; then analyze the notes for practice.

ADDITIONAL READING EXPERIENCES

Bruce, Ben, and Evelyn Davies. Beginning Golf, Revised Edition. Belmont, California: Wadsworth Publishing Company, Inc., 1968.

National Golf Foundation. Rules Book. Chicago: National Golf Foundation, 1973.

LESSON XV

GOLF RULES

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
- II. Development of Golf Rules
- III. Match and Medal Play
- IV. Rules of Play
 - A. General Play
 - B. Teeing Area
 - C. Playing through the Green
 - D. Bunker
 - E. Putting Green

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XV, the student will be able to:

1. Write for the instructor's approval a minimum of two paragraphs on the importance of rules while playing golf.
2. List a minimum of five golf rules for each area--general play, teeing area, playing through the green, bunker play, and putting green--and explain why the individual rules are important to that phase of golf.

3. Explain to the instructor's satisfaction in a written report of a minimum of three paragraphs the development of golf rules.

4. Explain to the instructor's satisfaction in a written report in a minimum of two paragraphs the difference between match and medal play.

5. Complete the following statement with a positive answer:

After completing Lesson XV, I realize the importance of abiding by the rules, the importance for the players, and realize that only by abiding by the rules can I truly establish a true score in the game of golf.

_____ Yes _____ No

LESSON XV

GOLF RULES

I. INTRODUCTION

Rules of golf play are stated rules which insure that all players have the same advantage while participating in golf and lay down penalties which are to be taken for incorrect or improper play. Playing by the rules makes conditions equal for everyone. Rules must govern the playing situation encountered when equipment and natural and man-made elements of the course interact.¹

II. DEVELOPMENT OF GOLF RULES

The first rules were composed when golfers of Edinburgh decided to have an interclub match with other golfing establishments from the nearby area. Since each club had developed its own set of customs by which it played, a code of thirteen rules was established and sent to the contestants. After nearly 200 years of golfing, nine of the original thirteen rules are still in effect. These rules were

¹National Golf Foundation, The Rules of Golf (Chicago: National Golf Foundation, 1973), p. 30.

contributed to and revised by the Royal and Ancient Club at St. Andrews, and the first universally applied code was adopted in 1882. Rules which were later found not to be included in the code were placed before a rules committee for decision. Similar committees have been rendering decisions ever since.²

The rules passed by the Royal and Ancient Club are the universally accepted rules. The United States and Canada are the only two nations which have their own ruling organizations, both of whom are governed by the United States Golf Association (U.S.G.A.) This association modifies rules concerning play and equipment in the U.S. and Canada and passes on rules handed down by the Royal and Ancient Golf Club. Rules differences between the two organizations are usually very slight.³

The rules of golf are numerous and sometimes complex. Many golfers, including beginners and more advanced golfers, are unaware they are violating some of the less common rules. The golfer at any level is advised to obtain a copy of the Rules of Golf, a small paperback book published annually by the U.S.G.A., which

²Gary Wiren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), p. 66.

³Ben Bruce and Evelyn Davies, Beginning Golf, Revised Edition (Belmont, California: Wadsworth Publishing Co., Inc., 1968), p. 33.

sells for a nominal fee and fits handily into the golfer's bag. Any rule not covered by the rule book or by local rules shown on the scorecard should be played to the best of the player's ability and then checked with the club professional upon returning to the clubhouse at the end of the round, with changes made in the score at that time.

III. MATCH AND MEDAL PLAY

There are two distinct types of competition, match play and medal play. Match play is competition hole by hole against one other player. A match consists of eighteen holes, unless altered by a committee. The lower net score on each hole wins the hole and is awarded a single point for each hole won. At the end of the round of 18 holes a total of 18 points has been awarded. The winner of the match is the player who, at the conclusion of 18 holes, has the greater portion of the total 18 points; or, when one player is ahead by more holes than the number of holes remaining in the match. In case of a tie at the end of the round, the players tee off on the first hole and proceed until one player wins a hole.⁴ In match play when a player or team ties a particular hole, the hole is

⁴Bruce Fossum and Mary Dagraedt, Golf (Boston: Allyn and Bacon, Inc., 1969), p. 54.

considered halved and each player (in a singles match) of each team receives one-half a point for that particular hole.

In medal play, the winner is the person with the lowest score at the end of a number of stipulated holes. Most golf played is medal play. When players tie, they must play another 18-hole round to determine the winner unless this is altered by the committee and a sudden death play off takes place in which play is started on a pre-determined hole, usually hole 1 or 10, and the player winning a single hole first winds the total match.

In summary, match play is man to man, hole by hole; no one else is affected. Medal play is based on total score, each player against the field.

IV. RULES OF PLAY

There are five principles upon rules are based:

1. The golfer must play the ball as it lies.
2. The golfer must play the course as he finds it.
3. The golfer cannot advance the ball without striking it.
4. There is a basic difference between match and medal play.
5. A hazard is holy ground.⁵

⁵Wiren, loc. cit.

Other than these general rules, there are specific rules which apply to the five areas of the golf course: (1) general play, (2) teeing area, (3) playing through the green, (4) bunker play, (5) putting green. Each of these will be discussed under separate headings.

General Play

Rules of general play apply anywhere on the course.

1. It is illegal to ask or receive advice from any one except the caddy, the golfer's partner, or the partner's caddy. The penalty is two strokes or loss of hole.

2. Each player is responsible for the correctness of his score on any hole, at the conclusion of the round. Should a score be recorded that is higher than the actual score, it shall remain as recorded. If the score is recorded as lower than the actual score, the player shall be disqualified.

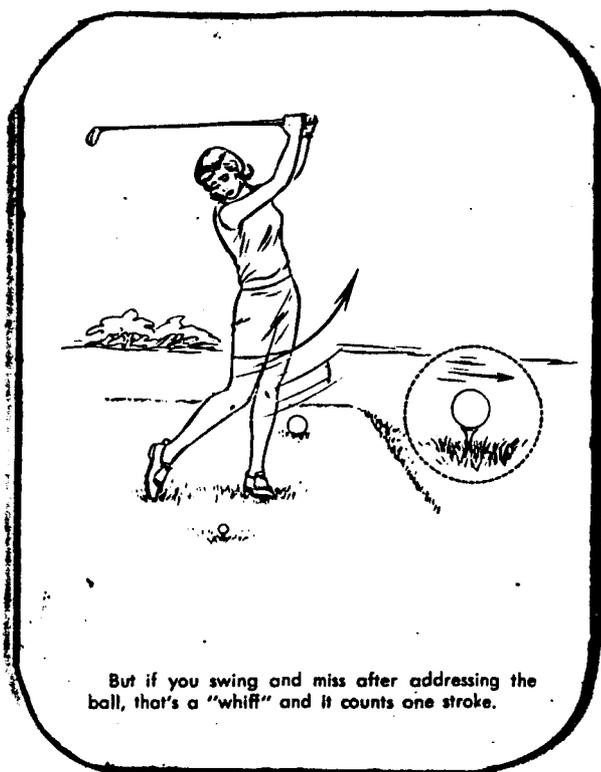
3. Free drops are allowed on areas of the course under repair when the ball comes to rest in casual water or in a hole from a burrowing animal. These areas should not be considered as hazards. The free drop shall be no nearer the hole and shall be done in the official manner.

4. Players may choose clubs they wish for all shots; no clubs are designated for particular shots.

5. Immovable obstructions such as buildings are not hazards and the ball may be lifted and dropped within two club lengths from the obstruction (but no nearer the hole) without penalty if the obstruction interferes with the swing or stance.⁶

6. The golfer is not allowed to touch the ball except with the club until he has holed out on the green.

7. A stroke is counted each time the golfer intentionally swings at the ball, even if it is missed completely. If the golfer swings and misses after addressing the ball, the swing is called a "whiff" and counts as one stroke. Note Illus. 31.



Illus. 31 - The "Whiff"

8. The ball farthest from the hole should always be played first.

9. If the ball is accidentally moved, one stroke is counted against the player.

⁶Bruce, op. cit., p. 37.

10. Loose impediments such as fallen leaves may be moved so long as they are not in a hazard.

11. When the ball is in play, the golfer may not press or stamp down the ground near the ball or break or bend anything growing.

12. A ball may not be dropped nearer a hole. To drop a ball, the golfer should stand facing the hole and drop the ball back over his shoulder.

13. If another player's ball interferes with the golfer's play, he may request that the other ball be marked and lifted.

14. The general penalty for breaking a rule is two strokes in stroke play and loss of hole in match play.

15. The score card should be checked for local rules and interpretations which apply to the course being played.⁷

16. A ball shall be fairly struck at with the head of the club and must not be pushed, scraped, or spooned.

17. Players shall not agree to waive any rules. In match and medal play, the penalty is disqualification.

18. Any player who incurs a penalty must accept that penalty.

19. Golfers may not take practice shots on the course.

⁷Virginia L. Nance and E. C. Davis, Golf (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 74.

20. If a dispute arises, the claim must be made before either player plays from the next teeing ground.

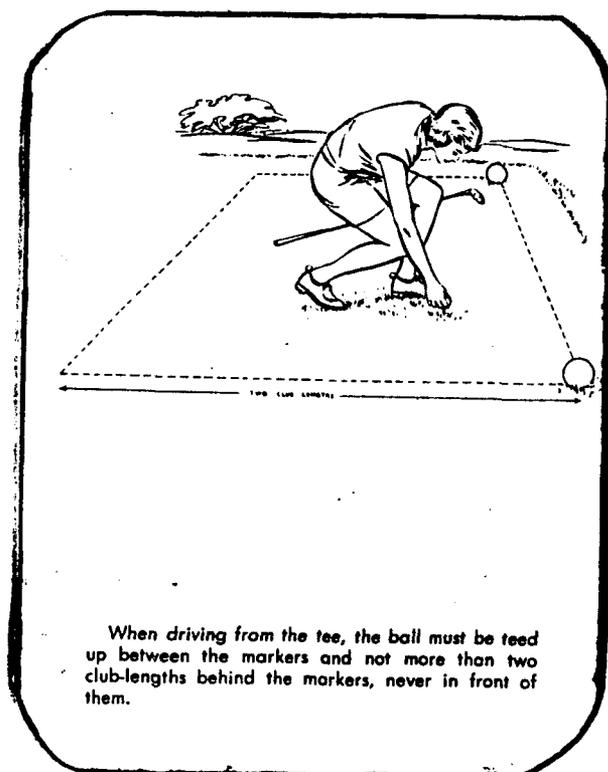
21. Golfers should not switch balls until the hole is completed unless the ball becomes damaged and unfit for play.⁸

Teeing Area

1. All clubs used shall conform to the U.S.G.A. specifications and no more than 14 clubs shall be used. A club broken during play may be replaced. The penalty for carrying more than 14 clubs is two strokes per club for the hole on which the rule was violated in stroke play, and loss of hole in match play. The

penalty, however, may not exceed four strokes or the loss of two holes, regardless of when the violation is discovered.

2. The ball must be teed up within the teeing area when starting play on a hole. Note Illus. 32. In match play, the opponent



Illus. 32 - Teeing the Ball

⁸Lealand Gustavson, Enjoy Your Golf (New York: Harcourt Brace and Company, 1954), pp. 91-93.

may require the violating player to replay the ball within the teeing ground with no penalty. In stroke play, the stroke taken outside the teeing ground is counted as well as any other stroke so made. Then the player must play within the teeing ground with the right of teeing his ball.

4. A ball knocked off the tee accidentally during the address shall be re-teeed without penalty.¹⁰

5. The player who is entitled to hit first has the honor, determined by the draw on the first tee; thereafter, the lowest score on the previous hole or on the last hole not tied goes first.



Illus. 33 - Ball out of Bounds

Playing through the Green

1. An honest attempt must be made to find a ball lost or out of bounds after reasonable evidence to this effect or a search

¹⁰Bruce, op. cit., pp. 34-35.

of five minutes. Penalty for a lost or out of bounds ball is loss of distance and one penalty stroke. The player must play his next stroke as near as possible to the spot from which the original ball was played. See Illus. 33, p. 341.

2. If there is doubt as to whether a ball is lost or out of bounds, the player may play another ball from as near as possible to the spot where the original ball was played. The player must announce his intention of playing a provisional ball. He may then play the provisional ball until he reaches the place the original ball is likely to be. If the original ball is out of bounds, he incurs a penalty stroke and continues play with the provisional ball.

3. The player is the only one who may declare the ball unplayable. If the ball is so declared, the player has three options:

a. Drop a ball two club lengths from where the original ball rests but no nearer the hole, with a one-stroke penalty.

b. Drop a ball as near as possible to the spot from where the original ball was played, adding one stroke.

c. Drop a ball behind the unplayable spot keeping that spot in line with the flagstick and his ball, adding one stroke.

Options "a" and "c" result in loss of stroke only, but option "b" results in loss of stroke and distance. The player should always choose the option that will give him the advantage.

4. Nothing may be done to improve the lie of the ball in the rough or long grass. A ball may not be lifted and only as much of the long grass may be moved as is necessary to identify the ball. Impediments may be removed as long as the ball is not moved.

5. Should the golfer play the wrong ball in stroke play, the penalty is two strokes; then he must play his own ball. In match play, he loses the hole. Any strokes made while playing the wrong ball do not count on the score. A player is responsible for the identification of the ball as to brand name and number.¹¹

6. If the golfer's ball accidentally strikes any outside agency, there is no penalty; it is played as it lies.

7. If the ball lodges in any moving object, such as a car or pocket of a person, the ball shall be dropped as near as possible to the spot where the object was when the ball lodged; there is no penalty.

8. In match play if the ball strikes a player or any member of the golfer's team, his team loses the hole. If the ball strikes a member of the opposing team, they lose the hole. In medal play, if the ball strikes any member of the golfer's side or lodges in their clothing, the ball shall be treated as in match play above. If the ball

¹¹Bruce and Davies, op. cit., pp. 35-36.

strikes a fellow competitor or any member of his side or lodges in his clothing, etc., the ball shall be treated as in match play above. There is no penalty.

10. If the ball is at rest and is moved by any outside agency, except the wind, it shall be replaced without penalty.

11. If the ball is kicked or otherwise accidentally moved by the golfer or a member of his side, there shall be incurred a one stroke penalty for moving the ball and the ball shall be played as it lies.

12. During a search for a ball, if a member of the opposing side kicks or accidentally moves the ball, the ball shall be dropped or replaced as near as possible to the spot from which it was moved, with no penalty.

13. If the ball moves off the spot where it lies while the golfer is addressing it, except on the tee, there shall be incurred a one stroke penalty.¹²

Bunkers and Hazards

1. When the ball lies in a hazard, the golfer may not touch the hazard with the club until making the forward swing; the

¹²Gustavson, op. cit., pp. 110-113.

club may not be grounded. Fixed objects or grass or other growing plants may be touched without penalty.

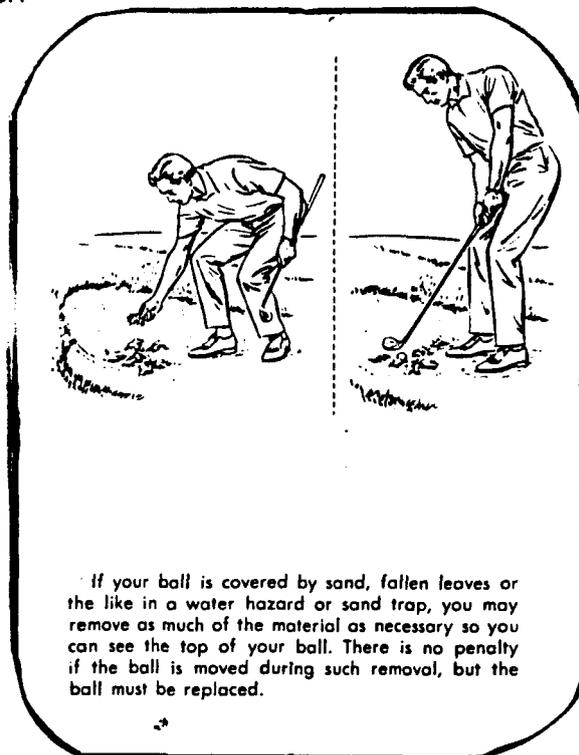
2. Loose impediments may not be moved from a hazard.

3. Man-made objects may be moved.¹³

4. If the ball is covered by impediments, the golfer may remove only so much of it as will permit him to see the top of the ball. See Illus 37.

5. The club may not touch the water before taking a stroke under penalty of two strokes in stroke play and loss of the hole in match play.¹⁴

6. If the ball enters a water hazard, the golfer may play it as it lies, or under stroke penalty, either drop a ball behind the hazard in line with the hole and the point at which the ball last crossed



Illus. 34 – Ball Covered
In A Hazard

¹³Nance, op. cit., p. 74.

¹⁴Bruce and Davies, op. cit., p. 36.

the margin of the hazard or drop a ball at the point where the ball was hit. See Illus. 35.

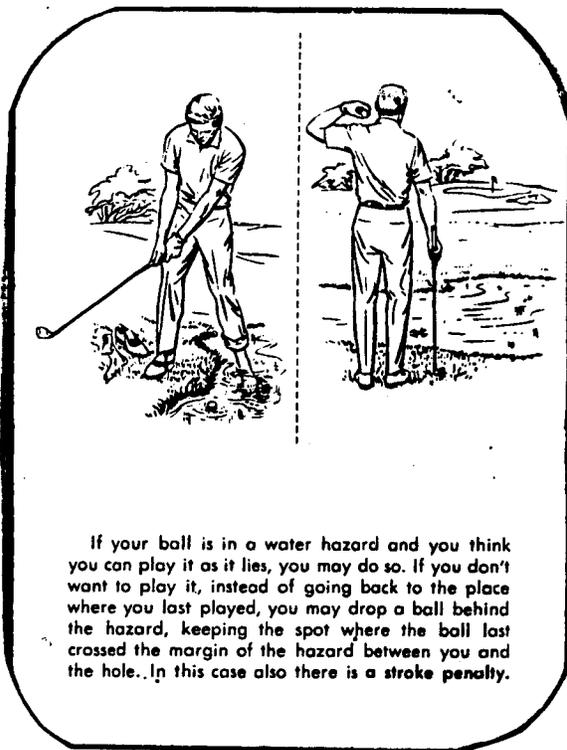
3. When the ball enters a lateral water hazard (one which runs approximately parallel to the line of play and is so situated that dropping back is impractical, the golfer has three alternatives, any one of which result in a penalty of one stroke:

a. Drop a ball within two club lengths of the margin of either side of the lateral water hazard, opposite the point where the ball last crossed the hazard margin.

b. Return to the point at which the original ball was hit and drop another,

c. Drop a ball behind the hazard in line with the hole and the point at which the original ball last crossed the margin of the hazard.

Option "c" is seldom selected since it is impractical to so drop.



Illus. 35 - Ball In A Water Hazard

Putting Green

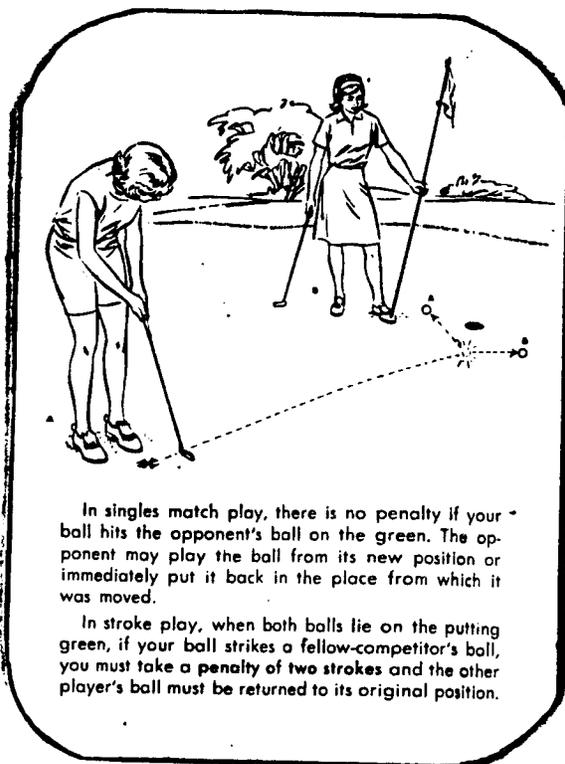
1. A ball on the putting green may be lifted only once without penalty to be cleaned and must be replaced on the spot from which it was lifted.
2. Nothing may be done to improve the surface of the green except to brush away any loose impediments from the line of putt. If any other improvement is made, the penalty shall be two strokes in medal play or loss of hole in match play.
3. Another's golf ball which comes to rest in the intended line of putt may be removed with the spot marked.
4. A player may at any time have the flagstick attended, removed, or held up to indicate the position of the hole. If the ball hits a flagstick while attended, the person holding a flagstick, or an unattended flagstick, a penalty of two strokes in medal play and loss of the hole in match play shall be incurred.¹⁶
5. The golfer may not test the putting surface by rolling a ball or scraping the surface. In match play the penalty is loss of hole; in medal play, two strokes.
6. In match play there is no penalty for the ball hitting the opponent's ball on the green. The golfer may play the ball from

¹⁶Bruce and Davies, loc. cit.

its new position or immediately replace it. In medal play when both balls lie on the green, if the ball strikes a fellow competitor's ball, the golfer must take a two-stroke penalty and the displaced ball must be returned to its original position. See Illus. 36.

7. If the golfer's ball lands on the wrong putting green he must lift and drop it off the green without penalty as close as possible to the original but no nearer the hole he playing.¹⁷

8. If casual water has gathered on the putting green and is lying between the golfer and the hole, he may lift the ball and place the ball without penalty in the nearest position to where it lay which affords maximum relief from the condition but no nearer the hole.¹⁸



In singles match play, there is no penalty if your ball hits the opponent's ball on the green. The opponent may play the ball from its new position or immediately put it back in the place from which it was moved.

In stroke play, when both balls lie on the putting green, if your ball strikes a fellow-competitor's ball, you must take a penalty of two strokes and the other player's ball must be returned to its original position.

Illus. 36 - Hitting Another Ball

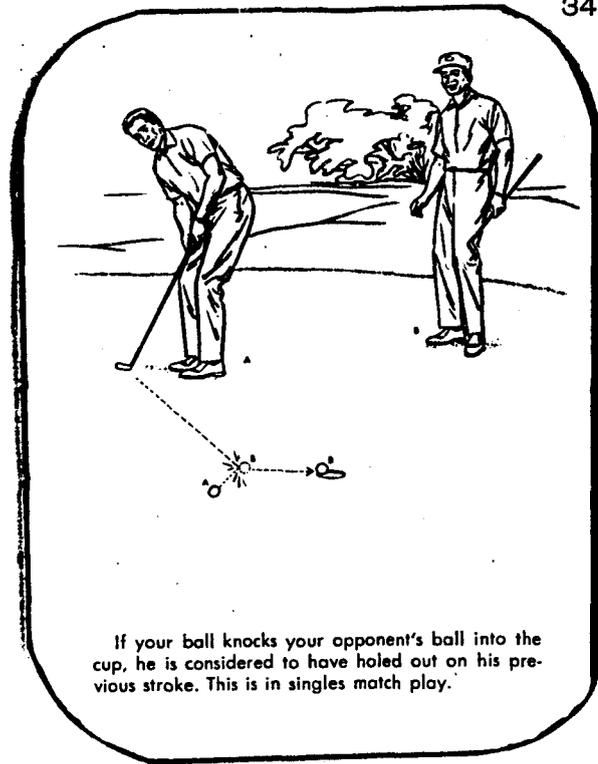
¹⁷National Golf Foundation, op. cit., p. 32.

¹⁸Gustavson, op. cit., p. 125.

9. If the golfer's ball knocks the opponent's ball into the cup, he is considered to have holed out on his previous stroke. See Illus. 37.

10. In match play a golfer may concede his opponent's putt at any time; but in stroke play, there is no such thing as conceding.

Every player must hole out on every hole.



Illus. 37 - Knocking
Opponent's Ball Into Cup

STUDENT EVALUATION

1. Write for your instructor's approval a minimum of two paragraphs on the importance of rules while playing golf.

2. List a minimum of five golf rules for each area--general play, teeing area, playing through the green, bunker play, and putting green--and explain why the individual rules are important to that phase of the game.

3. Write a minimum of three paragraphs on the development of golf rules, for your instructor's approval.

4. Write a minimum of two paragraphs on the difference between match and medal play.

5. Complete the following statement:

After completing Lesson XV, as a beginning golfer, I realize the importance of abiding by the rules and realize that only by abiding by the rules can I truly establish a valid score in the game of golf.

_____ Yes _____ No

If your answer is "no," restudy Lesson XV and complete this portion of the Student Evaluation a second time.

ADDITIONAL LEARNING EXPERIENCES

1. Visit your local golf course and make a list of golf rules you observe violated at each of the five areas of the course as discussed in the lesson: general play on the course, teeing area, bunker play, and putting green.

2. Discuss with the professional at your local course the most-often violated golf rules at his course and the disservice these violations do the course and the game.

TERMS RELEVANT TO THE LESSON

Bunker--Hazard on the fairway; man-made obstacle to make a particular hole play more difficult; takes form of mound covered with grass or sand trap.

Golf Rule--A rule which states penalties for incorrect or improper play.

Hole Out--When the ball is sunk and remains in the cup on the last stroke of the hole.

Horizontal Water Hazard--Water hazard running across the fairway.

Match Play--Competition hole by hole against another opponent; the match is won when one player is ahead by more holes than the number of holes remaining in the match.

Medal Play--The lowest score at the end of a number of stipulated rounds; most frequently used method of scoring.

Provisional Ball--Ball played when original ball is believed to be out of bounds or lost.

Sand Trap--Man-made obstacle placed around the green to make entrance to the green more difficult; takes form of indentation filled with sand.

ADDITIONAL READING EXPERIENCES

Bruce, Ben, and Evelyn Davies. Beginning Golf, Revised Edition. Belmont, California: Wadsworth Publishing Company, Inc., 1968.

Fossum, Bruce, and Mary Dagraedt. Golf. Boston: Allyn and Bacon, Inc., 1969.

Gustavson, Lealand, Enjoy Your Golf. New York: Harcourt, Brace and Company, 1954.

Nance, Virginia L., and E. C. Davis. Golf. Dubuque, Iowa: Wm. C. Brown Company, 1966.

National Golf Foundation. Rules Book. Chicago, Illinois: National Golf Foundation, 1973.

Wiren, Gary. Golf. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

LESSON XVI

ETIQUETTE

Outline of Lesson

Behavioral Objectives

Content of the Lesson

- I. Introduction
- II. Etiquette Relating to General Play
- III. Etiquette Relating to Playing Through the Green
- IV. Etiquette Relating to Bunker Play
- V. Etiquette Relating to the Putting Green
- VI. Rules of Etiquette Most Frequently Violated

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XVI, the student will be able to:

1. Write to the instructor's satisfaction a minimum of two paragraphs on the importance of etiquette while playing golf.
2. List a minimum of five etiquette rules for general play, teeing area, playing through the green, bunker play, and the putting green, and explain why the individual rules are important to the game.
3. Complete the following statement with a positive answer:

I now have a fuller understanding of the importance of etiquette in making golf an enjoyable game for all and understand the importance of each player abiding by the rules.

_____ Yes _____ No

LESSON XVI

RULES OF ETIQUETTE

I. INTRODUCTION

The courtesies of play, or golf etiquette, although not classified as official rules in the strict sense, are important for enjoyable play. The uses of proper etiquette when playing golf is as important as the display of proper manners in any other situation. Observance of the rules of etiquette does not complicate play, but rather heightens the enjoyment of the game for everyone. As a result, players are permitted to concentrate and perform without distraction, play is faster, and the golf course stays in better playing condition.¹

The courtesies of play can be classified according to the area of the course to which they apply: general play, teeing area, playing through the green, bunker play, and putting green.

¹Bruce Fossum and Mary Dagraedt, Golf (Boston: Allyn and Bacon, Inc., 1969), p. 56.

General Play

General play rules of etiquette apply anywhere on the course.

1. When the golfer pays his green fee, he should remember that he is one of many paying for the privilege of playing on the course.

2. He should be ready to play golf. He should have a knowledge of safety, etiquette, and rules and possess basic skills.²

3. Proper attire for a woman consists of a blouse worn either with a skirt, culotte, bermuda-length shorts or slacks. Men should wear either a slack or bermuda-length shorts. Ideally, golf shoes should be worn.

4. Every player should have a bag with at least the minimum equipment necessary to play the game.³

5. The golfer needs his own set of clubs, golf bag, balls, and tees. He should not borrow clubs from another player, and should carry his own golf bag. He should leave at home extra items such as purses and sweaters, or leave them in the golf bag or check them at the pro shop.⁴

²Virginia L. Nance and E. C. Davis, Golf (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 70.

³Fossum and Dagraedt, loc. cit.

⁴Nance and Davis, loc. cit.

6. All local rules should be read before teeing off and followed while on the course.

7. Talking excessively while playing a hole may prevent others from concentrating on their shots.

8. Golfers must learn to control their tempers while playing on a course. There is no excuse for profanity or loudness.

9. Do not move ahead of the ball farthest from the hole. Besides being a discourtesy, it is an extremely dangerous practice. Balls are sometimes sharply to the right or left of a player.

10. In order to play without delay, the shot to be made should be planned as one walks to the ball. Care should be taken not to take too many practice swings or warm-up swings before an attempt is made to strike the ball.

11. Do not hit the ball until the group ahead is out of range of your best shot. If there is any danger that the ball may hit someone, call "fore" loudly.

12. Learn to mark your ball near some stationary object. Try to "spot" balls of the other members of your group.

13. Whether the balls are on or off the green, the ball farthest from the hole must be played first.

14. Teaching on the course should be done only by the club professional. The place to help a friend is on the practice range.

15. Practice shots should not be taken unless the course is empty and the intent is to practice for a tournament. A practice swing without attempting to hit a ball is not a practice stroke.

16. When taking a penalty stroke, the golfer must announce his intention to the group at once.

17. If the golfer is playing slowly and there is more than one clear hole ahead of his group, signal should be given to the group immediately behind to play through. The golfer and his party must be certain that they take cover off the fairway if it is not feasible to wait until the next tee is reached before allowing them to pass.

18. If the golfer is given permission to play through another group, he should be certain to thank them for this courtesy.⁵

19. Be ready to take the stroke when it is your turn. It is possible to plan ahead for some strokes.⁶

Teeing Area

Other rules of etiquette are specifically related to the teeing area.

1. Carts and bags should be placed off the teeing ground to the side of the markers nearest where the group is to wait.

⁵Fossum and Dagraedt, op. cit., p. 57.

⁶Nance and Davis, loc. cit.

2. The person who has the honor (entitled to play first), whether through draw or lot, should be allowed to tee off first on the first hole. Low score determines the honor on successive holes. The honor is retained until someone scores better on a hole.

3. When awaiting his turn to hit, the golfer should stand facing the person teeing off at a reasonable distance off the teeing ground.

4. The golfer should not talk or move as another player is preparing to strike the ball. Either act may break his concentration.

5. Before teeing off, the golfer should be certain that his ball has an identifying mark different from that of any other player.

6. Do not distract others in your group by teeing your ball before it is your turn to hit.

7. A provisional ball (a ball played for a ball which may be lost or out of bounds) should be played after everyone else has hit his first tee shot. If more than one person must hit a provisional ball, play should be in the same order established before hitting the first ball.⁷

8. Walk carefully on a putting green to avoid marring the surface. Do not step or stand at the edge of the cup.⁸

⁷Fossum and Dagraedt, op. cit., p. 58.

⁸Nance and Davis, loc. cit.

Playing Through the Green

Certain courtesies should be adhered to when playing "through the green," the area of the course exclusive of the teeing ground, hazards, or putting green.⁹

1. When the golfer's ball is on the wrong fairway, he should let players playing that hole have the right of way. Some courses have a local rule allowing the golfer to lift his ball from the wrong fairway and drop it on the correct fairway. Safety and speeding up play make this an acceptable local rule.¹⁰

2. While searching for a ball which cannot be readily found, the golfer should wave the group behind to pass. He should then be certain to take cover behind a tree or cart. Everyone in the group should then aid in the search. After looking for the five minutes allowed, the golfer should take his place on the course, but does not hit until the group ahead is well out of range.

3. Turf taken when hitting a shot should be replaced, pressing it down.

4. The golfer should allow the player who is hitting from his own fairway the right of way. Players who hit on adjacent fairways must wait their turn.

⁹Fossum and Dagraedt, loc. cit.

¹⁰Nance and Davis, op. cit., p. 71.

5. The golfer should not hit to a green until the group ahead is well on its way to the next tee. No matter how accurate the golfer thinks he will be, there is always a danger of hitting someone.

6. Upon nearing the green, care should be taken to keep one's cart and bag off the slopes of the green. They should be placed to the side or behind the green nearest the next tee.¹¹

7. When the golfer lifts his ball from the wrong putting green, he should drop it well off that green to avoid taking a chance of damaging the apron of the green as he strikes the ball.¹²

Bunker Play

Several rules of etiquette are frequently violated when a player's ball lands in a bunker. Etiquette applying to bunker play are as follows:

1. Place the bags well away from the fringe of the hazard.
2. Never enter a bunker except to play a ball.
3. If two balls lie in a bunker, the player whose ball lies fartherest from the hole should be allowed to enter the hazard first. When he is finished, the second player should be given the same privilege.

¹¹Fossum and Dagraedt, loc. cit.

¹²Nance and Davis, op. cit., p. 70.

4. Enter and leave the bunker at a point near the ball, thus making the fewest footprints possible. If the bunker has a high lip, enter it from the lower edge.

5. Be sure to rake the trap well upon leaving it.¹³

6. When leaving a bunker, smooth out the surface so that its condition is as good or better than when it was entered.

7. As a novice, if the golfer finds himself in some difficult situation such as unable to hit from a deep bunker after making several attempts, pick up the ball and drop it out of the bunker. Scores for early games of golf are not so important they merit delaying the play of others.¹⁴

Putting Green

There are numerous rules of etiquette to be followed when on the putting green.

1. Repair all ball marks immediately, using a tee or a similar article to level the turf and fill in the ball mark. Lift the depressed area with the tee, then smooth the mark with the weight of the putter.

2. If a caddie is not present, the one whose ball lies closest to the hole should attend the flagstick when another player desires this.

¹³Fossum and Dagraedt, loc. cit.

¹⁴Nance and Davis, loc. cit.

3. When the flagstick is no longer needed by anyone in the group, it should be placed well out of the way, being careful not to drop it.

4. Be certain that your shadow covers neither the hole nor the line of another's putt.

5. Stand well out of the putter's view as he is lining up and stroking his putt.

6. Learn to mark the ball correctly. If a fellow player feels your ball may interfere with his success in making his next shot, he may ask to have your ball marked. If this request is made, place a coin behind the outermost point of the ball before picking it up. If it is in the line of another's putt, mark it one or two putter-heads to the side, moving the coin or marker to this point. Replace the ball in the same manner before picking up the marker.

7. Do not step anywhere on the line from someone's ball to the hole. The indentations made by your footprints may cause others in the group to miss their putts.

8. Do not drag your feet. Besides ruining the green, a player's putt may be thrown aside by the raised grass.

9. Caution should be taken not to step near the hole at any time. Putts which otherwise might have been holed out will often hang on the edge when the area around the cup is injured.

10. Upon hitting the ball in the cup, remove the ball from the cup at once. A ball, allowed to remain, may keep another's ball from staying in the cup.

11. The player who holes out first, in the absence of a caddie, should take the responsibility for replacing the flagstick. The last one to putt should not be left to replace it.

12. Do not leave the green, except to stand on the fringe, until all have finished putting. It is discourteous to start toward the next tee before all have holed out. Move quickly off the green toward the next tee when all in your group have finished, so the group behind will not need to wait any longer than necessary to play their shots to the green.

13. Settle all points of dispute and mark all scores only after moving a safe distance from the green to the next tee.¹⁵

VI. RULES OF ETIQUETTE MOST FREQUENTLY VIOLATED

Certain rules of etiquette seem to be inherently violated by most golfers. As a beginner, the golfer should especially be careful not to become a violator of these rules:

1. Disturbing another player who is in the process of making a stroke. Talking, moving around, or standing in a player's

¹⁵Fossum and Dagraedt, op. cit., pp. 59-60.

line of vision while he is making a shot are all considered to be poor manners in golf.

2. Playing a stroke before the players in front are clearly out of reach. If the ball does appear to be in danger of striking someone, the universal warning cry of "fore" should be given.

3. Damaging the green with equipment. Bags should not be set on the green, a hand cart should not be pulled across the green, spiked shoes should not be dragged, nor should the golfer kneel, jump, or step on the edges of the holes in the green.

4. Holding up play on the course.

5. Leaving the course in worse condition than it was found.

6. Observing the proper order of hitting.

7. Not following all rules of etiquette.¹⁶

¹⁶Gary Wiren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), pp. 71-72.

TERMS RELEVANT TO THE LESSON

Etiquette--As applied to golf, manners pertaining to playing of golf which make the game move faster and more enjoyable for the participants.

Rules of Play--Rules which give direction to the game; provides penalties for improper play.

STUDENT EVALUATION

1. Write for your instructor's approval a minimum of two paragraphs on the importance of etiquette while playing golf.
2. List a minimum of five etiquette rules for general play, teeing area, playing through the green, bunker play, and the putting green. Explain why the individual rules are important to the game for each area.

3. Write for your instructor's approval a minimum of two paragraphs on the difference between rules of etiquette and rules of play.

4. Complete the following statement:

I now have a fuller understanding of the importance of etiquette in making golf an enjoyable game for all and understand the importance of each player abiding by the rules.

_____ Yes _____ No

If your answer is "no," restudy the lesson and complete this portion of the Student Evaluation a second time.

ADDITIONAL LEARNING EXPERIENCES

1. Visit your local golf course and make a list of the etiquette rules you observe violated at each of the five areas of the course as discussed in the lesson: general play anywhere on the course, teeing area, green play, bunker play, and putting green.

2. Discuss with the professional at your local course the most violated rules and the disservice these violations do to the players and the game.

3. Ask the professional at your local course about injuries he knows of that have been received as a result of violations of golf etiquette.

ADDITIONAL READING EXPERIENCES

Fossum, Bruce, and Mary Dagraedt, Golf. Boston: Allyn and Bacon, Inc., 1969.

Nance, Virginia L., and E. C. Davis. Golf. Dubuque, Iowa: Wm. C. Brown Company, 1966.

Wire, Gary. Golf. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

LESSON XVII

SPECIAL SHOTS

Outline of Lesson

Behavioral Objectives

Content of the Lesson:

- I. Introduction
- II. Uphill Lie
- III. Downhill Lie
- IV. Sidehill Lie (Ball below Feet)
- V. Sidehill Lie (Ball above Feet)
- VI. Low Shots
- VII. High Shots
- VIII. Intentional Hook Shots
- IX. Intentional Slice Shots
- X. Playing from Divot Holes
- XI. Wind Shots
 - A. Playing into the Wind
 - B. Playing with the Wind
 - C. Playing the Cross Wind

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XVII, the student will be able to:

1. Answer the following statement with a positive answer:

After studying Lesson XVII, I am aware that I must approach some of the more abnormal lies of the golf ball with a positive attitude and a well-organized, planned strategy.

Yes No

2. List each of the twelve abnormal lies of the golf ball as discussed in Lesson XVI and list three checkpoints for playing each lie.

3. Demonstrate to the instructor the correct address procedure for hitting each abnormal shot discussed in Lesson XVI.

4. Working with the instructor hit a minimum of ten balls from each of the abnormal lies discussed in Lesson XVI until seven of the ten can be kept on an intended line of flight toward a designated target area with no more than 35 yards leeway to either side of the designated target.

LESSON XVII

SPECIAL SHOTS

I. INTRODUCTION

The beginning golfer will soon find that not all shots in golf have the same lie. He should become familiar with a few of the more abnormal situations in which he will have to strike the golf ball and with the adjustments which he must make before the ball may be struck in a consistent and efficient manner.

The beginner should give a moment of consideration to the playing strategy which is very important before attempting to strike the golf ball from an abnormal lie. The physical mechanism of the swing should, in most cases, remain constant. However, by simply using his head and playing every shot as if it were the most important of the round, the golfer will be able to save many valuable strokes on the scorecard. A single miscue can ruin a good score or cost a match, and golf is in many ways a game of avoiding mistakes. A few moments spent thinking while walking to the ball or awaiting one's turn can pay off in saved strokes later.

II. THE UPHILL LIE

When playing the ball from an uphill lie, the position of the ball should be off the left center, near the left foot. This enables the golfer to hit the ball before hitting the turf. The backswing should be slightly shortened to avoid overswinging but finished with a good follow-through. Aim slightly right of target, and use one club more than normal since the angle of the loft for this type of shot is increased. The weight should favor the left side to avoid pulling the shot to the left because the bottom of the arc is near the left heel.¹ The golfer should also take practice swings to find his swing arc before striking the ball.

III. THE DOWNHILL LIE

When playing the ball from a downhill lie, the position of the ball should be off the right of center, near the right foot. Use one club less than normal as the angle of loft for this shot is decreased. The weight should be kept on the right side to avoid pushing the shot to the right because the bottom of the arc is near the right heel.²

¹Charles Bassler and Nevin H. Gibson, You Can Play Par Golf (New York: A. S. Barnes and Co., Inc., 1966), p. 66.

²Ibid.

Aim slightly to the left, with the backswing shortened and more upright to make sure the ball is hit with a descending blow to put backspin on the ball so that it will stop at point of impact. The player should always take a trial or practice swing before attempting to hit the ball in order to find the swing arc needed.

IV. THE SIDEHILL LIE (BALL BELOW FEET)

When playing the ball from a sidehill lie, play the ball off center, but aim to the left since the ball lying below the feet invariably produces a slice.³

V. THE SIDEHILL LIE (BALL ABOVE FEET)

When playing the ball from above the feet, play the ball off center, but aim to the right as this situation almost always produces a hook.⁴

VI.. LOW SHOTS

When it is necessary to keep the flight of the ball low, the ball should be positioned back toward the right foot and swung

³Ibid.

⁴Ibid.

more abruptly. The ball should be hit before hitting the turf. The hands should be ahead of the clubhead which will automatically close the clubface. This decreases the trajectory of the flight of the ball. The weight should be on the left side. Hit down and through the ball with minimal wrist action and a low follow-through.⁵

VII. INTENTIONAL HOOK SHOTS

When the golfer wants to hook the ball, or make it curve to the left, the stance should be closed by placing the right foot away from the stance line and playing the ball almost opposite the heel of the right foot. This brings the clubhead inside the flight line, before impact, and takes it outside the flight line, after impact. The swing will be from inside-out which gives counter-clockwise spin to the ball causing it to curve to the left. This type of shot also causes the ball to roll considerably after landing.⁶ Therefore, the beginner should always remember to allow for greater roll than he normally would get.

VIII. INTENTIONAL SLICE SHOTS

When the golfer wants to slice the ball, or curve it to the right, the stance should be open, with the left foot away from the

⁵Ibid., p. 67.

⁶Ibid., p. 68.

stance line. The ball should be played opposite the heel of the left foot. The club should be gripped firmly with the left hand and the clubhead should be outside the line of flight at impact and inside after impact. This is an outside-in swing, which gives clockwise spin to the ball, causing it to curve right. The slice has little roll after landing and can be controlled much easier than a hook.⁷

IX. PLAYING FROM DIVOT HOLES

When playing from divot holes or bare ground, the ball should be played more off the right foot, with the club face closed slightly. The ball should be hit down with the hands in front of the clubhead at impact.⁸

X. WIND SHOTS

While attempting to hit the ball along the intended line of flight, the beginner will discover that the wind can be a major factor. As the velocity of the wind increases, so should the concern of the player. The wind has basically three dimensions which can affect a golf shot. They are playing into the wind, playing with the

⁷Ibid., p. 68.

⁸Ibid., p. 69.

wind, and playing into a cross wind. The beginner should learn to observe trees, bushes, the flag and other player's shots to learn the direction and force of the wind before attempting to hit.

Playing Into the Wind

When playing the ball into the wind, the major concern is trying to keep the ball low and still obtain maximum distance with a lesser amount of trajectory. However, the golfer should not attempt to hit the ball harder or overswing, but generally should use one club less than normal, play the ball farther back in his stance toward the rear foot, and close the clubface slightly. When playing into the wind on approach shots, the player should play boldly and aim directly to the pin instead of hoping that the carry will get him to the edge of the green and then roll. The wind has a determining factor of holding the ball back. On all wind shots, the golfer should concentrate on making good contact, stroke firmly, but not press or overswing.

Playing With the Wind

The action of playing with the wind is basically opposite that of playing against the wind. The force the wind provides is used to move the ball; therefore, the golfer should concentrate on getting the ball up and allow the wind to increase the distance. The ball should be teed slightly higher, more off the left foot at address. A club

with more loft normally should be played, particularly when hitting into the green on approach shots. On approach shots, the aim should be short of the flag to allow the wind to carry the shot a greater distance.

Playing the Cross Wind

While playing the ball into a cross wind, the major concern should be to keep the ball in play, not allowing the wind to move it out of the playing area. The golfer will find himself having to allow for more right-to-left or left-to-right playing than normal without the wind. An **attempt** should be made to keep the ball low and beneath the force of the wind as much as possible. Always keep the intended line of flight within the edge of the playing area. Never overcompensate by aiming the ball into the rough or out of bounds, hoping that the force of the wind will keep the ball from the playing area. When playing in a cross wind, another important factor for the beginner to remember is not to play an intentional hook or slice, for the cross wind may carry the ball completely out of bounds.⁹

⁹Ibid., pp. 70-73.

TERMS RELEVANT TO THE LESSON

Downhill Lie--The intended line of flight is downward, where on address the player's forward foot is in a lower playing position than the rear foot.

Intentional Hook--A shot intentionally played from the golfer's right to left.

Intentional Slice--A shot intentionally played from the golfer's left to right.

Sidehill Lie (Ball Above Feet)--The lie of the ball is on a parallel line with the foot line, but the foot line is slightly beneath the intended line of flight. The ball is higher than the feet.

Sidehill Lie (Ball Below Feet)--The lie of the ball is on a parallel line with the foot line, but the foot line is slightly above the intended line of flight. The ball is lower than the feet.

Uphill Lie--The intended line of flight is upward, where on address the player's forward foot is higher than the playing position of the rear foot.

Wind Shots--Any ball played which the wind may affect.

STUDENT EVALUATION

1. Complete the following statement:

After studying Lesson XVII, I am aware that I must approach some of the abnormal lies of the golf ball with a positive attitude and a well-organized, planned strategy.

_____ Yes _____ No

If your answer is "no," study Lesson XVII in more detail and complete this portion of the Student Evaluation a second time.

2. List the twelve abnormal lies of the golf ball as discussed in the lesson, and list three checkpoints for playing each shot.

3. Demonstrate to your instructor the correct address procedure for hitting each of the twelve abnormal lies discussed in Lesson XVII.

4. Working with your instructor, hit at least ten balls from each of the abnormal lies discussed in the lesson, noting any movement of the ball from the intended line of flight. Continue until seven of the ten from each lie can be kept on an intended line of flight toward a designated target area with no more than 35 yards leeway to either side of the target. This would require a fairway 70 yards wide leading to the green or target area.

ADDITIONAL LEARNING EXPERIENCES

1. Visit your local golf course and observe the various lies of the course and the strategies and procedures used by different golfers in attempting to hit from these various lies.
2. While practicing set up as many abnormal lies as possible to that when involved in an actual match, you will know the mechanics of hitting each shot properly with confidence in yourself and in your swing.
3. Following the instructional guidelines given in the lesson, locate a practice area near a tree with low branches.
 - a. Drop several balls directly behind the tree and attempt to keep the ball low, playing beneath the branches of the tree but at the same time maintaining as much accuracy and distance as possible.
 - b. Move back, and following the instructional guidelines for playing a high shot, attempt to get the ball up and over the top of the green, again with as much accuracy and distance as possible.
 - c. From basically the same spot, hit intentional hooks and intentional slices to bend the ball around the tree while keeping the ball in play.
4. On a windy day go to the course or practice area and hit some of your normal shots. Note how the wind affects the shots,

especially loss of distance and accuracy. Using the guides in the lesson, attempt corrections that are necessary.

ADDITIONAL READING EXPERIENCES

Bassler, Charles, and Nevin H. Gibson. You Can Play Par Golf.
New York: A. S. Barnes and Co., Inc., 1966.

LESSON XVIII

STRATEGY

Outline of Lesson

Behavioral Objectives

Content of Lesson:

- I. Introduction
- II. The Warm Up
- III. Playing Each Hole
 - A. The Drive
 - B. The Fairway
 - C. Short Approach Shots
 - D. Sand Shots
 - E. The Green
- IV. Concentration
- V. Scrambling
- VI. Match and Tournament Strategy
- VII. Summary

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XVIII, the student will be able to:

1. Based on the material presented in the lesson, demonstrate to the instructor a warm-up routine the student has designed which he feels will be beneficial to him.
2. Define strategy as related to golf, and discuss in a minimum of two paragraphs the importance of carefully planning play on each hole.

3. Complete the following statement with a positive answer:

After completing Lesson XVIII, I realize the importance of carefully planning each hole before starting play. I understand the need for scrambling when play varies from the strategy planned for use on the hole.

_____ Yes _____ No

4. Define scrambling as related to golf and tell in a minimum of two paragraphs how it fits into the overall strategy of the beginning golfer.

5. List a minimum of five general checkpoints to be kept in mind during match or tournament play.

LESSON XVIII

STRATEGY

I. INTRODUCTION

Playing any round of golf calls for intelligent thinking and planning to achieve the best results. A player who uses good judgment will score better than one who shoots without previous thought and little concern for strategy.¹ Shots and even rounds can be blueprinted and innumerable strokes saved. Walter Hagen says:²

I always figured the margin of error. Anybody can blueprint a course and shoot a passable game of golf if he doesn't knock himself out taking chances. Why, many times I deliberately played short rather than go for the green.

Sam Snead says that in playing the British Open at the famous St. Andrews course that he found that he had to campaign every hole and place every shot where he meant to place it if he

¹Ben Bruce and Evelyn Davies, Beginning Golf, Revised Edition (Belmont, California: Wadsworth Publishing Co., Inc., 1968), p. 27.

²Walter Hagen quoted by Sam Snead, Sam Snead on Golf (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961), pp. 128-131.

wanted to attempt to play par golf. He found it necessary to constantly play every shot for position. This is good advice for the beginner on his local course.³

The following points are listed in order to help the beginner with his basic strategy for playing. . . Though general in nature, the guidelines can pay big dividends on the scorecard.

II. THE WARM UP

Golf is an individual sport. Just as the baseball player would not think of going to play baseball without warming up, so should the golfer never go onto the course without warming up.⁴ On the way to the course the golfer can warm up by squeezing and releasing the steering wheel to firm up the grip and stressing pressure points.⁵ After arriving at the course, a good warm up routine begins on the practice green. The back and shoulder muscles can be loosened by holding a club behind the back in the crook of the elbows and turning the body back and forth from the hips. The

³Ibid.

⁴Doug Ford, Getting Started in Golf (New York: Sterling Publishing Company, Inc., 1964), pp. 107-108.

⁵National Golf Foundation, The Rules of Golf (Chicago: National Golf Foundation, 1973), p. 9.

fingers can be loosened by holding them in hot water for a few minutes, by opening and closing the hands, or by holding a club horizontally straight out in front of the body and spinning it around with both hands.

On the green the putts should be to perfect the rhythm, judge distance, and get the feel of the clubs. Concentration should be more on stroking the ball and judging the speed of the green than on holing the putt. The golfer should start with short putts and work up to longer ones. The putting warm-up routine should not be for too long a period of time, however, to avoid tensing up.⁶

From the practice green, the golfer should go to the pitching area. With a seven or nine iron or pitching wedge, he should perfect the timing. If there is a place available, some explosion shots from the sand should be included in the warm-up routine.⁷

To loosen the wrists and get the rhythm and feel of the club, the golfer should swing a wedge or iron lazily but smoothly back and forth, starting with a half swing and gradually lengthening it, concentrating on keeping the head still. He should not rush the back and forth swing. He should swing lazily, with lots of wrist action, letting

⁶Ibid.

⁷Ford, loc. cit.

the clubhead lag behind the hands, and should let the body turn the weight as if on the end of a rope. A few swings should be taken with the left hand only.⁸

After completely limbering up and not before, the golfer should go to the practice tee and drive a dozen or so balls⁹ using several irons and a wood or two. He should finish up with the driver or whatever other club will be used on the first tee.¹⁰ If no practice tee is available, he should take a number of swings in the fairway practice area, making sure to aim at some target. After completing this routine, the golfer is usually ready to begin a round of golf.

An important factor for the golfer to remember while warming up on the practice tee is to select those clubs in which he has confidence and seems to be hitting well at the time. The warm up is to loosen the skeletal muscles of the body and prepare the participant to play a round of golf, not a practice lesson. By hitting those clubs the golfer hits well, he will leave the practice with loose muscles and confidence.

⁸National Golf Foundation, loc. cit.

⁹Ford, loc. cit.

¹⁰National Golf Foundation, loc. cit.

III. PLAYING EACH HOLE

Scoring can be improved by thinking on every shot and playing every shot as if it were the most important. Some of the more important factors to remember in playing each hole are given below for each area of the hole: the drive, the fairway, short approach shots, sand shots, and the green.

The Drive

Look for any trouble ahead that is to be avoided. Look also for the best position to place the tee shot in relation to the potential trouble and the best approach to the green. The terrain must be considered as well as the best way to take advantage of slopes and hazards.¹¹ Always drive with a definite target area in mind after carefully considering each of the factors mentioned.

The Fairway

Study the shot from different angles to determine if the shot should be for the green or a "play safe" area, taking into consideration trouble areas, wind direction, green contour, necessary club, and lie of the ball as well as the golfer's ability to hit any particular shot.

¹¹Ibid.

¹²Ibid.

Short Approach Shots

Always plan to have the ball land on the green if at all possible. Bounce and roll is generally more reliable if the ball is allowed to bounce on the green. On longer shots use as much green as possible. Chip to the edge with a club whose loft will give the ball the proper arc to permit it to run the distance to the cup.¹³

Sand Shots

If sand is usually difficult for the golfer and/or the green is heavily trapped, the main consideration should be to avoid the sand rather than hit close to the pin. Play to the safer side of the green if it can be reached easily. If not, the golfer should consider playing short or to some safe area then pitching or chipping to the hole. On sand shots near the green, the wedge should not be the automatic club selected. Sometimes the putter is the best choice. Also, it might be wiser to chip out if the hole is so far it could not be reached with an explosion shot if the trap is shallow and the lie is good.¹⁴

¹³Ibid.

¹⁴Ibid.

The Green

Examine the putt from all sides. Note the roll of the green and conditions and grain of the turf. Observe other player's putts. Calculate the distance and determine force and direction the shot must take. A grip most comfortable and successful for the individual golfer should be used, with the eyes kept directly over the ball and only confident thoughts of striking the ball and the distance it must go being present in the mind.¹⁵ A most important factor to remember is that it is all but impossible to hole out each putt with a single stroke. Par allows for two putts on each green. In many cases, many strokes can be saved to lag putt on the first stroke and then attempt to hole out on the second stroke in order to stay within the boundaries of par.

IV. CONCENTRATION

In order to score well, the golfer must be able to concentrate. Golfers with ability to concentrate on their game can win over others with greater skill but poor mental attitude.¹⁶ To improve concentration the mental attitude should be geared toward a good swing. The opponent

¹⁵Ibid., p. 32.

¹⁶Ibid., p. 6.

should be ignored; the golfer's own game should be played, not the opponent's, with more concentration than usual on the final holes where the pressure is greatest. The game should be slowed a little toward the final holes so that the overanxiousness will not upset the game.

On each hole the golfer should try to do as much as can be done naturally, from muscle to memory, without conscious effort. This is where the physical and mental practice sessions pay off. The golfer should not think of too many things, but think positively that all the shots are going to be good ones. The golfer should stick to fundamentals and not experiment while playing. Shots that have proven successful should be played and the clubs used which the golfer knows he can hit.

All these guidelines apply even when the shots are being made under pressure. When playing under pressure, the positive, concentrated routine that allows distractions to be shut out should be continued. When addressing the ball, the golfer should concentrate on hitting it well, not on the result for which he hopes. Above all, the golfer should not lose his temper or else he will defeat himself. The golfer should try to play under pressure often so that he can become accustomed to the situation. He should get in the habit of playing all shots as if they were the most important of the round;

then, when the shot does matter, there will not be so much pressure with which to cope.¹⁷

V. SCRAMBLING

Scrambling is defined as unorthodox procedures to help save strokes; every golfer needs to scramble at one time or another. Every golfer will get into some trouble, but a good scrambler will minimize the damage by good recoveries that save strokes and cut his score. Average golfers have to scramble more than good ones, and beginners more than the average golfer. Therefore, they should practice more with the scoring clubs--short irons, sand wedges, and putters. Getting on the green and close to the hole with the short irons and putting reasonably well will make the beginner into a better-than-average golfer. For short hitters, good scrambling will help him survive against the long hitters.

It is important that the golfer develop skill with the short irons. He should select the right club to fit the circumstance and let it do the work. The close-in pitch is a good scrambler's weapon for getting close to the hole.

The ability to read greens accurately is most helpful in getting approach shots on the green for the needed one putt. Check

¹⁷Ibid., pp. 6-7.

the green for contour and speed and concentrate more on distance than line.

On chip shots, the ball should be landed on the green and run up to the pin if the pin is far enough back rather than trying for holing the shot. Chipping with a five or six iron, aim one-third of the distance, figuring the ball will roll the other two-thirds. With a seven or eight iron, aim for halfway. With a nine iron or wedge, pitch two-thirds the distance.

In general when scrambling, as in all other shots as discussed previously, concentrate. Keep composed, be decisive, and play with confidence.¹⁸

VI. MATCH AND TOURNAMENT STRATEGY

In any competition there are certain rules and practices the beginner needs to be familiar with in order to play well. The first and foremost one is to be sure and know the rules of golf. Any local or special tournament rules should also be studied carefully. Rules on the scorecard should be read diligently.

In playing a match, if a dispute or problem arises at any point, any claim must be made before teeing off on the next hole.

¹⁸Ibid., p. 5.

All balls should be identified before starting play, since playing someone else's ball can cost the hole.

Upon completion of the round, the card should be checked carefully before signing it. It is the golfer's responsibility to make sure the scoring is correct.

In a tournament away from the golfer's home course, he should try to play the course before beginning the tournament or at least walk the course noting terrain, hazards, and other features.

The entry must be properly prepared and received by tournament officials on time. After registration the golfer should be sure to read all material in the registration kit and check the bulletin board for notices. All rules of etiquette should be observed and winning and losing should be done with grace.¹⁹

VII. SUMMARY

In summary the following strategies are listed:

1. Avoid tension at all times. Take practice swings; blot out distractions. Don't overstay the shot.
2. Take the offensive. Hit all shots to put the opponent in the defensive position. Do not be concerned about the opponent's shot.

¹⁹Ibid., p. 15.

3. Allow for mistakes. Mistakes will happen; don't experiment during play to try to correct one. Do what you have always done to correct the same error.

4. Do not gamble. Just because the opponent has the advantage, do not attempt shots which you are incapable of making. Play conservatively and do what has worked in the past.

5. Concentrate. This cannot be overemphasized as the beginner has sensed from this and previous lessons. Play each shot as it comes and think each stroke through. Think positively.²⁰

6. Do not be afraid to win. Do not be satisfied with a few good holes.. Match play consists of eighteen holes, not just a few.

7. Finally, never beat yourself. Make your opponent do that. Play with the mental attitude that you know what you are physically capable of doing. Do not try to match the opponent; play on your terms and let him match you.

²⁰Ben Bruce and Evelyn Davies, Beginning Golf, Revised Edition (Belmont, California: Wadsworth Publishing Company, Inc., 1968), p. 189.

TERMS RELEVANT TO THE LESSON

Scrambling--Unorthodox procedures used by the golfer to save strokes.

Strategy--Plans for playing a particular hole or round.

Warm-Up Routine--Series of shots or movements designed to limber up the golfer before beginning a round of play.

STUDENT EVALUATION

1. Demonstrate to your instructor a warm-up routine which you have designed for your use and which you believe will be beneficial to your golf game.

2. Define strategy as related to the game of golf, and discuss in a minimum of two paragraphs the importance of carefully planning play on each hole.

3. Complete the following statement:

After completing Lesson XVIII, I realize the importance of carefully planning each hole before starting play. I understand the need for scrambling when play varies from the strategy planned.

_____ Yes _____ No

If your answer is "no," restudy the lesson and complete this portion of the Student Evaluation a second time.

4. Define scrambling as related to the game of golf and write in a minimum of two paragraphs how it fits into the overall strategy of the beginning golfer.

5. List a minimum of five general checkpoints to be kept in mind during match or tournament play.

ADDITIONAL LEARNING EXPERIENCES

1. Interview someone you know who has played golf for a number of years and get their feelings on the importance of strategy while playing.
2. Write down your feelings as a beginning golfer on the importance of strategy. Then interview the local club professional or the local club champion and compare the ideas they have with yours.
3. Go to your local course and observe the different strategy being used on a particular hole on the course. Notice the various strategies and how the different players scramble in an attempt to recover to maintain their basic strategy for the hole.
4. Check the additional reading experiences and attempt to read what the various experts say on the importance of basic strategy.

ADDITIONAL READING EXPERIENCES

Bruce, Ben, and Evelyn Davies. Beginning Golf, Revised Edition. Belmont, California: Wadsworth Publishing Company, Inc., 1968.

Ford, Doug. Getting Started in Golf. New York: Sterling Publishing Company, Inc., 1964.

National Golf Foundation. The Rules of Golf. Chicago: National Golf Foundation, 1973.

LESSON XIX

BASIC CORRECTIONS

Outline of Lesson

Behavioral Objectives

Content of Lesson:

- I. Introduction
- II. Topping the Ball
- III. Slicing the Ball
- IV. Hooking the Ball
- V. Skying
- VI. Shanking
- VII. Scuffling
- VIII. Pushing
- IX. Pulling

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XIX, the student will be able to complete the following chart to the instructor's satisfaction based on material presented in the lesson.

ERROR	CAUSE(S)	CORRECTION
Topping		
Slicing		
Hooking		
Skying		
Shanking		
Sclaffing		
Pushing		
Pulling		

LESSON XIX

BASIC CORRECTIONS

I. INTRODUCTION

Many of the shots made by the beginning golfer will be anything but what he hoped they would be. The shots will deviate from the line of flight even on what the beginner believes to be the best executed shots. Improvement in the game of golf comes through the decreasing of the percentage of bad shots. This lesson is an attempt to explain some of the more common errors and provide corrections which the golfer may use to improve his bad shots. It is not a comprehensive study of the many errors which may face the golfer, but only the major, more common problems which the golfer faces.

Even when the correction is known, it is sometimes difficult to make the correction work. The beginner should not try to correct each shot he hits incorrectly. Assuming the swing is good, the golfer should not continue trying various corrections. He should hit some short shots, concentrating on a smooth swing and striking the ball to target. Gradually the golfer should work to the longer shot going back to the shorter strokes if errors occur again. The more

common errors will be discussed individually with suggested remedies given for each error.¹

II. TOPPING THE BALL

Topping the ball is an error in which the ball is hit above the center line or midline of the ball, thus causing it to travel in the air a short distance then dive to the ground and roll, or roll along the ground from the impact.² There are many causes for topping the ball. The major cause is trying to scoop or lift the ball into the air. As learned in previous lessons, this is not necessary if the proper club is chosen because the loft of the clubface will do the lifting for the golfer.

To correct this error, the golfer must shift his weight to the left while pulling with the left arm and hitting down and through the ball.³

Some of the more common reasons for topping other than scooping the ball are: a lack of upper body tilt toward the ball and

¹Virginia L. Nance and E. C. Davis, Golf (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 64.

²Ibid.

³Gary Wiren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), p. 94.

over the intended line of flight which causes too much arm action. Bending the left elbow during some part of the swing is very common with all golfers and must be constantly guarded against. Another common error causing topped shots is letting the left side collapse and the right side dominate the swing. The modern golf swing should be a peeling action from the left side and allowing it to dominate the swing. Allowing the weight to remain on the right side which may cause the player to become off balance may also cause a topped shot. The weight should shift from front to rear and then with the slant of the backswing the weight will shift back to the front side and finish on the left side.

III. SLICING THE BALL

Slicing the ball is when the ball is hit so that it curves from left to right rather than traveling in the intended straight line of flight.

The reason for the slice is that the body and hand position in the swing are more comfortable than those that produce a straight shot. This comfortable position of hands and body causes the golfer to do one of the following, resulting in the slice:

1. Cut across the line of flight from the outside, giving spin to the ball.

2. Hit the ball with an open clubface.

3. A combination of the two.

To correct the slice, the swing line should be checked first. A good exercise to correct the swing pattern is to put the club down along the intended line of flight and see if the swing feels like it is traveling from the inside of that line slightly out and then on toward the target. As learned earlier, to hit the ball straight the club must approach the ball from inside the line and then go directly on the line toward the target before continuing around into the follow-through. It should feel as though the clubhead is coming from inside the line of flight and continuing out slightly to the right of target before finishing the swing.

If the golfer finds that he is crossing the line of flight before striking the ball (or hitting from the outside in), the stance should be closed by bringing the right foot back from a line parallel with the line of flight. This will point the line of the shoulders and body more to the right and encourage the swing to go that way.

The golfer must also make sure that he is getting his hips to lead the swing first. If the right hand is allowed to move before the hips have moved into the swing, the clubhead will go outside the line of flight and across the ball, thus resulting in the slice. To cure this leading of the right hand, the golfer should take several practice

swings in which he lets go with the right hand in the impact area and allows the left hand to carry through alone. In these practice swings a strong lead of the left side should be emphasized which slides toward the target and starts the clubhead in its correct path, which is from inside the line of flight.

If the swing is already from the inside and the slice is still persisting, then the error probably is in the position of the clubface; it must be square. In order to accomplish this, the left hand must take a strong grip and take the face away in a square position for the first one or two feet. At the top of the swing, when the wrists are cocked, the golfer must make certain that the back of the left hand and wrist are at least in a straight line or possibly even in a slightly convex position. Any other position other than this means that the clubface is not square.⁴

IV. HOOKING THE BALL

A hooked ball is one which curves from right to left. The only advantage of the hook is that it indicates a certain amount of strength in the hands and wrists, assets which later will be quite

⁴Ibid., pp. 96-97.

helpful for the beginner in becoming an accomplished player. Also, the hook usually gives more distance than a slice.

The causes and cures for the hook are almost the reverse of the slice. Generally, the hook is caused by having the face of the club closed or hitting markedly from inside out with the face square. The grip, top of the backswing, or right hand generally are the sources of error in hitting a hook.

The grip is the culprit if either hand is turned too far to the right on the club grip so that the V's caused by the thumb and the index finger of both hands are pointing outside the right shoulder. The V's should be on top of the shaft. Generally the right hand is placed too far under the shaft.

If the grip appears to be correct, the top of the backswing may be the problem area. The clubface should not be closed or pointing directly toward the sky. This results in a sharp hook. An arched left wrist causes this closing of the clubface; therefore, the left wrist must be flattened to prevent the hook.

The most common source of the hook is the right hand overpowering the left during the swing. If the left arm quits or does not do its share, the right hand will close the face of the club and make the ball hook. This can be prevented by taking a firmer grip with the last three fingers of the left hand and maintaining the grip

started with the right hand. It is quite common to change or regrip in the right hand during the swing.⁵

V. SKYING

Skying is popping the ball high into the air and covering only a short distance. It results from dropping the right shoulder and lowering the arc of the swing in anxiety to get more power into the shot. To prevent skying, the backswing should be a sweep back, with the wrists not breaking until waist height. The downswing must be smooth without rolling the wrists. The left side should lead the clubhead through the ball.

VI. SHANKING

Shanking is striking the ball on the neck of the clubhead where it joins the shaft. As discussed in Lesson X, The Middle Irons, the two major reasons for shanking are choosing a club less than the one needed and the resulting press of the golfer to make the club achieve the distance actually needed. This pressing causes the clubhead to be forced away from the grooved arc and to hit the ball on the club neck.

⁵Ibid., pp. 97-99.

To prevent pressing the golfer should always be sure to choose the correct club and keep the clubhead in the swing arc needed to make contact with the ball smoothly.

Other factors which force the clubhead away from the body are quitting on the shot, a hurried backswing, or swinging with locked wrists.⁶

VII. SCLAFFING

Sclaffing means hitting behind the ball, displacing a divot, but moving the ball only a short distance. The causes are almost the same as topping.

To prevent schlafling, be sure to transfer the weight to the left foot before hitting the ball. The left side should lead and the swing should be down on the ball. The ball should be played so that its front side corresponds to the point where the divot mark begins. The arms should be in an extended hanging position to make sure that the golfer is not too close to the ball in the address. The head must be lowered during the swing in order to prevent hitting the ground before hitting the ball.⁷

⁶Sam Snead, Sam Snead on Golf (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1961), pp. 81-82.

⁷Wiren, loc. cit., p. 95.

VIII. PULLING

Pulling is defined as hitting the ball in a straight line but to the left or inside the intended line of flight. To prevent this, the golfer must be sure that all his weight is transferred to the left side on the downswing and that his swing is not flat-footed. It is a must also to swing straight through the ball.⁸

IX. PUSHING

Pushing is defined as hitting the ball in a straight line but to the right or outside of the intended line of flight. Pushing may be prevented by keeping the head stationary throughout the backswing and downswing and hitting straight through the ball.⁹

⁸Charles Bassler and Nevin H. Gibson, You Can Play Par Golf (New York: A. S. Barnes and Co., Inc., 1966), p. 71.

⁹Ibid.

TERMS RELEVANT TO THE LESSON

Hooking--Hitting the ball from right to left rather than on a straight line of flight.

Pulling--Hitting the ball in a straight line but to the left or inside the intended line of flight.

Pushing--Hitting the ball in a straight line but to the right or outside of the intended line of flight.

Scuffling--Hitting behind the ball, displacing a divot, but moving the ball only a short distance.

Shanking--Striking the ball on the neck of the clubhead where it joins the shaft.

Skying--Hitting the ball below its center or midpoint, striking from the bottom side, causing the ball to travel upward in a high arc.

Slicing--Hitting the ball from left to right rather than on a straight line of flight.

Topping--Hitting the ball above its center, causing the ball to travel in the air a short distance then dive to the ground and roll, or roll along the ground from impact.

STUDENT EVALUATION

1. Complete the following chart for future reference and to reinforce the learnings presented in Lesson XIX:

ERROR	CAUSES	CORRECTION
Topping		
Slicing		
Hooking		
Skying		
Shanking		
Scalping		
Pushing		
Pulling		

ADDITIONAL LEARNING EXPERIENCES

1. Go back to the self-analysis sheets you filled in in Lessons VIII, IX, X, XI, XII to determine the major problems you are having, and work with your instructor to correct these problems.
2. Select a classmate to observe. As he swings, observe his movements and note any problems he might have. With the aid of your instructor, attempt to correct the error(s) based on material presented in the lesson.
3. As you will learn in the next lesson, mental practice in golf is of utmost importance. While observing play on the course or tournament play on television, or in summarizing your own mistakes mentally, make a list of items related to Lesson XIX which may go wrong and mentally give a correction for these problems.

ADDITIONAL READING EXPERIENCES

Bassler, Charles, and Nevin H. Gibson. You Can Play Par Golf.
New York: A. S. Barnes and Co., Inc., 1966.

Nance, Virginia L., and E. C. Davis. Golf. Dubuque, Iowa.
Wm. C. Brown Company, 1966.

Snead, Sam. Sam Snead on Golf. Englewood Cliffs, N. J.:
Prentice Hall, Inc., 1961.

Wiren, Gary. Golf. Englewood Cliffs, New Jersey: Prentice
Hall, Inc., 1971.

LESSON XX

PRACTICE

Outline of Lesson

Behavioral Objectives

Content of Lesson:

- I. Introduction
- II. How to Practice
- III. Where to Practice
- IV. Physical Practice
- V. Exercise As Physical Practice
- VI. Mental Practice

Terms Relevant to the Lesson

Student Evaluation

Additional Learning Experiences

Additional Reading Experiences

OBJECTIVES OF THE LESSON

At the conclusion of Lesson XX, the student will be able to:

1. Define physical practice and write to the instructor's satisfaction a minimum of one page on the importance of physical practice to the golfer's game.
2. Define mental practice and write to the instructor's satisfaction a minimum of one page on the importance of mental practice to the golfer's game.
3. List ten checkpoints of good practice sessions.

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4. Write a minimum of two paragraphs on exercise as physical practice.

5. Complete the following statement with a positive answer:

After studying the sections "How to Practice" and "Where to Practice" in Lesson XX, I am now able to practice more correctly those points of my golf game which need physical practice.

6. Complete the following statement with a positive answer:

After studying the section "Mental Practice" in Lesson XX, I am now able to concentrate more and have developed more confidence in my game.

LESSON XX

PRACTICE

I. INTRODUCTION

Too few persons realize the importance of practice in learning to play the game of golf. Beginning students are prone to limit their golf exposure to the classroom and believe that rapid progress will result.² So do many persons who go to the course on weekends for do-it-yourself lessons or lessons from the local club professional. As the golfer becomes more involved with the sport, he begins to realize that there is a great deal to be learned about the game. Problems arise for which he has no answer. Exposure to playing creates questions that probably did not occur to the golfer at the outset.

At this point the beginner realizes that he must go beyond the basic fundamentals. An hour spent in practice can reward the golfer with more valuable information than hours spent playing on

¹Jerry Vroom, So You Want To Be A Golfer! (San Jose, California: Vroom Enterprises, 1973), p. 26.

the course. Practice is an essential ingredient in the formula for golf success. Good golf is not an accident or luck. "Good golf" means par golf; the playing-for-fun level of golf can be achieved mostly without practice. Most persons want to improve, no matter what their level, and the improvement in the game can be closely paralleled with the amount of effort put into the game.²

II. HOW TO PRACTICE

Anything practiced long enough will become somewhat automatic in its repetition, bad golf included. Therefore, it is important that the practice being conducted be correct. Any beginner needs a competent teacher, a basic understanding of the fundamentals, and definite points on which he is going to work.³ Practice should be done with a purpose. The late Babe Zaharias once stated that with every practice shot she executed, she mentally assumed that it was for a championship title. Such psychology in conjunction with physical practice undoubtedly contributed to the great golfing record she compiled.⁴

²Gary Wiren, Golf (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971), pp. 85-87.

³Ibid., pp. 87-88.

⁴Charles Bassler and Nevin H. Gibson, You Can Play Par Golf (New York: A. S. Barnes and Co., Inc., 1966), p. 89.

III. WHERE TO PRACTICE

Practice sites are plentiful and available to those who truly want to practice golf seriously. A driving range is the best choice, but open spaces remote enough to prevent injury to others are just as effective. Indoor practice can benefit the golfer who is practicing any aspect of the game other than the flight of the ball.⁵

At the practice tee wherever it might be, certain guidelines are suggested to help the golfer in his practice session:

1. Review the correct fundamentals at each practice session.
2. Plan each practice shot. Have a definite purpose in mind. The number of times a mental goal is attained is more important than the number of balls hit.
3. Strive for consistency and accuracy in practice. By selecting a target within range of the golfer's capabilities, the accuracy of the golfer will increase and help prevent overpowering the swing which results in loss of control.
4. Attempt to keep the length of the practice time and periods between practice sessions relatively constant. Introduce and/or review new thoughts and corrections at the beginning of the practice

⁵Winen, op. cit., p. 88.

session, allowing the concentration on them to be incorporated into the remaining practice session.

5. Evolve a balance between practice and play. Develop skills on the practice tee; adapt them on the golf course.

6. Practice all phases of the game, not just the trouble spots and favorite clubs.

7. Practice the following checkpoints common to the swing:

- a. Keep a fixed firm grip at the top of the backswing.
- b. Swing through the ball.
- c. Be sure that halfway through the finish of the swing the arms are still completely extended, body posture maintained, and head relatively steady.
- d. Check at the completion of the swing that the weight is on the forward foot, the heel of the rear foot off the ground, hands high, and the body facing target.⁶

IV. PHYSICAL PRACTICE

There are certain motor principles connected with the physical aspect of practice. These are summarized by Wiren⁷ as follows:

⁶National Golf Foundation, Golf Lessons (Chicago: National Golf Foundation, 1972), pp. 38-40.

⁷Wiren, op. cit., p. 86.

1. The golfer's emotional state may have a profound effect upon his ability to learn or perfect a skill.
2. Incorrectly practicing a skill will naturally cause retrogression rather than improvement. Practice does not always make perfect; the area being practiced must be correct.
3. Learning may be negatively affected if practice is carried beyond the point of fatigue.
4. It is probably best to work on accuracy and speed of contraction simultaneously since both are so essential to the skill. Speed can be sacrificed somewhat, but not to the point at which significant change in the coordinated movement results.
5. Mentally rehearsing the movement may help to accustom the golfer to the movement about to be made.
6. In general, short practice sessions bring better results than long, widely scattered ones.⁸ A good practice session will be at least a half hour in length, however.⁹

The following practice points are also important:

1. Be sure the practice balls are round--battered or cut balls do not fly or roll straight and do not work well in a practice session.

⁸Ibid.

⁹Virginia L. Nance and E. C. Davis, Golf (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 53.

2. Practice with a target in mind and aim for the target.
3. The best practice is done alone.
4. Practice with a purpose in mind.
5. Practice the weakest areas first.

V. EXERCISE AS PHYSICAL PRACTICE

Many golfers ask if they will play better golf if they are in good physical condition or if they exercise. Although the subject has not been researched thoroughly, many people advocate exercise as a form of practice, the theory being that exercise will help the golfer play better.

An example of this is the right-handed golfer whose left side is weak. This weakness causes mistakes pertaining to the left side, such as bending the left arm or failing to pull strongly with the left side. These fundamental errors could probably be helped by exercise which would strengthen this part of the body.

A lack of general body conditioning is probably a handicap to any person hoping to play good golf, although as stated previously, this has not been researched thoroughly. It is reasonable to assume this, however, just as it is reasonable to assume that fatigue can have an effect upon such a skill as golf. The following types of exercise

should help the golfer and is considered "physical practice, though not specifically related to handling of a golf club or other golf equipment.

1. Any program that improves the overall strength and endurance of the golfer will probably help.
2. Using the principle of overload, the golfer might take an object heavier than a normal golf club and swing it like a club.
3. Concentrate on the legs, forearms, back, and hands using weights, but de-emphasize biceps, upper shoulder, and chest since these areas overly developed restrict swing.
4. Try to build up legs and endurance by walking, running, or similar exercise.
5. Strengthen and protect the back from strain by doing sit-ups and leg elevations.

V. MENTAL PRACTICE

Probably in no other competitive sport is the mental approach so important as in the game of golf. The psychological part of the game is by far just as important as the physical part.¹⁰ Fine golfers today relate a process of imagery, or imagination, commonly

¹⁰Bassler, op. cit., p. 85.

called mental practice, to each stroke before it is taken. It is known that imagery can direct neuromuscular activity. The thought of performing a physical skill is accompanied by detectable neuromuscular action potentials in muscles concerned with the task. Consequently, a pattern of movement can be experienced, recorded in the memory, and reactivated at will.¹¹

Research studies have shown that a form of mental practice can be as effective if not more effective than the same amount of time spent in actual physical practice.¹² The golfer can begin to condition his mind in a positive way and call forth this needed imagery before ever getting to the golf course through a study of the basic fundamentals either in a formal class or on his own. Since mental practice is based upon previous experience, it is essential that beginning golfers be given some sensory knowledge of the fundamentals before actually using golf equipment. It is recommended that the beginning golfer develop a practice routine of one mental practice session for every three physical practice sessions.¹³ During these practice sessions, one should begin with the basics of the game, practice, play, then

¹¹National Golf Foundation, Golf Instructor's Guide (Chicago: National Golf Foundation, 1972), p. 92.

¹²Wiren, op. cit., p. 91.

¹³National Golf Foundation, loc. cit.

move on to the more intricate aspects of golf in the next practice and play sessions.

Probably the biggest factors involved in mental practice which carries over to actual play is the ability to concentrate and the factor of concentration. There exists throughout the world a large number of excellent golfers who possess the physical ability and perfect coordination to play below par; but, unfortunately, lack the faculty to concentrate at crucial times. The late Grantland Rice stated, "All great golfers have determination and the ability to concentrate." The ability to concentrate is not a gifted power; it must be learned through mental training.¹⁴

The confidence factor is interrelated to concentration. Although both words "confidence" and "concentration" are psychological terms, they have different meanings. Confidence is closely allied with the physical aspect. Through confidence golfers attain a sense of superiority because they know that they can produce good play. In order to continue positive approaches, concentration must come into play. Many golfers have stated that golf to them is between 75 and 95 percent mental. The latter figure is applicable to the touring

¹⁴Doug Ford, Getting Started in Golf (New York: Sterling Publishing Company, Inc., 1964), p. 108.

professionals and leading amateurs. Most professionals and good amateurs have the required physical ability and the know-how to execute every type of golf shot; thus, the winner is usually the one who possesses the best mental approach.

The golfer may be equal to his opponent in the physical sense yet be defeated in the match psychologically. Walter Hagen, reputed as the greatest match player in the game, possessed no special talent in the physical mechanics, yet he crucified his contemporaries psychologically. He retained a superior mental approach which enabled him to win a record number of championship titles and set professional world records.

All this is not to say that confidence without ability will enable the golfer to play par golf. He will not. However, once the golfer has learned to play golf and then develops the confidence and concentration which make up the mental aspect of the game, he is on the way to becoming a fine golfer.¹⁵

¹⁵Ibid.

TERMS RELEVANT TO THE LESSON

Mental Practice--Psychological factors associated with play; confidence, concentration, and a positive attitude, which help the golfer approach the game with a sense of winning.

Physical Practice--Mechanical aspect of the game to develop ability to play; connected with motor skills and muscular coordination.

ADDITIONAL LEARNING EXPERIENCES

1. Without using a ball, concentrate on the mechanics of the swing. Study each part of the backswing in very slow motion, noting especially the point where the pivoting occurs; and try to determine why, when the club is at the top of the backswing, the momentum of the clubhead pulls the fingers of the left hand free.

2. Without using a ball, swing the club in very slow motion. Study the action of starting the downswing, with the left heel going to the floor first and the arms pulling straight down as though you were pulling a bell rope. Keep the wrists cocked until the hands are well down and note what a feeling of control and power it gives you. Note that the hands remain ahead of the club. With your arms straight, carry the club as far as you comfortably can. Feel as though you were reaching the clubhead out to the hole. Keep the head still.

3. Since the swing is so important to the golf game, practice swinging at every possible opportunity, remembering to concentrate on the fundamentals since incorrect practice makes the movements automatic just as correct practice does.

4. To strengthen the left hand and arm, hold a club firm with the left hand only and swing and pivot.

5. Grip a club; press your right elbow into your side and keep it there. Swish the club back and forth, horizontally, using only the wrists. Note the hand action and the need for holding firmly with the ring and little fingers of the left hand so that the clubhead does not move around at the end of the backstroke. This is much the same action as should occur when hitting a golf ball.

6. Practice the following exercise before a mirror or a picture with reflecting glass. Stand at a distance from the glass so that you can swing a club and see the reflection of your head. By watching this reflection you can tell whether you are moving your head; it should not move.

7. Squeeze sponge rubber balls to strengthen the hand muscles. Do not overdo it, however, or you will lose your sense of feel.

8. Putting practice on the carpet can improve the smoothness of stroking and sense of direction. Experiment with changes of grip, position of the ball in relation to the feet, position of the feet (closer and farther apart, closed or open stance, weight on the heels or evenly balanced, etc.)

9. To help the left arm and hand while putting, try this exercise. Take your putting stance, grip the putter with both hands as you ordinarily would, then take your right hand off the grip entirely and

swing the club with the left hand only. Notice how naturally and easily the clubhead follows the putting line for quite a few inches. Now grip the right hand again and swing in the same way. Note how gripping with the right hand tends to stop the left near the point of contact. This indicates that the left hand should hold firmly, just as in all other strokes and that the right hand only determines the proper amount of hitting power but does not grip the shaft in a way that restricts the freedom of the stroke.

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