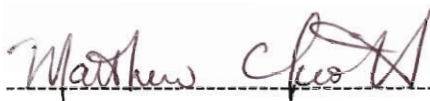


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Disadvantaged Youth Recreation

An Interactive Qualifying Project Report
Submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
in partial fulfillment of the requirements for the
Degree of Bachelor of Science
by



Matthew Chiott



Michael Baran



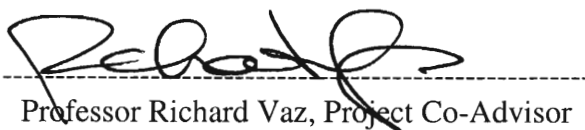
Brendan Collins

Date: 6 May 1999

Approved:



Professor John McNeill, Project Advisor



Professor Richard Vaz, Project Co-Advisor

This project is the result of an educational program. It is not intended to be a working document for the sponsoring organization.

Abstract

There are many junior golf programs in the country designed specifically for the benefit of inner-city children. The goal of this project is to create a simplified process for instituting such a program. The goal will be accomplished by: assessing existing programs, analyzing them for their effectiveness, and determining what is necessary to create a successful program. In addition, a web site was developed in order to make our findings accessible by anyone interested in starting a youth golf program.

Acknowledgements

We would like to thank many people for their time and efforts in helping us make this project work. We thank our interviewees, Derek Breau, Matt Moisson, George Lyons, Dan DiRico, and William Ryan for their candidness in providing us with the information that became the core of our project. We would also like to thank our advisors, Professors John McNeill and Richard Vaz of Worcester Polytechnic Institute, for pushing us further and harder and for their guidance, patience, and instruction.

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1. Introduction

Golf has frequently been categorized as a wealthy, white man's game. This stereotype has been changing slowly with the publicity gained by professional golfers such as Tiger Woods. Golf courses are now beginning to run programs that keep inner-city youth off the street and on the golf course. The purpose of this project is to study various inner-city youth golf programs in Massachusetts and develop a web site consisting of information on how to start a new inner-city youth golf program along with information on the existing programs that we have studied. It will also contain suggestions on how to make a program more successful. Franklin Park Golf Course in Dorchester, Massachusetts has one of the oldest and best inner-city youth programs in the state and we will be studying this program extensively.

1.1 Project Goals

Specific goals of this project include analyzing three different inner-city youth golf programs in Massachusetts to see what works and what does not. This allowed us to develop a criteria for determining if an inner-city golf program is successfully running or if it needs work. Another goal is to develop a web site with information on how to start a new inner-city youth golf program and have it run successfully. Finally, we will propose future topics for projects in this field. We will not be able to explore all areas of this field, but would like to see future projects done with inner-city youth golf programs.

1.2 Sources

The primary sources for this project will consist of various interviews with people who are essential to the development and implementation of existing youth golf programs. George Lyons, the golf professional at the Franklin Park Golf Course, will be the main source of data for the youth program at that course. Other contacts such as:

- ❑ Derek Breau of the Massachusetts Golf Association (MGA)
- ❑ Matt Moissen, the golf professional at Green Hill Golf Course in Worcester Massachusetts
- ❑ Dan DiRico, the golf professional at Franconia Golf Course in Springfield Massachusetts
- ❑ Barrie Bruce, the golf professional at Billerica Country Club and owner of Barrie Bruce Golf School in Billerica Massachusetts
- ❑ William S. Ryan, the Sports & Recreation Manger at the Boston Parks & Recreation Department
- ❑ Carl Donner of the United States Golf Association Foundation (USGAF)

will also provide information that will be helpful to our research. The Golf Course, written by Geoffrey Cornish and Ronald E. Whitten, has provided information on the history of golf. In addition to this book we have also obtained a collection of periodicals pertaining to the implementation of successful youth golf programs. To this collection of sources will be added a number of newspaper and magazine articles that will complement the project.

1.3 Audience

The audience for this project will primarily be administrative people at golf courses who are interested in starting an inner-city youth golf program and also the people we have interviewed through out the course of this project. Our advisors will also read this project as well as anyone who is interested in youth golf programs that are directed at inner-city youth.

There will be recommendations in the project for developing a successful new youth program or how to make an existing one more successful, information that people directing these programs might find extremely helpful.

This project is being done, in part, for the fulfillment of the Interactive Qualifying Project (IQP). The IQP, a project usually completed during a student's junior year at Worcester Polytechnic Institute (WPI), and is meant to give students a chance to relate technology to society.

2. Background Information

2.1 Introduction

In order to provide a setting for our report, this chapter will give background information on our topic. Library research has given us a history of golf, which establishes a pattern of golf being enjoyed by all classes of society; and the state of minorities and disadvantaged children in golf today. We will also describe the golf programs we examined. When dealing with the subject of disadvantaged youth recreation programs and, more specifically, golf, one quickly finds that written information on the topic is quite limited. Due to the recent introduction of many of these golf programs, there are a limited number of published resources to consult. Because of this, a major information source was the interview.

2.2 History of Golf

The first American golf course was founded in Charleston, North Carolina in 1786; since that time golf has grown at a tremendous rate. By 1900, there were 900 golf courses in the states, and by 1929 the number had grown to 5,648 (Cornish 16-76). Currently the USGA consists of 9,000 golf facilities and 700,000 members. The USGA and The Royal & Ancient Golf Club of St. Andrews, Scotland, jointly write and interpret the rules of golf (<http://www.usga.org>).

Golf though, has always been considered of European origin, and the sport truly came to be what it is today in Scotland, on the seaside “links”. The links were merely long stretches of short grass broken up by sand dunes; this layout would eventually be the pattern on which most modern courses would be developed. St. Andrews Golf Course in Scotland, no longer a “true” links course due to the recession of the sea, has been the site of golf (in some form or another) since the 1500’s, and has established the eighteen-hole pattern. The location of these “links”, in

the northern latitude where summer daylight extends from 3 a.m. till 11 p.m., provided ample time for persons other than those of the leisure class to use them. Because of the unusual daylight time, golf established an early democratic tradition in Scotland (Cornish, 16-76). From the beginning, golf has been a sport that everyone can play and enjoy.

2.3 Minorities in Golf

For years golf has been perceived as an elitist sport attracting mostly white males (Golf Business). However, with Tiger Woods now a role model for many inner-city children, the fundamental perception of the game is changing. As a 16-year-old, Woods said, “We simply have to get more blacks involved with the game. I see black golf progressing. It is coming slowly, but it will happen” (Puryear). There are a growing number of minorities following Woods, whose father is black and mother is Thai. “In a sport in which the National Golf Foundation says only 3 percent of golfers in the United States are black and only 2 percent are Hispanic, Woods’ success represented a significant breakthrough in terms of expanding popularity and, down the road, the talent pool for the game” (<http://www.golf.com/tiger/features/ap111297.htm>). Blacks constitute 12.8% of the entire American population (<http://www.census.gov/prod/3/98pubs/p20-508.pdf>), and Hispanics make up 11.3% (<http://www.census.gov/population/estimates/nation/intfile3-1.txt>). There is a tremendous disparity between the percentage of minorities of whole population and the golfing population. John Merchant, leader of the National Minority Golf Foundation, thinks so too. “The foundation is geared toward accelerating (minority golf) involvement from a trickle to a constant stream.” Bill Dickey, founder and leader of the National Minority Junior Golf Scholarship Association (NMJGSA), gives insight on how that must be done: “In order to (get minorities

involved in the game), more programs are needed that provide long-term, consistent exposure to the game, and not just a one-time deal. It does no good to whet their appetite and then send them home.” The NMJGSA is trying to ensure that children stay involved with golf, in part by having awarded more than \$400,000 to 300 minority students from 1984 to 1996 (Golf Business). These efforts and the efforts of golf pros, golf associations, and charity groups are bringing golf to a new group, the inner-city and disadvantaged youths, in increasing numbers: “No longer do new golfers come from the caddy ranks and from the sons and daughters of private club members. Junior development programs today... cut a broad swath across all strata of society.” (Teague, p. 56)

Inner city youth golf programs are being introduced throughout the nation, gaining popularity in each year of existence. However, the need isn't necessarily being met. A study done on the 14,000 children who were introduced to golf through the Hook-A-Kid-On-Golf program found that 99% wished to continue playing. The study also found that 85% of these same children don't have access to junior golf leagues, or any other type of organized play (Golf Market Today).

2.4 Inner-city Youth Golf Programs

A majority of public golf courses provide some sort of an opportunity for juniors to experience the game of golf (Golf Today: California's Golf Publication). Disadvantaged youth golf programs in Massachusetts and the country range from hour-long seminars to three-year caddy-scholar programs. One of the largest of these programs takes place city-wide in Los Angeles and is sponsored by the LPGA Urban Youth Golf Program. The program began teaching children in 1989, and now teaches 650 children at 19 golf courses and driving ranges

throughout Los Angeles and surrounding areas. The children (anyone from ages seven to seventeen) are also given discounts on tee time, and Callaway Golf Company and other industry sources supply fitted equipment and professional instruction. The program is so popular there is a waiting list to get in, despite the \$20 registration fee (www.youthgolf.com). The American Golf Corporation has developed a national program to “increase the participation of juniors in the game.” This program, the American Golf Junior Club, for children seventeen and under, gives children discounted greens fees and lessons for a \$25 annual fee (Golf Market Today).

2.5 Franklin Park Golf Course

The City of Boston takes a tremendous amount of pride in its youth golf programs. Billy Ryan oversees the management and financing of Boston’s youth golf programs, and is the sports and recreation manager at the Boston Parks and Recreation Commission. He’ll put Boston up against any city in terms of giving children opportunities to play: “I don’t think anyone offers such programs as we do. For *free*.” The Massachusetts Golf Association (MGA) and the city of Boston sponsor the Daily Lessons Program, the Caddie Scholar Program, a winter indoor program, and a one-week Junior Golf Camp.

The Daily Lessons Program offers lessons for an hour and a half to youngsters from the city’s middle schools and church and minority groups. The program runs Monday through Thursday every week at the William Devine Golf Course in Dorchester’s Franklin Park, and every Tuesday at the George Wright Golf Course in Hyde Park. Last year professionals taught over 1,600 young golfers in the basics of golf.

Along with Black and White Boston Coming Together, Inc., the city sponsors the Caddie/Scholar Program. It is an eight-week program, running for five days per week and six

hours per day, these six hours being divided into three separate parts. Because the program is, at its core, a job, the children spend two hours of the day working (mowing, raking, etc...) for the course. Two hours are spent under the tutelage of students from colleges such as Harvard, Boston College and Northeastern, who help them with their math and English skills. Finally, another two hours are spent learning or playing golf.

There are only forty-five children selected for this very exclusive program, and each week twelve different children have a tournament against similar programs, such as those in Braintree, Canton, and Newton, Massachusetts. In order for a child to participate, he or she must be above twelve years of age and submit an application. Club and program chairmen select applicants; however, there are no set criteria for admission. Participation in the program for three years can make a student eligible for the Ouimet Scholarship, a gift of the Ouimet Scholarship Fund, a statewide program that awards scholarships to good students that demonstrate a financial need and have worked in the field of golf for at least three years. The goal of the Franklin Park program is not just to provide a summer program for disadvantaged youths, but to ultimately make them eligible for this helpful scholarship.

A major complaint about the golf program is that there is a lack of space for more participation. A program as fun and rewarding as this inevitably receives hundreds of applications. However, with children returning to the program from year to year, there is only an average of twelve to fifteen spots available for new participants each year. Franklin Park has shown that if the funds and the desire are there, this type of program can be done and it is a great thing for the children: the next step is to get more golf courses in more cities doing the same thing.

The MGA program at Franklin Park runs for one week every summer. As opposed to the limited number allowed into the Boston program, this program had five hundred children participating in the first day of the program this year. The program runs from 8:30AM to 12:30PM daily, and includes golf lessons as well as actual course time. Golf professionals are paid by the MGA to come in and teach the youngsters in the basics of golf, and volunteers range from every part of the city, including the Boys and Girls Club, in order to aid in the development of the children as well as the program itself. A daily lunch is provided for the children, also.

Finally, when winter comes around, the mentoring from the caddy scholar program continues. College students from the area meet with fifteen youngsters four times a year. The students expose these children to college, and help them with school, SATs, and/or financial aid. Also, a four-week indoor program is held at Citygolf Inc., a brand-new, state-of-the-art indoor golfing facility in Boston. Each week PGA professionals teach a different curriculum, and if the children attend the program for all four weeks, they get a *free* starter set of clubs.

2.6 Green Hill Municipal Golf Course

The inner-city youth golf programs in Worcester aren't nearly as comprehensive as the programs in Boston, but they still do a great job of reaching out and trying to introduce the game of golf to youngsters. The MGA runs a program very similar to the one it runs in Boston, and during the winter Green Hill runs a mentoring program.

For one week every summer, the MGA brings its resources to Worcester to run a one-week camp for the children of Worcester. Over three hundred children from local church and minority groups come together on Green Hill for lessons on chipping, putting, driving and irons given by PGA professionals. The camp runs from 9:00 a.m. to 12:00 p.m., when the camp serves

lunch. In order to get all the children to the course in the morning, Worcester Transit Authority picks up children throughout the city at various community centers and returns them in the afternoon. This program is good at introducing a great game to a lot of children.

Unfortunately, though, all the one-week program can bring the children is an *introduction* to golf. In order to create a strong interest in golf among the disadvantaged youth of Worcester, Matt Moisson (the pro at Green Hill) and his staff at the MGA camp have created a winter mentoring program. Each year they pick out about eight or so children that they think have the interest, the desire, and the ability to pursue a more rigorous golf program. Since the children in the program range in age from nine to fourteen, skill is not necessary to be chosen for the program: only a love for the game and an enthusiasm for learning it are needed. When the youngsters meet with the professionals at the course, the basics of a good stroke are taught, but the lessons also go into advanced topics such as course strategy, etiquette, and the rules of golf. In addition, the children are exposed to the opportunities that golf brings, such as maintenance positions, caddying jobs, and even turning professional.

2.7 Franconia Golf Course

Along with Boston and Worcester, Franconia Golf Course in Springfield, Massachusetts has a combination of golf programs: they have one to get children interested in the sport, and another to develop the skills of the children that show enthusiasm. The MGA and the Mayor's office sponsor a program similar to the ones we have mentioned in sections 2.5 and 2.6. The one-week program has brought 350-450 children to the course from ages eight to fourteen for golf lessons over its two-year history. According to Dan DiRico, the golf professional at Franconia, "Every year it has gotten better." They divide the children into ten groups, and each group has

three instructors that teach all aspects of the basics of golf, from putting to pitching to irons and woods. The MGA provides a lunch for the children, and volunteers from the city supervise, making sure that everyone is safe and having fun.

During the winter months, the MGA sponsors an indoor program. Every Saturday sixteen youngsters from the city meet with the Springfield College golf team from 9:30 to noon. As in Worcester, the children selected for this program are chosen from the one-week summer program as being interested in the game. The men from the golf team take the children through all phases of the sport in a heated, lit building that has nets to drive into, and cups to putt into. Every child will get a golf rulebook to learn the rules of the game, and occasionally movies on Tiger Woods or other fun, golf-related topics are shown for a break from the swing exercises. Also, the golf team will take the youngsters to the Greater Hartford Open, to see great golfers in action.

3. Methodology

3.1 Introduction

This chapter covers the methodology used in the project that was accomplished by the group members during the research phase of the project. Several of the main tasks and information sources are described in detail. The first section of this chapter covers the published materials that we used to gain some baseline information. This includes books, magazines, newspaper articles, and Internet resources.

The second section of Methodology covers our most valuable information resource, the on site interviews. Here we cover how we chose the people to interview, what our goals were and how we arranged and conducted the interviews. Also in this section, what questions we asked, why we asked them, and finally how we organized the information and made it useful.

The third section is devoted to how we assessed the programs that we studied. This section includes a breakdown of how we chose the criteria to deem a program successful or not. A detailed description of the methods we used to compile and organize the information we collected can also be found in this section.

The last section of this chapter is dedicated to our web site design. Included in this section is why we decided to make a web site for our information and how we decided on a design for the site.

3.2 Published Materials

The first step in our research for this project was finding published material about golf itself and inner-city youth programs. This was necessary to give us a place to start and allow us to learn a little more about golf before we jumped into our topic. We gathered books, magazines,

and collections of articles from research on the web and in the library. Books have useful information on the history and roots of the game, but don't have as much of the up-to-date information that we were looking for on inner-city youth programs.

Journals, magazines, and Internet resources constituted a large portion of the written material on the inner-city youth programs, as they have very recent information on a relatively new resource for children. Two valuable additions to our research were National Golf Association InfoPacs. These large volumes are available from the National Golf Association's web page (www.ngf.org), and each contains numerous articles on a golf-related field. These and our other magazine and journal resources provided the up-to-date information we needed on golf programs, and provided valuable information on the social aspects of golf and establish the past socio-economic influence on golf.

In recent years, the Internet has become established as a leading resource for gathering information about numerous subjects. There are few limits to finding data on the World Wide Web, although, we had to watch for web sites that gave biased information or incorrect facts. This is another reason why we utilized many articles from accredited sources. We used the web to find the organizations and people that were involved in, or could help us gather information about, inner-city youth golf programs. On our web page, we have provided a collection of helpful and interesting links that could help someone looking for more information than our site can provide.

3.3 Interviews

Our interviews provided the bulk of our most important information. Because neither books nor magazines can supply us with information that is as up-to-date or in-depth as we need, we went directly to the sources. Interviews are also good sources of information since all of the material will be up to date and from a primary source. Unlike books or other written material, interviews allowed us to obtain all types of different information that would otherwise be difficult to obtain. Because we wanted to compile the information that a golf professional or course director would need to implement an inner-city youth golf program, we interviewed golf professionals that had already implemented one, and asked what was involved. There are many people involved with golf at different levels, which means that there is a broad range of people that could provide us with the information we were looking for.

The idea of an inner-city youth golf Interactive Qualifying Project (IQP) came from one of the personnel at Franklin Park Municipal Golf Course. We felt that Franklin Park would be a good place to start and then work from there. We then called the golf course to determine who is in charge of the inner-city program and to set up an on site interview with that individual. The person in charge of running the program was George Lyons, the full time golf professional that worked at the golf course. After setting a date to meet with the Franklin Park golf pro, our next step was to brainstorm and draft some interview questions that would extract the needed information from the interviewees.

It was important that we did this part of the process as a team in order to develop meaningful questions in logical order. After outlining a rough list of the information we needed, the next step was to put it into questions that would fit the interviewee. These questions can be found in Appendix B of this report. This was easy to do since we already knew what George Lyons position was and since he was a golf professional, he was well educated in the

area of golf. Now that we had some questions drafted and edited by all three members of the group we were ready to plan how we were going to conduct the actual interview.

Having a team size of three makes interviews a little difficult to conduct. Ideally, there should be two people conducting the interview, one to ask the questions and the other to transcribe the answers. We decided, though, that for everyone to get a good feel for the information and what the program is like it would be better to conduct the interview as a whole group. In this case it was decided that one person would ask the questions to start while the other two group members would transcribe, then if anyone wanted to add a question they could go ahead and ask it themselves. There are various methods of interviews that we could have used including formal, semi-formal, informal or casual, phone, and others. For our needs we felt it would be best to conduct these interviews in an informal format. This proved to be a good decision as we found that the golf pros preferred this way. Although we did go into the interviews with a set of ordered questions to ask it was quickly noted that new questions were going to arise as the interview proceeded and we would have to deviate from our set questions somewhat. After our first interview, George Lyons provided us with a list of contacts to gain further information for our project. These were our next leads to finding more of the information we were looking for.

In total, we interviewed six different people. The first, as mentioned above, was George Lyons, the golf professional at Franklin Park Municipal Golf Course. Our project advisors pointed us towards Franklin Park since they knew of their inner-city youth program. The program there has been running since the early 70's, and increases in size every year. Mr. Lyons has been part of the program since it started and is pleased with its progress. After talking to

George Lyons we learned that their program is actually a large part of the Massachusetts Golf Association's (MGA) effort to bring golf to inner-city youths.

Derek Breau, the Director of Junior Development for the MGA, was the second person that we interviewed. He was our most valuable contact since we discovered from Mr. Breau that all of the major inner-city youth golf programs in Massachusetts are in some way connected to the MGA. Derek Breau supplied us with a vast amount of information that proved very useful for our project. He was our best contact since he has comprehensive knowledge about programs in Massachusetts cities and he recommended people to talk to at these programs, such as the PGA pro at Green Hill Municipal Golf Course.

Matt Moisson is the PGA professional and director the inner-city youth program at Green Hill Municipal Golf Course. Mr. Moisson also supplied us with a wealth of information that was relevant to our project. In addition to telling us all about the workings of the program, he also gave us a financial break down of the costs to start a new program. Derek Breau also supplied us with a break down of costs for starting up a new youth program. This break down can be found in the "Finding a Funding Source" section 5.5 of the Conclusions chapter.

For our final program we interviewed Dan DiRico, the golf professional at Franconia Municipal Golf Course in Springfield. Mr. DiRico, like Matt Moisson, is a newcomer to directing the inner-city youth program, but was very knowledgeable about it. He gave us much of the information about what the program is like and how well it is running but referred us back to Derek Breau for financial information.

To gain more information about the Franklin Park program we interviewed William Ryan, the Sports and Recreation Manger for the Boston Parks and Recreation Department. We wanted more information on Franklin Park since it is the first and largest inner-city youth golf

program currently running in Massachusetts. Mr. Ryan had a lot to offer in terms of the type of executive decisions are needed, and as an administrator, he told us what kinds of opportunities someone with the ambition and funding can do.

Finally we interviewed Barrie Bruce, the golf professional at Billerica Country Club and the owner of Barrie Bruce's Golf School in Billerica. Although the information obtained from Mr. Bruce's interview was not a relevant part of our topic in this project it will be used in the recommendations for further projects section in the conclusions chapter.

Although all of these interviews were on-site and informal we did do a number of phone interviews with the same people as follow ups to obtain any information that we found missing during the compiling of the data.

3.4 Assessment

After all of the interviews were concluded we had a vast amount of unorganized information that we needed to filter and develop into useful data. In order to tell someone how to create a successful inner-city youth golf program, we must know what works and what does not. It was important to develop a set of criteria that we could follow to assess each of the three programs that we studied. This was asking the interviewees what they felt were the important parts of a program. By using that data, common knowledge, and information from published sources, we developed a set of criteria that we used to determine how well each program was running. This list of criteria can be found in Appendix C of this report.

Now that we had these criteria, we needed to organize all of the interview data that we gathered. In order to do this, we generated a spreadsheet to create a useful chart of information for our purposes. Listed down the left-hand side of this chart were our criteria that we developed

as noted above. Next, we placed each of the three programs that we visited across the top of the chart. We went through all of our interview data and placed abbreviated information in the proper columns and rows which helped us visualize what each program was doing in relation to each other. This spreadsheet was our major tool for organizing our data and thoughts (see Appendix D). It also allowed us to compare and contrast each of the programs and served as a format for the section of our web site that dealt with each of the programs. Although this spreadsheet did not include all of our findings, it did give us a starting point as well as an outline to follow as we wrote up our results. We found that while there is no specific program format, and that a format can and will vary with different goals and locations, there are common denominators to the development and planning of any program. Through our interviews and our library research, we feel we can provide the basic information that is needed to get an ambitious program off the ground.

3.5 Web Page Design

Regardless of how complete of a job we do assessing programs, compiling information, and forming conclusions, we still need to make that information available to whomever wants it. Of course, all of our findings will be published in this, our project report, but our report will not be very widely distributed. For this reason, a major part of our program is the design, production and authoring of a web site with all of the pertinent information available to those who could benefit from it the most: golf pros, course directors, and anyone who wants to see more children playing golf. By using the web we will be able to reach the most people the most effectively, and with the least expense.

Deciding on the design of our web site was time consuming. We wanted our layout to be simple and easily navigated; yet at the same time, we needed to present a lot of information. In order to get a sense of what kind of layout we wanted to use, we used a rather simple tactic: we surfed the web looking at various sites to get a general idea of what the popular web site design is. After getting a sense of what type of pages are popular we then turned to researching what designs are effective in different situations. This was done through the online tutorial, Yale Style Manual. (<http://info.med.yale.edu/caim/manual/contents.html>) This manual was discovered by simply searching the World Wide Web for web site design manuals. This site provided us with information dealing with effective web site design including purposes for developing your web site and design strategies. We must mention, though, that our site is more content driven than anything else, so while the site is not the flashiest out there, we do not mind as long as it is effectively delivering the information it was intended to.

The actual building of the web site was done using web page composing software to get the basic layout to see how it would look and work. After the initial layout was agreed on we changed to writing the entire site in HTML code. Using the html knowledge of one of the group members and an HTML editing book we were able to build a page that we feel is simple and easy to use. Our goal was to make a site that would not take a long time to load up for those people that do not have access to a high speed internet connection. For that reason, graphics on the web page were kept to a minimum, and the rest of the site was filled with meaningful information that should be useful for those visiting our site. The web site was built using a technique called “tables”. This allowed us to have a menu on the left side of the page at all times and the information would appear on the right side. This is for ease of navigation and less confusion about where the information the reader wants is. This could have also been done in

frames but frames also take longer to load and some web browsers do not support that type of format. This is why we chose the format of tables over the use of frames. All content for the web site was written by the group members in a word processing software first, then edited by all members of the group, and finally put up on the web site.

4. Results

4.1 Introduction

The purpose of this section is to describe the concrete findings we have made during the project. We analyzed three programs throughout this project; these are the Franklin Park Municipal Golf Course, Green Hill Municipal Golf Course, and Franconia Municipal Golf Course, located in Boston, Worcester, and Springfield, MA, respectively. This section will detail facts of each course program, including areas such as funding, mentoring programs, and transportation. Once this section is completed, the reader should understand all of the results we obtained from our extensive analysis of the aforementioned inner city youth golf programs. Before going into this aspect of the project, we were not sure of what we would discover; the focus was so large that it seemed anything could tie in somehow. We started with the Franklin Park (Boston) inner-city youth golf program.

4.2 Franklin Park Municipal Golf Course, Boston, MA

We interviewed George Lyons, the head professional at the course, and Billy Ryan, sports and recreation manager of the Boston Parks and Recreation Department in Boston, MA. Once we set up the interview, we had a better idea of where the project should proceed. Franklin Park has some very successful programs, and we wanted to learn what exactly made them so successful. During the project, we discovered the secrets to their success, the results will be discussed later in this section and an in-depth analysis of the results will be provided at the end of this section.

4.2.1 Funding

After conducting a thorough analysis, the most important thing that needs to be established for a program to begin is a sponsor. Without a funding source, it is difficult to begin a youth golf program. The Massachusetts Golf Association (MGA) currently provides Franklin Park with the majority of the money needed to maintain the program. The MGA obtains most of their funding from BankBoston. In addition to this primary funding source, Franklin Park also relies on the “Black and White on Green” tournament, all the proceeds of which are donated directly to the Franklin Park program in order to benefit the children.

4.2.2 Annual Week-long Program

4.2.2.1 Finding Children

According to George Lyons, a majority of the children at the camp love it and can’t wait to come back every year. There are, of course, children who come to pass the summer days and don’t participate, but most of the children present are enthusiastic about having the opportunity to be a part of the extraordinary inner-city youth golf program. During the winter months, people involved with the summer program “recruit” children from the Boston middle schools, as that is the target age for the program. Volunteers from the program visit the middle schools and have children apply for the program; Franklin Park wants to give every child the opportunity to experience golf. Without this program, the chances for most of the children to experience the game are slim. With all the complexities of maintaining the program at Franklin Park, the primary philosophy has still not been lost: exposing inner-city youth to the game of golf and giving them a fun time on the course.

4.2.2.2 Transportation

Because Boston has an existing public transportation system, Franklin Park has had to do little to arrange transportation for the children in the program. In addition, because the park is fairly close to its target audience, many of the children can get rides to and from the program. However, if there is a problem for any of the children getting a ride, Franklin Park has a van and driver to pick up anyone who can't get there. Overall, the Boston program has little trouble arranging transportation. because the city already provides adequate transportation.

4.2.2.3 Equipment

Setting up the program is not just a one-time process. Tasks need to be attended to each year before the camp can function properly. One ongoing concern is the ability to obtain golf clubs for use at the camp. Unfortunately, for Franklin Park, the only sponsor they have is the MGA and they are only able to provide adult sized clubs for the camp. The clubs that are donated are cut down to a junior size and then re-gripped in order to allow easier use for the children. There are people involved with the program that cut and re-grip clubs in the winter in preparation for the approaching summer camp. It is arduous work for the people who have the responsibility, but it is extremely beneficial to the children, because they don't have to use bulky, out-of-balance adult size clubs to learn a difficult game such as golf.

4.2.2.4 Instructors

Instructors at the Franklin Park program are all brought in for the week and all are paid well for their time, approximately \$575 per week. Professional Golf Association (PGA) pros are

hired for the instruction of the approximately 500 children who attend the camp daily. There are 40 instructors needed to handle the huge turnout of children every year.

4.2.3 Caddy-Scholar Program

The Caddy Scholar Program makes the Franklin Park youth program very unique. This program incorporates three different activities: learning golf, working in the golf business, and tutoring in academic subjects, mainly English and math. The Caddy-Scholar Program is a seven-week summer program, and the participants are older than the children at the one-week camp mentioned in section 4.2.2. The high school students who participate in the caddy scholar program are getting ready to enter college or possibly the work force, meaning that they need to be helped in different areas than solely golf instruction. Using golf as a tool to get into college and make a better life is the primary focus of the program. Tutors are hired from nearby colleges such as Harvard, Boston College, Northeastern University, and UMass Boston in order to help with the tutoring of the children. The children are assisted with their math and English skills in order to help them perform well on college entrance exams as well as aid them with their overall knowledge. In addition to this tutoring, the participants also have the opportunity to work in the golfing business, usually on the Franklin Park course itself. Their day is split up into three parts, with two hours set aside for working on the course, doing things such as maintaining the greens and mowing the grass. Two hours are allocated for the tutoring sessions from the college students, and the final two hours are used for specific golf instruction. This mix of work, interaction with college students and golf lessons gives the children a sense of the golfing business as well as the knowledge of what it takes to succeed after they graduate from high school. In the case that some of the children do not go to college, this program ensures that they

at least have a working knowledge of golf, where they could use their skills in this area to find a job and work for a living.

4.2.4 Winter Opportunities

Aside from the summer program that is conducted at Franklin Park, there are also efforts made in order to make golf available to the children during the winter months. Mentoring continues throughout the winter months, with a somewhat different format. Each mentor who participates in the program is assigned a group of 15 children. This particular program is smaller in nature and less intensive than the caddy scholar program. The children in this program only meet four times per year. The mentors help the children with issues such as SAT preparation and how to properly fill out financial aid forms in order make the college application process a little less intimidating.

In addition to this program, another indoor program is run in the city of Boston during the winter. City Golf Inc. in Boston, MA hosts the camp for four Saturdays throughout the winter. A PGA professional teaches a different curriculum each week, and focuses on such topics as chipping, putting, and driving the golf ball. The main goal of the camp is to familiarize the children with the game of golf, and try to get them to learn the basics so that they play the game later in life. Participation in the program is rewarded, too. If a child attends all four days of the program, he or she gets a starter set of golf clubs, which are generously donated by a golf shop in the city. It is a tremendous reward for a child to take home a whole set of golf clubs, and it is a huge reason to attend the camp each week and learn the game. Both of these winter indoor programs are opportunities for the children to experience golf without the cooperation of summer weather.

4.2.5 Future Improvements

One of the main concerns of people involved with these programs is the lack of space. Billy Ryan, of the Boston Parks and Recreation Department and George Lyons both expressed interest in seeing more places for children to learn the game in the future. This doesn't mean a full golf course needs to be constructed; even a small par-three course or a driving range would be beneficial to beginners. In a city like Boston, though, space is very tight and it is hard to build a facility with the space and cost constraints of the city. Franklin Park's course is one of the oldest in the country, so Lyons and others in charge of the course are hesitant to alter the appearance of the course by adding a practice range. All this means that although the one-week program reaches a lot of children, it is just a basic introduction to the game and with more facilities, the city could provide even more opportunities for exposure. This winter program solves that problem for a certain number of children, and helps other ages with the specific academic issues that need to be addressed before entering college.

4.2.6 Concerns

During the interviewing stage of this project, we interviewed a variety of people. We asked each person if there were any concerns they had about their program, and, if so, how we may be able to help solve them. There were a great number of responses, not surprisingly. In the case of Franklin Park, time and space dominated the list. The primary concern for this particular program is the lack of space for the children to play. There simply is not enough room in Boston to build a golf course wherever one may be needed. The children who participate in the Franklin Park program have the option of playing at Franklin Park or nowhere at all; if Franklin Park cannot accommodate them for some reason then there is no place for them to play.

Another concern that ties in directly is that there is no golf time for the children. Not enough golfing facilities means that time and space are tight, and, unfortunately, children are not the first priority on the golf course. The summer program is designed for the children, but anytime other than when the program is in session it is difficult for the children to find time to play because of the lack of golf course space. One thing that the directors of youth golf in Boston would like to see is a learning center for the children, so that they are able to learn the game all year instead of only in the summer.

Smaller concerns for the program are also present, such as the difficulty of getting the children to the camp. Even though the Boston public transportation system alleviates many of the problems, small issues still arise. It is not easy to get children from a distance to the course every day of the week. Marketing is also a problem that Lyons would like to see addressed. Getting the word out to everyone who can benefit from the program is arduous, it requires going to many middle schools, parks, letting everyone in the city know about the program and how it can benefit their child.

4.2.7 Advice

One of the goals of this project is trying to develop criteria for starting an inner city youth golf program. The questions of what works and what things are required were posed to Billy Ryan. He mentioned several criteria:

- Developing a mission statement
- Transportation
- Funding
- Marketing
- Staffing

The mission statement is the most important part of starting a new program; developing a mission statement sets goals for the program. Once goals are set, it is much easier to begin a program. Transportation is extremely important, since many children require a ride to camp. Funding may be the key to the whole camp; if there is no funding source, the camp has nowhere to turn for money and will not be able to get off the ground, let alone become successful. Marketing is an issue of trying to get the word out to everyone who may benefit from the camp. It is not the intention of the programs to keep anyone out or deny anyone the chance to play golf. Because Boston is such a large city, it is difficult to notify everyone about the program. Staffing is also very important; PGA pros are always hired to teach the children, and there must be enough instructors hired in order to successfully run the camp. Finally, Billy Ryan mentioned that there must be a good relationship between the course and the city, as they work closely together in order to develop a successful program.

4.3 Green Hill Municipal Golf Course, Worcester, MA

The Green Hill Municipal Golf Course has been conducting an inner city youth golf program for two years now, and it has grown since its inception. Matt Moisson has been the director of the program for its short history; in fact, he played a large role in its development before it was implemented at Green Hill. He works closely with the Massachusetts Golf Association (MGA) and with Derek Breau, the director of inner city youth golf programs at this association, in order to constantly improve the existing camp.

4.3.1 Funding

The MGA is the primary funding source for the Green Hill program. The MGA receives most of their funding from BankBoston, but there is also another source of funds for the

Worcester program. There is a tournament held each year given by the family of Bear DeMalley, a local man who passed away in 1996. The tournament is designed specifically for the benefit of the youth golf program, with all of the proceeds generated from the tournament given directly to the course for the camp. According to Matt Moisson, these funding sources provide enough of a cushion for the program to run smoothly each year. However, with the number of children Green Hill accommodates each summer, more money is always appreciated. To properly expand an existing program such as the one at Green Hill, much more money is needed to purchase things such as instructional videos, indoor hitting nets, etc.

4.3.2 Annual Week-long Program

4.3.2.1 Finding Children

Over the course of the week, about 300 children per day attend the Green Hill program. They are grouped by age for the entire week, because this way it is easier to teach larger groups of children. The Friendly House is instrumental in helping provide children for the program as well as help when the camp starts. The Friendly House is similar to a YMCA, where children in the city can go to get off the street and play a game or an activity. Matt Moisson goes to the Friendly House each year and asks them to provide a list of names. The assumption made is that Friendly House deals more with the children than Green Hill does, and the staff there has a better idea of who would benefit from the camp. Other places like the Friendly House are also contacted, and they help provide names of children as well. There are no lines drawn when allowing children into the camp, but considerations such as income and whether or not a particular child will benefit are taken into consideration. The goal is to allow the children who will benefit most from the camp to participate, while others fill slots that may be left over.

4.3.2.2 Transportation

Once the children attending the camp are determined, and an informal list is drafted, the next task is to figure out how to provide transportation to the children who need it in order to attend the camp every day. In this case, Green Hill sent out a survey to every household with a child attending the camp, asking if they would be interested in a bus route being set up for the summer program. The overwhelming response was that almost everyone was interested and would prefer that their children be transported in this manner. To make this happen, Green Hill worked in cooperation with the Worcester Transit Authority (WTA) to develop a schedule for the children to be picked up at their dropped off at their local park. The WTA provides this service free of charge to both the children and Green Hill, however the MGA would have picked up the tab had the WTA charged the course for the time, according to Matt Moisson.

4.3.2.3 Instructors

Instructors are sometimes difficult to find, especially because of the time commitment necessary to participate in the program with the children. Most PGA professionals have a course where they work throughout the year, generally as the head golf pro at their particular course. The problem lies in how hard it may be for a pro to leave the course every morning for an entire week. For many it is not a problem, as they are able to take the mornings and dedicate their time to the youth golf program. However, there are cases where this is not possible, and therein lies the problem behind finding instructors. Even considering the fact that there are several assistants for every professional, it may still be difficult for the pro to commit to such an endeavor for a week. It is imperative to hire the correct number, which should be thought out and calculated before contacting anyone about working at the camp. There should be enough instructors

present in order to maintain small groups of children, this way it is possible to cover more material without any unnecessary distractions. If necessary, it is also better to err on the side of caution and hire more than needed; large groups of children present a challenging learning group in themselves, having even larger groups just makes the learning process that much slower. With a one-week camp, a slower learning process cannot be an option, as every child wants to learn how to play and have fun in the process. Therefore, hiring the correct number of instructors to correctly complement the number of children participating is extremely important. An option that was expressed to us by Moisson was to hire pros from driving ranges, as it is usually easier for them to leave their course for five mornings. Between hiring instructors from driving ranges and from private and public courses, Green Hill has built a solid foundation of quality instructors, with approximately 12 employed by the program during the summer.

In addition to hiring instructors, all PGA professionals, Matt Moisson has developed an idea that he thinks will benefit the camp as a whole, both for the children and the instructors. As of yet there is no set format of how to teach given to the instructors by the program management; in the future this may change. Moisson is proposing that all instructors receive a schedule at the beginning of the week that outlines what they are expected to teach to the children during the camp. All instructors have their own teaching style; it is not the intention of the curriculum to impose on their teaching style, simply to regulate what they teach. No matter how the children are taught to drive a golf ball, for example, the important thing is that they are taught to drive it well. It was the observation of the management of Green Hill's youth golf program that all of the children were not being taught the same things, which presented a problem. In theory, this new curriculum would regulate what is taught and all of the children participating in the program would ultimately leave possessing the same information.

4.3.2.4 Volunteers

In addition to providing names of children for the program, Friendly House is also active during the one-week period when the camp is held. Because the people at the Friendly House are more familiar with the children in attendance, they volunteer their time to help with logistical support. They perform tasks such as working with the children when they are not golfing, and they also help with such things as serving lunches to the children. They are better equipped to deal with the children if anything should happen, whereas the PGA pros most likely would not be able to handle the situation as well. This is simply as a result of the experience the volunteers from Friendly House have with the children as compared to that of the PGA pros. The professionals are hired solely to teach golf, not to look after the children for the entire day. The lunch that the volunteers serve is bought by the MGA, and given to the children free of charge. Two years ago a local McDonald's was the lunch sponsor, providing lunches at a reduced rate for the camp. The second year, a local deli provided lunches, also at a reduced rate especially for the camp.

4.3.3 Mentoring Program

Moisson explained to us that any program as large as the ones we have studied, between 300 and 500 children, will have its inherent faults. For instance, despite having an adequate staff on hand, the instructors cannot give the level of instruction they would like to:

“There is only so much (an instructor) can do with twenty-five children, and that is where the mentoring program comes in. What the MGA found when they first put this program in is... they would have children go through their inner-city program, say, in Boston, and come two-three years out of the camp, and you couldn't put them on a golf course. The mentoring program was designed as an offshoot to take children that showed some interest and some ability and really tried to get them golf course ready.” [Moisson, November 1998]

The mentoring program at Green Hill is an extension of the youth golf camp that takes place in the summer. The format is simple, as is the idea; there are eight children selected from the 300 who attend the camp for the week. The eight selected are chosen on a combination of enthusiasm and talent; the directors who choose the participants are concerned more with enthusiasm than talent. This is mainly because they feel that enthusiasm will lead to an excitement to learn, and therefore will mean that the child will want to learn and will learn more quickly than a child who either doesn't care or takes his/her talent for granted.

The mentoring program has the eight children participate in a more rigorous schedule of instruction. They deal with much more in depth topics of golf, including such areas as course strategy, advanced rules, and advanced instruction. The children range in age from 9-14 years old; the idea is to have the children begin this rigorous instruction at a young age as to better maximize their potential on the golf course in future years. Green Hill is certainly not selecting these eight children only because they like golf and want to play some more; they are selected in order to transform them into proficient golfers. If this happens the sport will last for a lifetime, and there is always a chance for the children to use it as a tool in life, for example using it to help gain entrance to college. If only one child comes out of the mentoring program with a newfound appreciation for the game and a willingness to practice and learn the game, then the goal of the mentoring program has been accomplished.

4.3.4 Future Improvements

Extra options may be added to a program in order to add to its success once it has been established within the community. We found that there are two general ways to expand a youth program. The first is the development of a winter indoor program, and the second, although it seems like a trivial matter, is setting up a backup weather plan in the case of bad weather. In the

case of Green Hill, a backup weather plan has not yet been set up. At present the policy is to have the children come to camp, with the Green Hill staff trying to find ways to educate the children in the cramped clubhouse. This presents a problem in that there are 300 children, and not enough room to handle all of them. A more efficient backup weather plan would be to have a gymnasium set aside somewhere where the children could be brought in order to watch an instructional movie or be able to practice even the most basic fundamentals. However, because the program at Green Hill is very new, only two years old now, some things have not yet been implemented. For instance, no course of action has been set in the case of inclement weather, and the development of an indoor winter program has not yet been properly set up for use during the camp week. In the future, Green Hill would like to incorporate these features into their already growing camp.

4.3.5 Concerns

As with any program in its early years, issues needed to be addressed. One of these issues dealt with golf clubs; the big question was how to obtain enough of them for the children to use during the camp. It is difficult to find a sponsor that has the resources to donate the three hundred clubs that the program needs. Green Hill is very fortunate to have the Wayland Golf Shops in Worcester, MA donate a large number of clubs to the program. All of the clubs are junior-sized, so that the children aren't forced to use adult clubs when trying to learn the game. In addition to Wayland Golf Shop's generous donation, the MGA also provides a number of clubs, but they are exclusively adult-sized and need to be cut down and re-gripped before they can be used. Green Hill also buys a certain number of clubs to fill in the gap between how many

children participate and how many clubs are donated. Green Hill only buys enough clubs to close this gap, and relies on donations to provide the majority of the necessary clubs.

4.3.6 Course Benefits

Matt Moisson does not expect Green Hill Municipal Golf Course to benefit monetarily from the summer inner-city youth program. The camp is provided free of charge to both parents and children, therefore Green Hill makes no profit. Any money that does come in from external tournaments is donated straight to the youth program in order to improve it for the future. Green Hill does not use that money to further enhance their own golf course needs. However, public relations certainly do not falter as a result of the program. The city sees this program as an excellent tool to give children an opportunity to have some fun during the summer months, and possibly become proficient at the game of golf in the process. In this respect, Green Hill may gain business from this publicity, but the interest that is generated is not sufficient to consider it a profit. The course is showing the city that it cares enough about the children to develop a program to help them in the summer, and the city is doing their share by providing such things as free busing for the children of the camp. One area where Moisson does expect to generate future business for Green Hill involves the mentoring program that has been established.

4.3.7 Concerns

Matt Moisson expressed various concerns during our interview, focusing on the lack of instructors and volunteers participating in the program. At present, the ratio of instructors and volunteers to children is approximately 25:1. This presents a large problem: too many children per group means that there cannot be enough time to focus on all of the aspects of golf that the

program's directors would like to concentrate on. Hiring more professionals would lower the number of children in each group, which would lead to better instruction of the smaller group of children. The camp would benefit from more volunteers (Friendly House has a number of volunteers participating in the program, and they are very beneficial to the program). If there were more volunteers and instructors, the quality of education at Green Hill would improve as a direct result.

Another concern voiced by Moisson concerned the weather issues described above. Weather is always inconsistent, and there may be an entire week of rain and the camp cannot be held properly. Moisson would like to develop a plan in the case of bad weather in the coming years. This would be extremely helpful to the program and would mean that 3 days of rain would not ruin a week of camp.

The final opinion Moisson gave as a concern focused on a mission statement. He feels that it is extremely important to develop a concrete mission statement. Obviously, the statement will differ from program to program, but having one in place leads directly to fewer problems with beginning the program. He personally feels that mission statement for the Green Hill program is too flexible. He feels that if a mission statement is properly outlined and defined, a program is easier to implement. Once goals are set for the camp, it makes it that much easier to find a target audience (i.e. what ages the children should be, who will participate in the camp, etc.). Once that is accomplished, transportation issues and other issues that come up in the implementation process can be solved. Without a solid mission statement, it is significantly more difficult to complete this process.

4.3.8 Advice

We also asked Moisson about his ideas concerning how to go about starting an inner city youth golf program. His immediate answer was to find a funding source, explaining that without a funding source there is not too much room for anything to take place. Without money, nothing effective will happen. Moisson provided us with some informal figures of it may cost to start a basic weeklong program for approximately two hundred children. The breakdown is as follows:

- ❑ Instructors: \$575/week; 12 instructors for the week: \$7,000
- ❑ Initial startup equipment: \$5,000
- ❑ Meal cost (lunch for the children for the week): \$5,000
- ❑ Total cost to start a very basic program: \$17,000

As is evident, even a simple program requires a great deal of money, especially initially. Finding a funding source is essential. A course can supplement funding with more money from a fundraiser, like a golf tournament.

Smaller issues are also present, such as finding a facility to hold the camp. Moisson explains that these types of programs are generally built on public courses, where there is no problem with membership, etc. Some private courses do host camps such as this, but most are designed on public courses where there is a concern for well being for the community. In the case of Green Hill, the primary goal is to help the community, and therefore the first nine holes are set aside for each morning for the week. At that time, only the children participating in the program are allowed to use the nine holes for golf instruction. The final thing that Moisson mentions is that it is necessary to set up the course for the large amount of children who will arrive on the first day of the camp. The camp could end in disaster if the directors of the camp have not properly designated time, space, etc for upwards of 250 children, which is the minimum of the three course programs we studied. However, if everything is considered and prepared beforehand, there shouldn't be a problem once the children arrive and begin to play the game.

4.4 Franconia Golf Course

The inner city youth golf program held at Franconia Golf Course in Springfield, MA has been in place for three years. Dan DiRico, the head golf professional at the course and director of the program, has been involved with it since its inception. The camp has steadily grown in popularity to the point where there are 350 to 450 children participating each year. DiRico does employ a cutoff number where anyone over the limit will be denied access to the camp; because of this cutoff there is not a problem hiring enough instructors to support the entire 350-450 children. This particular program focuses on younger children, their ages varying anywhere from eight to fourteen years old. These children learn very early the lessons of golf. One of the goals of the program is to have the tools the children learn during the golf instruction prove to be useful later in life. Some examples of this goal include gaining entrance to college, or simply loving a game and playing it for the rest of their lives. The Springfield youth program focuses on allowing the children to have fun during the summertime. Most of the children would never see a golf course, let alone play on one, and this program provides them with the opportunity to experience a lifelong game, and gain the benefits of lessons in the process.

4.4.1 Funding

The funding that is provided to the Springfield program by the above sources is used for numerous purchases, including many small things that are needed on a yearly basis. For example, transportation is an issue that needs to be taken care of before starting the camp each year. Springfield addressed this area by providing daily busing routes for the children attending the camp. The bus routes include the area parks, where it is somewhat convenient for the children to get to the bus in the morning and get home after the day is done. Providing

transportation is not always cheap, however. It requires a specific amount of money to operate these bus routes, this is one example of how funding is used to benefit the program as well as the children. In addition, sponsors can donate other things such as the clubs used for the program. According to DiRico, all of the clubs used by the children during the camp are donated by a corporate sponsor in the city. Their name remained unspecified, however DiRico did go on to mention that there was no difficulty in getting the clubs for the camp. He mentions that there is always an option for donation of clubs by a corporate organization, no matter where the camp is being held. According to DiRico, these organizations are more than willing to help the camps, as philanthropic acts such as donating clubs benefit the reputation of the company as well as benefiting the children.

4.4.2 Annual Week-long Program

4.4.2.1 Finding Children/Publicity

In order to get the word out to everyone in the city, DiRico organizes an operation that accomplishes this goal. People involved deeply with the program go to the city and promote the camp heavily, in an effort to let everyone know about its existence. According to DiRico, it would be a shame if the camp did not receive enough promotion, and as a result some children who could benefit heavily may not be able to participate through lack of knowledge of the camp. It is the opinion of the directors of the program that it is used solely for the benefit of the inner city youth, who are not exposed to the game as readily as children from a somewhat better background. According to DiRico, it is unfair to the children who really need to program to allow more advantaged children to come in and fill spots that could easily be occupied by someone more in need of the camp.

As is the case with the other programs, there is a primary funding source involved with the Springfield program. The MGA, in addition to sponsoring the other programs, also provides the majority of the funding needed to operate the Springfield program. In addition to this sponsor, Franconia Golf Course also receives funding from the city of Springfield, through the mayor's office. This extra funding source supplements the money provided by the MGA, and together these funds more than meet the requirements needed to maintain the growing Springfield youth program.

4.4.2.2 Instructors

According to DiRico, there is no problem in obtaining instructors to participate in the program during the one week in the summer. All of the individuals hired to provide instruction for the camp are PGA professionals; DiRico does not allow anyone less experienced or less knowledgeable to act as an instructor for the children. Volunteers are always present; they provide logistical support where the instructors may need it. Things such as watching the children to make sure everything is in order, and serving lunches are services that the volunteers provide on a daily basis. The instructors especially appreciate their help, as it gives them more time to concentrate on teaching and less time worrying about keeping an eye on the children. At present, there are enough instructors to support the large program, however if there are any plans of expanding then more PGA pros will need to be hired to supplement those already involved with the program.

4.4.2.3 Lunch

At Franconia Golf Course, lunch is provided to the children free of charge; it is usually purchased from a local McDonald's at a reduced rate by the MGA. Lunch is served at 12:00 immediately following the end of the camp day, then the children are sent home for the remainder of the day.

4.4.2.4 Bad Weather Plans

The Springfield junior golf program is the only one we studied that has a specific backup plan in the case of bad weather. If there is uncooperative weather during one day of the camp week, a calling chain initiated by DiRico is activated in the early morning. After DiRico calls the first person on the list, a pyramid forms where everyone involved with the camp, children and instructors included, is notified of whether the camp will be held that day. If the camp is held, it proceeds as normal. However, if the weather is unfavorable, the camp day is canceled. The governing group of the youth program makes this decision early in the morning, once they decide the rest of those involved are notified quickly.

4.4.3 Mentoring

All three of the programs we analyzed have some type of either mentoring or indoor winter program that takes place outside of the normal one week during the summer. In the case of Franconia Golf Course, there is no mentoring program such like that of Green Hill or Franklin Park, however the winter program of Springfield is quite extensive. Springfield College is the primary site of this program, which is held on Sunday mornings during the winter months. There are sixteen children selected for this experience, chosen from the enormous amount of children participating in the summer program. These fortunate sixteen children learn a different

curriculum than during the summer, including such things as advanced rules of the game and watching instructional golf movies in order to properly learn the fundamentals of the game. In addition, they are taught all phases of hitting the golf ball, whereas during the summer there may only be enough time to learn certain swings or specific ways to hit a ball. In the winter there is a much smaller group of children, meaning there is more time to spend with a child in order to teach them the correct basics of the game. The children are also advised to watch the golf channel on television, as it provides excellent instruction as well as being fun for the children at the same time. The goal of this indoor program is to develop these sixteen students into better golfers, something that is difficult to do with 350-450 children attempting to accomplish this simultaneously. With the smaller environment, it's easier to teach as well as to learn the fundamentals of the game.

Springfield College donates their gymnasium for the purposes of this winter program, and it does not go unappreciated. In thanks for the donation of the gym, the MGA has agreed to sponsor a trip to Florida for the College's golf team. They will participate in a tournament, and all expenses are covered by the MGA.

4.4.4 Concerns

4.4.4.1 Volunteers

The question was posed to DiRico if he had any concerns with the program. His answer was limited to simply needing more volunteers. According to him, the program is extremely successful, and the only thing he would like to see is a higher volunteer rate to help out with the children in the areas described above. If there are any plans of expansion in the future, more

volunteers as well as more instructors will be needed in order to support the rising number of children participating in the camp.

4.4.4.2 Members

DiRico was initially concerned about the feedback of the members of the Franconia Golf Course when the youth program was started. The main concern was if the members who paid for course time would be upset when 350 children occupied the course for an entire week. However, it was worked out so that only nine holes are taken at a time by the youth program, leaving the other nine completely free for members to play. Regardless, the majority of the members do not mind that the children occupy the course for a week, and have no problem playing nine holes instead of eighteen. Since the camp commences at 12:00 every day, all eighteen holes are open after noon; this avoids confrontation with the members who do not approve of the youth program.

4.4.5 Advice

DiRico had a very specific set of things to do in order to start a new program. First, he mentioned that you need to find a reputable golf facility with a reputable golf professional. The reasoning behind this is simple, without a good reputation the program may be dragged down in the name of the course where it is held. The youth program may be top-notch, however if the course's name is associated with a bad reputation, the program most likely will not survive. The same logic applies to selecting a course with a reputable golf pro. In addition to this reasoning, it is also imperative that there is a golf pro at the course that is willing to take charge and get things accomplished. It is very evident throughout this report how difficult it is and how much time

must be invested in order to begin a youth golf program. If a course is selected where the pro is less than enthusiastic about hosting the camp, important issues may be overlooked and the camp could operate less than successfully because of these oversights. A reputable golf pro also most likely has contacts throughout the business with whom he can get in touch. There is a good chance that he/she knows someone who would not mind helping out during the summer camp.

There is a significant financial commitment involved in starting a program. In the case of Springfield, the MGA donated \$6500 last year to cover all of the administrative and other expenses, including rent for the facility. The MGA also pays for other expenses, including snacks, golf greens fees, and so on.

4.5 Web Page Results

Including the physical results obtained from extensive analysis of these three programs, we also constructed a website. The main reason we produced this was in order to inform the public of our findings. One of the reasons of this project was to provide a basis for how to start a new inner city youth program, and we felt that simply writing a typical IQP report would not accomplish what we had set out to do. The advisors of the project are the principal audience in that case, and there are only a certain number of people who have access to the document. However, with the growing popularity of the Internet and the number of users, we thought it would be well worth our time to truncate the results and produce an informational webpage. The primary goal of the website is to allow people who would not normally see these results to access them easily, and in an efficient manner. For example, if the golf pro at a club wanted to start a program but didn't know how to begin, they could refer to our website and retrieve any necessary information.

4.5.1 Webpage Layout

The physical layout of the website is standard. There are options on the homepage for separate branches the user can access, including how to start a new program, analysis of the programs we have studied, contacts we have made, and links to other websites dealing with golf. Each link on the homepage delivers you to the appropriate page, and the individual pages are split into sections. This setup makes it easier for the user to find where they would like to go on the webpage, theoretically causing them to visit the website more often to search for specific data they would like to investigate.

4.6 Analysis of Results

There were some points that required very little analysis. For example, at the end of each of our interviews, we asked each of our interviewees what information they would put on the web site. This simple question yielded information that could be put on the webpage as well as first hand knowledge of what aspects are important in starting a program.

In order to properly analyze the information, we needed to look deeper into the large quantity of information we had collected. Our interviews were excellent sources of information, but it was hard to consider the big picture when all of that information was on a cassette tape. In order to better organize the information we first took notes from the cassette tapes, with quotes taken when suitable. Even with these notes, there was still a vast amount of material to study. To further reduce this amount without subtracting meaningful content, we arranged the information in a spreadsheet format using Microsoft Excel. We constructed a chart with columns for each of the different sites that we visited, and rows for different criteria (such as amount of children in the program, where the club got clubs, etc...). This format allowed us to organize the information from the tapes quite well. It was not used as a substitute for the information, as there was a loss of depth in the translation, but it was used to notice any patterns among the information we had gathered.

In order to figure out what kind of program to advocate as an introductory program, we looked at what types of programs the sites in Massachusetts were running. It became clear that a standard, one-week, open invitation program for a large number of children (in the hundreds) would make a good starting program because of the following:

- It is easy to create and manage

- ❑ It reaches out to many people, and generates more publicity than a smaller program
- ❑ It is a lead-in to more advanced smaller programs. Mentoring students are mostly selected from the one-week summer programs.
- ❑ It is the typical program being operated throughout the state of Massachusetts

These characteristics were the criteria that we felt made the one-week approach the best way to begin a program. A large part of our analysis followed a simple form: using the aforementioned chart, we compared and contrasted features of all of the programs. We searched for patterns, whether they be similarities or differences between the programs. Having done this, we compared our results to the information found in the library. By comparing our interviews with our library research, we could determine whether the successful techniques implemented locally were being used nationally, or if there were other techniques being used that we had not encountered.

5. Conclusions

5.1 Introduction

We began this project with the general goal of bringing golf to more inner-city youth. We feel that this is important: golf is a lifetime sport that can teach valuable lessons. Tom Henner, who runs the junior golf program at Canyon Creek Country Club in Richardson, Texas, explains: “Golf is a microcosm of life. It teaches you about self-restraint, about why rules are important. And it teaches you that life should be important.” However, in most cases, the cost of golf and the lack of nearby courses has limited the exposure of inner-city youth to the game. This needn’t be the case, though.

Many golf programs are currently bringing the game of golf to children, and we hope that through our efforts in this program there can be more. In order to do this, we investigated existing programs and evaluated the extent to which they were successful. We did this through library research, interviews, and site visits. We conducted library research to find information on programs that operate in different parts of the country, and to see the broad range of golf programs that exist. Published information provides a good baseline because the information that is printed in books and national magazines is credible. In addition, since our interviews were conducted locally, this published information gives our viewpoints some sense of universality. Our project team visited the sites of a few inner-city golf programs in Massachusetts, and conducted in-depth interviews with the people in charge of these programs. We also talked to the Director of Junior Development for the Massachusetts Golf Association (MGA). We felt it was necessary to conduct these interviews to gather information that is more in-depth than the information provided just by our published sources.

Because we wanted to present our findings to the largest audience possible, we decided to post all of our findings, thoughts, and the thoughts of people in the business on the World Wide Web. We tried to find and address any problems, or hurdles that a person might encounter while trying to start an inner-city youth golf program. After condensing the information we gathered into a digestible format, we now feel we have posted an authoritative web site with the tools required to implement an inner-city youth golf program.

In this chapter, we will provide all the pertinent conclusions that we made based on the information we obtained through our research and interviewing processes. The crucial elements that we will examine in this chapter are:

- ❑ The Qualities of a Good Program Director
- ❑ Developing a Solid Mission Statement
- ❑ Finding a Good Location
- ❑ Finding a Funding Source
- ❑ Obtaining Transportation
- ❑ Finding a Food Provider
- ❑ Hiring Instructors
- ❑ Determining the Level of Instruction
- ❑ Other factors

These sections contain the concepts and ideas we used to provide us with the content of our web site.

5.2 The Qualities of a Good Program Director

Inner-city youth golf programs will never make a golf course money. For this reason, it can be easy for board members, golf pros, and administrators in golf associations to put such a program low on their priorities. All of the people we talked to, though, were very enthusiastic about what they were doing and what they planned to do for the children. Having seen this, we feel it is essential for a leader for a new youth golf program to actively pursue the goals of the program and have a personal interest in seeing the program run smoothly. The reasoning behind

this is simple: there are a lot of details that need to be addressed before a program can run, and it is a lot of work that has very little tangible benefits. If the director of a program is not enthusiastic about it, there may be delays on deadlines or there may be a possibility of small, yet important, issues getting overlooked. Even a small oversight could jeopardize the success of a program. Having the right person in charge of the process will help create a solid foundation for long-term, successful programs.

5.3 Developing a Solid Mission Statement

According to Matt Moisson, a definitive and well-defined mission statement will make decision-making easier: “A mission statement is the most important aspect of the development process.” (October, 1998) A mission statement defines what the program should accomplish following its inception. The people and institutions involved with a program should always have a philanthropic motivation to run the program, such as helping the children of the city or simply introducing them to the game of golf. Once the mission statement has been written, it is much easier to define other vital terms of the entire program.

In addition to writing a mission statement, some questions need to be addressed before beginning the program. With a mission statement established, these questions should be easier to implement. Some things to consider include:

- ❑ How large should the program be? (number of children)
- ❑ What are the target ages of the children participating?
- ❑ How advanced should the program be? i.e. simple golf instruction to a group vs. individualized tutoring and/or mentoring
- ❑ What exactly should the program accomplish?

We have seen many of these aspects in our extensive analysis of the three Massachusetts programs. Our findings indicate that the usual size of a one-week open program is generally

between 300 and 500 children, depending on the city, the facility and the number of instructors. Certainly, though, program organizers could run a smaller or larger program as they wished.

We also found that program organizers can target a broad range of age groups. Children aged eight to fourteen years old participate in the programs we've studied. The depth of the instruction given in a program can vary, also. For example, in addition to a large, one-week program during the summer, Franklin Park has an extensive mentoring program that gives youths the opportunity to study academic subjects, learn golf, and earn some money working for the course at the same time. Green Hill pulls a small group of enthusiastic children from their large program for further instruction over the winter. Determining what the program the program should accomplish should be the discretion of the organizers, sponsors, and director(s) of the program.

5.4 Finding a Good Location

Finding a good location to host an inner-city youth golf program involves finding a suitable course in a suitable city. The first thing that comes to mind in this area is course selection. We analyzed three programs in Boston, Worcester, and Springfield, Massachusetts. These are the three largest metropolitan areas in the state, and there are several new programs being developed in areas such as Lowell and Fitchburg, two other significant metropolitan sections of Massachusetts. All of these cities have a large population of children that would probably never otherwise get to play golf. Therefore, a good host city would have a relatively large population of poor, minority or otherwise disadvantaged children. The idea is to bring golf to the children who are least likely to have the opportunity to play.

Selecting a location to host the program is essential to its success. Primarily, the goal is to find a course in the city where the program is held, thereby minimizing any complications with transportation that may arise. Transportation issues will be discussed later in section 1.6. A target location must be selected early on in the process of developing the program so the course is prepared for all the children it will host during the program. If there are any activities that the directors want to run, all of the necessary equipment must be set up. Most importantly, the site that is selected must be willing to have the run the program, and have the support of its members. All of the golf professionals we talked to mentioned that a few adult golfers felt the program interfered with their game play, but most golfers were supportive. We feel that a public course is preferable over a private course for a couple reasons. First, a public course is less dependent on revenue to operate (and any time a program prevents golfers from golfing, there is a loss of revenue). Secondly, because a public course doesn't have members, no one can feel they are "entitled" to play when the children are on the course.

A more minor issue to consider when choosing a site is the availability of practice facilities; i.e. a driving range or putting green. George Lyons mentioned that Franklin Park and the programs it hosts could really benefit from having a driving range on or near the course. Unfortunately, because Franklin Park's course is tight on space, there is no room to add a driving range. They could alter the layout of the course, but they do not want to because of its long history.

5.5 Finding a Funding Source

Establishing funding for a program may be the most important factor of the entire development and subsequent maintenance of the program. According to Dan DiRico of

Franconia Golf Course in Springfield, that money is definitely out there: “The funding here hasn’t been a problem.” DiRico says there is certainly no shortage of corporate sponsors; finding them is simply a matter of getting the word out about the program and finding willing sponsors. In the state of Massachusetts, the Massachusetts Golf Association (MGA) does most of the fundraising and budgeting for the programs. We recommend that more states develop the same relationship that the MGA has with host courses in the state. Green Hill and Franklin Park courses both hold fundraising tournaments to supplement the income from sponsors and the MGA, and Franconia receives funding from the Springfield Mayor’s office.

The interviews we conducted yielded excellent information concerning the approximate cost breakdown of these three programs in Boston, Worcester, and Springfield. Matt Moisson, director of the Worcester program, provided a list of what is needed to begin and maintain a one-week, open program as shown in the following table:

Expense:	Cost per:	Number needed:	Total:
Instructors	\$575 per instructor	Approx. 12 instructors	\$6,900
Equipment (primarily start-up costs)	\$5000	N/A	\$5,000
Food	\$5 per child, per day	200 children, minimum	\$5,000
Total	N/A	N/A	\$16,900

Please bear in mind that this table is only meant to give a sense of expected costs. We have shown, however, that there is a significant cost associated with developing and maintaining a youth program such as this. The numbers shown above can rise significantly higher as well: more and better equipment and instruction can both add significantly expense. Some examples of these include indoor facilities, hitting nets, and more golf clubs. It is for this reason that a primary funding source must be found during the development process of an inner city youth golf program.

5.6 Obtaining Transportation

All of the programs we studied use the city bus line for their transportation, and many children get rides from parents or in car-pools. Green Hill and the MGA have arranged with the Worcester Regional Transit Authority to pick up and drop off children in the program at parks and regular bus stops. There are enough of these stops in Worcester to make travel easy for the children. Franklin Park is right near a city bus stop, and George Lyons (the golf professional at Franklin Park) says that the course has a van that they can use to pick up any of the children that can't get the bus or get a ride. If a course is placed nearer to the middle of the city, it is easier to reach for the buses. This makes transportation less of a problem, as routes will be shortened and more children will be able to be picked up in parks close to the course.

5.7 Finding a Food Provider

All of the one-week programs we studied provide daily lunch for the children participating in the camp. Following the camp day, volunteers from the program serve lunch to all the children. Lunch generally consists of hamburgers and cheeseburgers or sandwiches from a local fast-food restaurant or deli; once the children are fed lunch, they board the buses and head home until the next day.

5.8 Hiring Instructors

As with any program, there needs to be a certain number of professionals to instruct the children. All the programs we studied were staffed with PGA professionals, who are qualified to provide instruction to most golfers, especially new golfers. One of the problems that we heard about the programs was that there weren't enough instructors, and that the child-instructor ratio was too high. At Green Hill, there were almost twenty-five children to each instructor, where fifteen or even ten to one would be much better. Derek Breau, Director of Junior Development for the MGA said that in the future, programs will continue to use PGA pros for instruction, but also use older high-school or college students who know the game for instruction also. Students are less expensive to pay, and although they probably do not have the level of expertise of the professionals, they are still qualified to introduce golf to beginners.

There should also be a number of volunteers who know how to handle children so the professionals don't find themselves babysitting the children as well as teaching them. All three professionals we spoke with mentioned that the more volunteers who worked at the camp, the better off the program is: having volunteers to perform duties such as serving lunch, watching the

children, and sometimes helping the pros with the children is extremely helpful to a large program. The professionals (usually hired from the PGA) are hired in order to instruct the children, not to watch them. Volunteers are vital in this case, as they may be more capable of dealing with any problems or conflicts that may arise during the camp day or week. The volunteers know the children better, whereas the instructors are there solely to teach golf. Because these programs frequently get large groups of children from local community centers, the centers have been willing to send staff to golf courses to help out. It is important that a program has adequate help, but help is often easy to find.

5.9 Determining the Level of Instruction

Every program varies in its teachings and how lessons are taught. In beginning a program, it's necessary to look at what type of program to implement; for example, there are beginner, intermediate, and advanced programs. Beginner programs concentrate on the fundamentals of golf, such as the rules of the game and how to swing a club. The one week, open program we have mentioned is a basic program targeted towards teaching a lot of children enough of the game to give them a taste for golf and have fun at the same time.

Intermediate programs also feature golf instruction, but the instruction is more advanced than the beginner lessons. Children in intermediate programs are taught the basics of the different kinds of clubs and swings, the rules of the game, and the suitable etiquette on the course. In addition, these children are given the opportunity to play a few holes during the week. Upon completing a series of lessons, these children are more advanced in golf than those who attended any type of beginner camp are. Intermediate programs typically provide individualized instruction or mentoring to its pupils. The program directors and staff choose the pupils for these

smaller, more rigorous camps from the larger, open programs based upon the child's enthusiasm or ability. Advanced camps are much different. For example, Franklin Park has an in-depth caddy-scholar program. The caddy-scholar program runs for three years and gives a small group of young adults (only about fifteen new kids are selected each year) the opportunity to learn golf, earn money, and gain eligibility for a scholarship. The program offers individualized instruction, the opportunity to play a lot of golf and to work at the course for money. Furthermore, area colleges work with the young adults in the caddy-scholar program to assist them with homework. The Francis Ouimet Scholarship Fund offers a college scholarship to Massachusetts students who have worked for a golf course for three years. This program, run by Franklin Park with the cooperation of the city of Boston, is an example of how ambitious youth programs can get. Green Hill and Franconia showed us that winter and/or indoor practice is a great supplement to outdoor training. Franconia Golf Course and the MGA are sending the Springfield golf team to a tournament in return for the kids on the team instructing children at the college's indoor facility.

We recommend that program directors and sponsors begin with the basics and try to introduce as many children in their city to golf with an open, one-week camp. However, because there are children who will really like the game and have the desire to learn more, we recommend adding smaller camps that will personalize and intensify the instruction.

5.10 Other Factors

There are other additions to a program that can make it very successful. Several options can be added to any program and help make it more effective. One of the first things that could be done is to prepare a plan in the case of bad weather. Dan Dirico from Franconia Golf Course has a phone chain where, eventually, everyone involved with the program is notified in the case

of cancellation of the daily activities. Once they are notified, the children are told and the camp does not run for that day. This only occurs, of course, if there is uncooperative weather and there is no way the camp can be held. Franklin Park has a tent to provide shelter if necessary, and Matt Moisson, is considering having a gymnasium reserved near the course to put the children in case of inclement weather. These are just a few options to consider, there are many that can be thought through and provide suitable solutions to the problem of what to do with bad weather.

Field trips can also be a great activity for the children as well as the adults. It does require extra funding, but if that funding is available, then it is certainly a way to make the camp fun. There are so many options when thinking about what to do on a field trip; for example, children from the Green Hill program took a field trip to see the BankBoston Classic Tournament in New Hampshire. This is a large-scale field trip, but something less ambitious would certainly keep the children interested and wanting to return day after day.

Finally, prizes can be awarded to the students in order to keep the experience fun. Initiating games where teams are formed and competition is favorable is an excellent way to get all the children involved with the activities. Putting contests, driving contests, chipping contests, etc., are all excellent ways to both measure the children's progress and allow them to have fun by competing against other children of the same age and ability. It is natural to reward excellence on the course, but including all the children is also a concern of the directors of the camp. In addition to awards given to winners of these contests, acknowledging the strengths of everyone will have a positive effect on the children. These rewards will keep the children pleased with the program, and hopefully inspire them to return in the following years.

5.11 Summary

We have discussed in detail the many factors to consider when beginning a youth golf program. In order to simplify the results and provide a concise analysis, we have included the key aspects to consider when starting an inner-city youth golf program. They are listed below:

- ❑ *Personnel:* it is important to have a director who will actively pursue the goals of the program.
- ❑ *Mission Statement:* make sure the goals of the program are clear and concrete. This will make the development of the remainder of the program much easier.
- ❑ *Location:* a reputable course that is also close to the target children is a preferable place to host the program.
- ❑ *Funding:* corporate sponsors are willing to donate the necessary money to start and maintain a youth program. It is important to realize that there are different levels of programs, which will affect the amount of money necessary to start and maintain it.
- ❑ *Transportation:* Look to the city for help first. They may be able to provide a bus route free of charge that the children will be able to use every day.
- ❑ *Food:* It is important to provide lunch for the children, look for a local deli to offer a possible reduced rate.
- ❑ *Instructors:* There should be a small ratio of students to instructors. PGA professionals are recommended, but college or high school students could provide help.

5.12 Future Projects

We hope that the information that we gathered and the processes that we outlined will help spread the game of golf to disadvantaged and inner-city children. Much more work can be done, though, than what we have accomplished.

- ❑ *Creating a program.* This would probably require quite extensive use of the web site and this report, particularly Chapter 4: Results. We would recommend to anyone trying to create a new program that they reach the people mentioned in the “Contacts” section of our web site for additional help.
- ❑ *Create new facilities.* George Lyons told us how he could better instruct children during his programs at Franklin Park. Barrie Bruce, the golf professional at Billerica Country Club in Billerica, Massachusetts opened our eyes to easy it can be to construct a small, contained par-three course or driving range/putting facility in an urban area.

- *Expanding an existing program.* Franklin Park has programs that teach golf to kids on many levels, from introductory camps to their Caddy-Scholar Program. These ideas could be moved into a city with fewer golfing opportunities for disadvantaged children, such as Worcester.

6. Appendix A (Course Backgrounds)

6.1 Franklin Park Golf Course:

The William J. Devine Golf Club, in Franklin Park, Dorchester Massachusetts, is the second oldest golf club in the country, and the oldest surviving club. Founded in 1891, the course was designed by Donald Ross for a very meadow-like feel. Racial issues in the city of Boston, though, soon led to a downturn in attendance, which led to neglect and the closing of many of the holes on the course. In the early 1970's, when the course had only four open holes, an initiative was started by the club's managers to restore the course.

Among the main goals of the initiative, the committee wished to open all eighteen holes again, improve the appearance of the course, and to help the community by involving children from the city. Governor Dukakis liked the idea of youth involvement, and agreed to give money to the restoration effort. The city matched the funds of the state, doubling the effort and providing the club with a total of over \$2,000,000 for restoration. An irrigation system was installed, equipment was borrowed from nearby clubs to clear the greens of brush, and an extensive youth program was developed.

The youth golf program is part of a statewide scholarship program that awards money for college to children that are employed in golf, are sound academically, and have financial need. Funding for the program at Franklin Park comes from the city and numerous fundraising tournaments throughout the year. Volunteer students from Harvard University that are involved in a mentorship program tutor the children. The children are at the golf course for 6 hours a day during the eight-week program. The first two hours of the day the children do work for the club, such as general maintenance or other odd jobs. The next two hours are dedicated to getting tutored by students from Harvard. The last two hours of their day is for playing golf on their

own or taking lessons from a professional. There is also a golf team of the top 12 children of the 45 that play matches against other youth programs around Massachusetts. (George Lyons, October 24 1998)

6.2 Massachusetts Golf Association (MGA):

The Massachusetts Golf Association (MGA) was founded in 1903 in order to promote amateur golf throughout the state of Massachusetts. Although 95 years of change have affected the way golf is played, the fundamental vision of the MGA has remained the same. G. Herbert Windeler, then secretary of the country club in Brookline, arranged a meeting between thirty-one clubs on February 24, 1903 at the Exchange Club in Boston. It was here that the official documents were signed, unifying the thirty-one founding member clubs into the MGA.

The executive committee was assigned the task of arranging dates for competitions, providing an annual state championship, and to prepare official handicap lists. The first amateur championship was held in September of 1903 at the Myopia Hunt Country Club while the first MGA open championship was played two years later at the Vesper Country Club. The MGA currently conducts 10 state championships throughout the entire state of Massachusetts. They also help run and fund many of the youth golf programs at the different golf courses in Massachusetts (<http://www.mgalinks.org/>, September 11th, 1998).

6.3 United States Golf Association (USGA):

The United States Golf Association (USGA) was founded in 1894 and has served as the national governing body of golf since their establishment. The USGA is a non-profit organization run by golfers for golfers, to preserve and promote polices and programs for the

good of the game. The Association consists of more than 9,000 golf facilities, and is directed by an Executive Committee of 16 volunteers. Over 1,200 volunteers make up the more than thirty sub-committees across the country. A full time professional staff of 250 directs the day-to-day operations from their headquarters in New Jersey. The USGA acts in cooperation with local, regional, and national golf associations with common interests; the Association also works with golf associations outside of the United States.

The USGA sponsors programs that involve everyone who plays the game of golf. These programs benefit all levels of golfers, regardless of whether they are professionals, amateurs, or play on private or municipal golf courses. The Association also writes, interprets, and updates the rules of golf jointly with The Royal & Ancient Golf Club of St. Andrews in Scotland. Some of golf's most prestigious golf tournaments are conducted by the USGA. Along with the championships for the professionals they also run amateur and international championships. In relation to the common golfer, the Association provides a Handicap System to help golfers of all abilities to compete equally. To go along with making golf a fair and equal experience, they provide a Course Rating System and Slope Rating system for each golf course to ensure that the Handicap System is adjusted to the difficulty of each course. To insure that no golfer has a particular advantage through equipment, the USGA tests all golf clubs and golf balls developed for conformity to the Rules. Without such inspections, advances in technology could overtake the skill of a golfer.

The USGA funds turfgrass and environmental research to improve the playing conditions at golf courses. The research leads to golf courses that require less maintenance and water, are more tolerant to disease, and can be utilized in diverse climates. They also study the impact of golf courses on the environment.

Finally the USGA ensures golf's future through funds supplied by the USGA Foundation for a variety of junior golf, caddie, physically challenged, and education programs. They have supplied over 50 million dollars towards such programs that operate in the best interest of the game (http://www.usga.org/about/good_of_the_game.html).

7. Appendix B (Interview Questions)

7.1 Introduction

The following are the interview questions we used for the various people we interviewed. The questions varied from person to person depending on what kind of information we needed and depending on what aspect of inner-city youth programs they are involved with. All of the following questions were used as a basis for what we needed to find out and more often than not we branched off into different questions throughout an interview. All interviews were done in an informal manner, allowing us to ask different questions as we gained information from the interviewee.

7.2 Questions for Golf Programs

- How many people are involved in running the inner-city youth program?
- Who are they?
- How many kids are involved in the program?
- How long does the program run?
- When is it run?
- What are the ages of the kids they participate?
- Is it strictly for inner-city youth?
- If so, what are the criteria you follow to pick the kids?
- Who sponsors your program?
- Do you have any winter programs running?
- Is you're the program running smoothly? Any problems or concerns?
- Is there anything special you do to keep the kids interested? (ex. Chipping into clowns mouths, prizes, tournaments...)

- ❑ What does a day at the program involve? (schedule for what the kids do each day)
- ❑ Do you supply the kids with clubs?
- ❑ Where do the clubs come from?
- ❑ Do you feed the kids for the duration of the program?
- ❑ Where does the money/food come from?
- ❑ How does the course benefit from running a program like this?
- ❑ Do the members mind that there are young children on the course? Is there a way you separate them?
- ❑ Would it be ok to put this information on to a web page

7.3 Questions for William Ryan

- ❑ What is your exact position and title with the Boston Parks and Recreation Department?
- ❑ How involved were you with the development and implementation of the Franklin Park inner city youth golf program?
- ❑ Were or are you involved with the development of any different programs in the area?
- ❑ Were there any general problems that needed to be overcome before starting the Franklin Park program?
- ❑ After beginning the Franklin Park program, were there any obstacles that hindered the growth of the program?
- ❑ Who funds the Franklin Park program? Were there any secondary donors? Do donors seek you, or do you seek new donors?
- ❑ How do the children get to and from the camp in the summer? Is there a bus route or something of that nature? Who provides the busing?
- ❑ Is there a lunch service for the children during the camp? Who provides the food?
- ❑ Is there a list of things that you feel are most important for implementing a new program?
- ❑ Is the program running smoothly? Are there any concerns?

- ❑ Do you have any sort of follow-up programs for kids that develop a strong interest in the game?
- ❑ One part of our project includes designing a web site that tells how to implement a new inner city youth golf program. Would it be all right to reference this interview as well as the Boston Parks and Recreation Department on that web site?

7.4 Questions for Derek Breau

- ❑ What is your exact position with the Massachusetts Golf Association (MGA)?
- ❑ How many disadvantaged youth/inner-city/other programs are running in Massachusetts?
- ❑ Do most golf courses have any kind of youth program?
- ❑ What is that program like?
- ❑ Could you list different types of programs in the state? Where they are, who is involved with them (the pro, a volunteer, a salaried person, a part-time person)
- ❑ Do you know about the Franklin Park Program?
- ❑ What are some good models of programs around the state that we could use as a basis?
- ❑ Would the MGA contribute money, time information, or other resources to building a course/program?
- ❑ Is there an established MGA (or anyone else) criteria to build a program? Are all of these programs designed individually, or is there a standard?
- ❑ Are there any statewide or individual problems with any of the programs?
- ❑ What are some possible things we could do to address this/these problems?
- ❑ Can you give us any names of people that we could talk to that could help us with this project?

7.5 Questions for Dan DiRico at Springfield

- ❑ What is your exact position with the Springfield inner city junior golf program?
- ❑ How involved were you with the development and implementation of the program?

- ❑ How long has the program been running?
- ❑ Has the program been running smoothly for the most part, if not, what are some of the problems or concerns that need to be addressed?
- ❑ How old are the children participating in the program?
- ❑ Are the Springfield College student volunteers the only ones who work at the camp or are there pros who are brought in to teach?
- ❑ Are there enough personnel in order to run the camp well?
- ❑ Is there any type of “work for golf” scenario, where the children might work at the course and at the same time participates in the golf program?
- ❑ Is there a tutoring part of the program at all?
- ❑ Is there any type of scholarship or aid for children who finish the camp and would like to continue to higher education?
- ❑ Are the participants encouraged to return to the camp after finishing it in order to help teach the new children participating?
- ❑ We’re interested in the development of a new program, what do you think are the most important things needed to successfully develop and implement a new program?
- ❑ We are going to incorporate our findings into a web site at the end of the project, would it be alright to reference this interview and the program on that web site?

8. Appendix C (Criteria for Golf Programs)

This appendix contains the criteria we have developed for a successful inner-city youth golf program, and gives a detailed description of the reasoning behind some of the components of the list. We developed the list with through analysis of the programs we studied, and through the information we obtained during our interviews with program directors. These criteria are:

- ❑ **A long-term funding source**
- ❑ **The opportunity for enthusiastic children to become more involved with golf**
- ❑ **A low student to instructor ratio, near 12:1**
- ❑ **Mostly PGA professionals on staff**
- ❑ **A good relationship with the city**
- ❑ **A backup plan in the case of uncooperative weather**
- ❑ **A capable and enthusiastic director**
- ❑ **An interesting curriculum where there is an effort to keep every child interested in the program**
- ❑ **A program where the children are happy, learning, and returning in future years**

These criteria are not in order of importance, but some are more important than others are.

Having a solid funding source is critical to a program's existence. More money will also allow a program director to add new features into his camps. With a solid funding source, this can be accomplished reasonably and will lead to a solid basis for a successful program.

We have mentioned in this report that the core of any city's efforts to introduce children to golf is a one-week open camp. However, this kind of camp only gives children a brief introduction to golf. For this reason Boston, Worcester, and Springfield all have opportunities for enthusiastic children to pursue further training year-round. Boston has the most extensive opportunities. Their Caddy-Scholar program, indoor winter training sessions (with the reward of a free set of starter set of clubs for perfect attendance), and a mentoring program all give children an in-depth golf experience.

A very important part of a program is ensuring that the children learn the basics of golf and have fun during the camp. In order to give each child enough attention, there needs to be enough professionals and instructors. In other words, for the children to properly learn the

fundamentals of the game, it is imperative to have a low ratio of students to instructors. Matt Moisson feels that a good student to instructor ratio is about twelve to one. The children's level of ability to play golf is one way of measuring a program's success. The program directors we talked to stress having PGA professionals give all or most of the instruction. However, in the interest of saving money and having more individualized instruction, a camp could use the help of college or high school students that have good knowledge of golf. The children ultimately leave the camp more knowledgeable, implying a more successful program.

Another important area that is crucial to a program's success is having a good relationship between the host course and the city. For example, Franklin Park and Franconia Golf Course both receive financial and logistical support from the Mayor's offices in their respective cities. Green Hill has a great arrangement with the Worcester Regional Transit Authority to pick up and drop off children at their local park for their one-week camp. The program directors we spoke with mentioned the need to get the word out about their programs. A good way of doing this is working with the city to reach children through schools and community centers. In addition, the city may give a program director the use of a gym to use in the case of bad weather.

With any outdoor golf program, bad weather can present a problem. No one wants to golf outside in the rain! Incorporating a backup plan into the camp is an excellent idea. Franklin Park has had a large tent on site for shelter for the rain, but they haven't had anything to keep children occupied. Moisson has had to squeeze children into the clubhouse (which is too small for that purpose). In the future, he hopes to use a nearby gym for shelter and have activities planned to keep the children busy. Dan DiRico, in Springfield, has established a calling tree if the weather is bad (or looks like it might be) so he can cancel the day's events early in the morning and get the word out easily. Any type of backup system is preferable to having the

children sitting in a clubhouse for hours; having a gym reserved in case of rain and watching golf videos are good examples of things to think do for a backup weather plan.

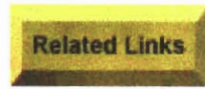
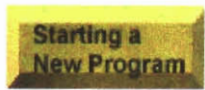
Above all, it is imperative to develop a program where the children are happy and enthusiastic while participating. This is the highest criteria for success, as well as the goal of the program representatives with whom we spoke. Because these are non-profit camps, success cannot be measured in terms of money. Instead, success is achieved when the camp has a large number of children returning each year, eagerly awaiting the start of the camp week. If a program can accomplish this feat, it has earned the highest form of success possible.

9. Appendix D (Spreadsheet)

	Franklin Park	Worcester	Springfield
Sponsors	MGA, city of Boston donate most of the money. Other sources too Black and White on Green toum.	MGA, BankBoston, tournament by Bear Demalley, get funds from that	MGA and mayor's office
Kids	500, love the program, get them from the middle schools in winter	300, grouped by age, from Friendly House, proposed there to get kids	350-450, 8-14yrs old, promoted through different parts of the city
Mentoring?	Caddy Scholar program, kids learn the golf business and play golf too 7 weeks, tutors from HU, BC, NU, Umass Boston	8 kids, more in depth with golf: course strategy, rules, basics, 9-14yrs, need to better teach kids to play golf, make them much better	winter program at SC, see below for details
Clubs	Adult are donated, they need to be cut down before they can be used	Wayland Shop gave, Green Hill bought clubs, MGA gave adult ones, they had to be cut down to use them	sponsored by corporate sponsor is not a problem to get them
Instructors	40, are PGA pros	Are 12, no set format for how to teach They each have own way, and egos prevent telling them what to do	PGA pros
Members		Some mind, not too many though	Some mind, most do not because 9 holes are always open
Transportation	Bus goes through FrPk, most kids dropped off by parents, and picked up too	If need ride, WTA gets them at local park, and takes them back too Free by WTA, MGA would have paid if they didn't	Kids picked up in buses and are dropped off too
Lunch	Are fed lunch	MGA gets food, McD's last year and local deli this past year	Kids are fed lunch MGA buys it, McD's usually
Community		Friendly House gives time for dealing with kids, logistical support and that stuff	Find out if there's any support
Running well?	YES	YES	YES
Concerns?	not enough golf facilities, no golf time for kids. Need learning center also, lack of space. Hard to get kids not near to the course. Transportation and marketing are problems	curriculum for instructors, kids XYZ know same stuff as kids ABC. More volunteers, ratio now is 25:1. More pros too, weather is problem, need backup plan in case it's bad Mission statement is too flexible	Need more volunteers.
course benefits?		no financially, win-win for pub relations possibly future business for Green Hill Mentoring will definitely do this for the course	
criteria for kids?	Same as others	target inner city orgs and have them provide names of kids. No lines are drawn, but they are though of when letting kids in	Take only inner city kids
Pros?	PGA pros	PGA, want more PGA pros there want pros from driving range so they can get away easier	PGA pros
How start prog?	Good relationship between course and city. Communication between pros and course, mission statement, transportation, funding, times, getting the word out, staff	find funding source, develop mission statement, find facility, if not your own find somewhere to hold camp. If yours then set up course for all the kids in the camp.	Look for a reputable facility with a reputable golf pro. Talk to him, he'll know who to contact (protocol for everything)
\$ needed?		instructors=\$575/wk 12=\$7000 equipment=\$5000 to start Food=\$5/kid-week 200=\$5000 Total cost of about \$17000	Talk to MGA, they know all this
Winter stuff?	mentoring continues, each mentor has 15 kids to meet with 4 times a year, to help with SAT and financial forms, etc...	No winter programs as of yet	meet Sunday mornings, 16 kids All phases of hitting, show golf movies, give rule books to the kids have them watch the golf channel
Keep kids involved	Like to take kids back, work in the pro shop or on greens at course. Help the program when are old enough, sometimes paid for it.	Don't like to bring kids back to help with instruction, they want to keep the kids as kids	
Backup weather?		No backup weather programs have been set up yet	Calling chain where various phone committees touch base and decide whether the day will occur Call made in the morning
Indoor Program?	4 weeks, City Golf Inc in Boston 4 Saturdays, different curriculum each week, taught by a PGA pro If go all 4 weeks, get a starter set of clubs, which are donated by shops	No indoor programs as of yet	Same as the SC program for winter

10. Appendix E (Website)

(<http://www.wpi.edu/~mbaran>)



Inner-City Youth Golf

A Source for Implementating a Program

What is this site about?

This site contains information about inner-city youth golf programs. On the left you will find several links taking you to different pages of information pertaining to inner-city youth golf programs. If you follow the [Programs Studied](#) link it will take you to a description of three different programs that are currently running in Massachusetts. The three programs that were studied are held at [Franklin Park Municipal Golf Course](#) in Dorchester, [Franconia Municipal Golf Course](#) in Springfield, and [Green Hill Municipal Golf Course](#) in Worcester. On each of the pages dedicated to the programs you will find information about the children that are chosen for the program, the funding sources, the transportation for the children, and much more.

By visiting the [Starting a New Program](#) section you will find information about starting up a new inner-city youth golf program of your own. This section is set up in a step-by-step format making it easier to follow and interpret the information. This section includes much of the information needed to start your program and have it run smoothly. It also includes some recommendations for smaller programs that can be incorporated into you existing program.

For more information on inner-city youth programs, we have supplied a list of important people under the [Contacts](#) section that are part of either the programs that we studied or of state golf organizations. If you still need more information please visit our [Links](#) section where you will find many links taking you to state and national golf organizations.

Who are we?

This web site was created by three [Worcester Polytechnic Institute](#) (WPI) students as part of our degree requirements. This site is a product of our Interactive Qualifying Project (IQP), completed during our junior year at WPI. This IQP is a WPI degree requirement relating technology to society, technology being anything from tools and machines to advances in social and economic organizations. As part of our project entitled "Disadvantaged Youth Recreation", we created this web site to communicate what we have done through the information highway, in order to make this resource widely accessible.

Designed and written by: Mike Baran, Brendan Collins, and Matthew Chiott



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Related Links

This section has been broken down to provide a page for each of the three programs that we studied. We visited three courses located in Massachusetts and interviewed the person or persons who were involved with the youth program at that course. All the information was compiled and put onto separate pages for your convenience. The information we gathered includes:

- If the program is successful or not
- Who is in charge of the program.
- What they do to overcome some of the common problems (transportation, food, clubs, etc.)
- Other programs they are running along with the main youth program

The three programs that we studied are the ones run at [Franklin Park Municipal Golf Course](#) in Boston Massachusetts, [Green Hill Municipal Golf Course](#) in Worcester Massachusetts, and [Franconia Golf Course](#) in Springfield Massachusetts. Please click on one of the names above or on the main menu to access the information about that specific program.

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The Children Involved

The Franklin Park program in Boston Massachusetts is the largest inner-city youth golf program running in Massachusetts. They host about five hundred children every year and they even have to occasionally turn children away. No one likes to turn eager children away from playing the game of golf but the facilities at Franklin Park Municipal Golf Course just can't handle much more than what they already do. From talking to George Lyons, the PGA pro at Franklin Park, we got the sense that children really enjoy being part of the program and are excited to return the following year. There are always those children that are not as enthused as some of the others but they do not have a serious problem of discipline. The children for this program are chosen a couple of different ways: some are recruited from area middle schools during the winter months while others come from inner-city community clubs such as the Boys and Girls Club.

Who Sponsors the Program

There are a few different sponsors for Franklin Park's program. The city of Boston is the main sponsor for the inner-city youth program. Mayor Thomas M. Menino is very involved in getting children off the streets and into a positive program such as this, so the city of Boston donates most of the money needed to keep the program running strong each year. Another important sponsor is the Massachusetts Golf Association (MGA). The MGA is a big player in all of the inner-city youth golf programs across Massachusetts and Franklin Park is no exception. The MGA will take care of some of the golf clubs for the children and also helps out with feeding the children each day of the one-week program. There are other sources of money outside of the two main sponsors. For instance, Franklin Park holds an annual Black and White on Green tournament and the proceeds from that go towards the youth golf programs.

Transportation

Since Franklin Park Municipal Golf Course is in a large metropolitan area, transportation is less of an issue than a golf course in a less populated area. The city's bus route runs right by the golf course and makes frequent stops at all of the area public parks. This is very convenient for those children that live near a bus stop and can get there easily on their own. For those children that do not fall into this category than a their parents will most likely drop them off at the course in the morning and pick them up after their day is done. There are still some children that are unable to make it because of lack of transportation, which is an issue that George Lyons would like to see addressed.

Feeding the Children

As for any inner-city youth program, the children are going to need to be fed lunch and snacks. For the most part, the MGA pays for the food. A local fast food chain such as McDonalds or some local deli usually provides lunch. They also provide snacks and drinks for the children, which the children are allowed to have at least half way through the camp. Franklin Park has never had a problem feeding the children at the program.

Instructors

All of Franklin Park's golf instructors that work with the children during the duration of the program are certified PGA pros. Forty pros are employed for the duration of the program to help teach the children the basics of golf. These pros are paid for the week and are allowed to teach the children whatever way they feel suitable.

Golf Clubs

Getting clubs for the children to use isn't a real big problem at Franklin Park besides the fact that all clubs that are donated to the program are adult size clubs and they need to be cut down for the children. A large number of the clubs are donated from members of the Franklin Park Golf Course who are getting rid of their old clubs. The MGA also supplies some golf clubs to the program. Franklin Park has volunteers who spend many hours cutting down and re-gripping clubs for the children to use more easily.

Keeping the Children Involved

Franklin Park is unique in that it offers jobs to the children that are involved in the inner-city youth program. A certain number of enthusiastic individuals are selected to help out around the course doing odd jobs such as cleaning up the course, working in the pro shop, et cetera. These children are paid \$5.50 an hour for the entire summer, but perhaps more importantly, they benefit from being around a golf environment, where they can see all that golf has to offer. Some of the outstanding students are encouraged to come back after they are too old to participate in the summer program to help out with teaching some of the younger golfers. George Lyons feels that the younger children will relate better to someone that has already gone through the same program and that is closer to their age. To keep the children's attention through out the day the PGA pros set up little games to help the children learn the basics of golf, but to do it in a way that is fun. Repetition is key in learning golf, but for anxious children, sometimes repetition won't hold their interest. They also plan little tournaments between the children to give them the feel of real competition and to make the week a little more interesting. As far as George Lyons can tell, all the children really enjoy being a part of the program.

Mentoring

Franklin Park runs an additional program called "The Caddy Scholarship" program. This is a seven-week program for a limited number of children who show a real interest in the program. They learn more than just golf and they also work towards getting a scholarship for their college education. Harvard University, Boston College, Northeastern University, and U-Mass Boston students volunteer their time to tutor these children in math and English. The children also get to learn a little about golf business such as job opportunities that are out there for them after they graduate. This program won national and local plaudits for putting children to work and keeping summer violence down.

Indoor Programs/Bad Weather/Winter Programs

During the winter months the mentoring program continues but on a slightly smaller scale. Each tutor meets with fifteen children four times to help them prepare for the SATs and help them with financial forms and other real life situations they may need help with. This

program also helps the children stay on track through out the winter and not lose an interest in golf. The city of Boston also offers an indoor program during the winter. This programs runs one Saturday a week for four weeks. City Golf Inc. in Boston hosts the program in their indoor facilities, which includes hitting bays, similar to batting cages, and putting greens. Included in the curriculum are putting, chipping, driving, as well as other golf related activities. As stated above, there are only four sessions held for this program, and there is an incentive for the children to attend. If a child attends all of the sessions, they receive a starter set of golf clubs. These clubs, donated to the program by the city, are theirs to take home and use for as long as they desire. The thought is that providing children the opportunity to at least feel a golf club is better than having them not have any contact with golf for the winter months. It's the opinion of many of the people we interviewed that the summer programs are great, but when the children go home after one week, they aren't able to pick up a golf club for another year. The one-week instruction doesn't provide as much as it could if the children were able to play golf during the winter and perhaps better their game for the summer. Boston has an advantage over some of the other cities we visited, because there are numerous indoor sites in the city that can be used for winter golf instruction.

Course Benefits

According to George Lyons, there is no financial benefit for the course itself, but the course benefits in other (perhaps more important) ways. Having a program that makes an attempt to get youths off the street and into a positive atmosphere and at the same time learn golf and a lesson in life. Not only is golf a relaxing sport but it also teaches children how to be competitive as well as polite and courteous. There are many life lessons that can be learned on the golf course. The golf course, the sponsors, the city and all the volunteers and pros that make the program benefit in two other great ways: they get the tremendous feeling of having done something good for the city, and the positive publicity that such a program can generate.

Problems and Concerns

The main problem that Franklin Park has encountered is that there just isn't enough space for all of the children. They need more golf facilities so each child can get more golf playing time. This is problem with any golf course in a large metropolitan area: there just isn't enough room in the city. George Lyons also mentioned that he would like to see a learning center so that the children can learn more than just golf. There was also a concern about those children that are not real close to the golf course or a public park. This brings in the problem with transportation. Something needs to be incorporated into the program where the children that cannot catch the bus can be picked up and dropped off with no charge.



Green Hill Municipal Golf Course

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The Children Involved

At Green Hill Municipal Golf Course in Worcester Massachusetts, there are about three hundred children involved in the one-week inner-city youth golf program. The children are grouped by age and are placed with an instructor to work on a certain concentration of golf, such as driving, chipping or putting. The children are chosen similar to the way that Franklin Park chose their children. Green Hill asks for a list of local youths from various inner-city organizations such as Friendly House or the local Boys and Girls club. All the children in the program are between the ages of 8 and 14 years old. The Friendly House also donates their time for helping the PGA instructors handle the large number of children.

Who Sponsors the Program

Green Hill receives funding from basically the same sponsors as Franklin Park, except they do not get the same kind of support from the city. The main sponsor for Green Hill is the MGA. The MGA supplies most of the money for running costs, food, and clubs. BankBoston is also a large supplier of money for the inner-city youth program. In addition, all the proceeds from the Bear Demally Tournament go directly to the inner-city program.

Transportation

Even though Green Hill is not located in a densely populated area like Franklin Park is, transportation seems to be less of a problem. The city of Worcester stepped up to the challenge and the Worcester Transit Authority (WTA) provided free rides for the children to and from the golf course throughout the duration of the program. Even if the WTA did charge for this service the MGA would have picked up the bill for Green Hill. Green Hill also had a van that they could use to pick up any children that were unable to pick up the WTA bus or get a ride from a parent.

Feeding the Children

MGA supplies the money for feeding the children at Green Hill. In 1997, the first year of the program, the MGA had McDonalds supply the food and drinks and then this year they had a local deli supply all the food that was necessary. Getting the food does not seem to be a problem since the MGA takes care of it, and there are usually companies that are more than willing to help out a worthy cause (and sell a lot of food, too).

Instructors

Twelve PGA pro instructors teach the children at the Green Hill program. Each instructor is allowed to run their station any way they please. Matt Moissen, the PGA pro at Green Hill, does not give the pros any set way to teach the children, nor does the MGA. Each professional has their own style of teaching. Moissen feels that it is better to let them teach the way they want. In the future, though, he may develop an outline of what skills he feels should be taught, so all the children receive similar instruction. All of the instructors that teach the children golf are PGA pros from courses all around the area but Moissen prefers getting PGA pros from

local driving ranges since it is easier for them to leave their job for a week. Each pro runs a different station that teaches the children a different discipline of golf and the children move from station to station.

Golf Clubs

Wayland Golf Shop donated many junior clubs to the Green Hill program. These clubs were made especially for small children, eliminating the need to cut the clubs down and re-grip them. The MGA donated adult clubs that needed to be cut down before the children could use them. Green Hill also bought numerous clubs for the children to use during the one-week long program.

Keeping the Children Involved

Unlike the Franklin Park program Green Hill does not like to have the children who have finished the program to come back and help out with it. Moissen believes that the children should stay children instead of coming back and act as instructors. Green Hill does have little games and tournaments that the children participate in to keep the children attention. Children also receive small prizes for winning the games or tournaments that they play in. An example is giving the children golf balls, a rulebook, or some other small stipend.

Mentoring

Green Hill takes about eight children from the program that show initiative and skill and offer them a place in the mentoring program. This program teaches the children about course strategy, rules, the basics, and other topics relating to golf. Unlike the Franklin Park program there is no tutoring in the basic areas of math and English. Moissen feels that the children need to learn more about the game before they can actually become better players. This program gives those enthusiastic children a chance to do so. The students in this program range from the age of 9 to age 14. The instructors for this mentoring program include Matt Moissen and other staff at Green Hill. There are no college tutors associated with this program.

Indoor Programs/Bad Weather/Winter Programs

Unfortunately there are no indoor programs, options for bad weather, or winter programs at Green Hill yet. Such programs may become part of the course in the near future.

Course Benefits

The same as in the other two inner-city youth programs that we studied, the course benefits are not financial but more on the public relations side. The course does not make any money off of running one of these programs. The programs are provided free to all of the children and sponsors pick up any expenses that may come up. The good benefits come from actually hosting one of these programs. People love to see that an attempt is being made to help those children that are less fortunate than others and to help keep them off the streets. The city likes to see the children off the street and into a positive program that may help their future. This may help future business for the course, maybe in an increase in memberships the following years.

Problems and Concerns

Matt Moissen brought up many concerns that he has about the current program. The first is that he feels that their mission statement is too flexible. He feels that the mission statement should be solid and concrete with no deviations from it. Also, Moissen brought to our attention that the PGA pros should have a set curriculum that they must follow instead of using their own program. This will make sure that all children are getting the same amount of concentration in all areas. Moissen would also like to see an increase in volunteers and PGA pros. Right now there is a 25 to 1 children to instructor ratio. He would like to see more of a personal relationship between the children and the instructors. Finally, Green Hill needs a backup plan for bad weather. The clubhouse at the course just isn't big enough to handle all of the children if it starts to rain or storm. Green Hill would also like some type of indoor/winter program so that the children are involved with golf during the winter and unfavorable weather.



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The Children Involved

The Springfield program that we studied at Franconia Golf Course averaged between 350 and 400 inner-city youth during the duration of their program. As with the other two programs, they recruit children from the various inner-city youth community centers in the city. From talking to Dan DiRico, the PGA pro at Franconia, there is not a problem getting enough children for the program. They actually end up with more children than the course can handle. The program is limited to just inner-city youth, which is why they get most of the children from organizations such as the Boys and Girls Club.

Who Sponsors the Program

The two major sponsors for the Springfield program are the MGA and the mayor's office. The mayor is a big supporter of the inner-city youth program. In fact, the mayor is trying to incorporate more programs into Franconia for the upcoming years. Other sponsors that work along with the MGA include BankBoston, McDonalds, and the United States Golf Association (USGA).

Transportation

Transportation is not a problem for Franconia Golf Course. The children are picked up at their community centers in downtown Springfield and dropped off at the course by city buses. The buses are paid for by the mayor's office. Franconia does not have their own van like Green Hill but the buses seem to be an adequate means of transportation.

Feeding the Children

Feeding the children is basically the same at all three programs we studied. The MGA supplies the money and usually McDonalds supplies the food. If McDonalds can not handle it than some local deli or food supplier steps up to the task.

Instructors

All instructors teaching the children golf are certified PGA pros although there are many volunteers to watch the children to make sure that they behave in a proper manner. The pros are paid a flat fee for the week that they help out and they work from 8-12pm throughout the week. DiRico mentioned that they need volunteers because they have so many children running around with golf clubs in their hands, and there is a potential for a dangerous situation. DiRico calls many of the private golf courses around the city asking for volunteers to help out with the program.

Golf Clubs

The Springfield program does not have a problem getting golf clubs for the children to use. Whatever they don't get from the MGA they get from corporate sponsors. Keeping in mind that the clubs donated from the MGA are all adult sized clubs and need to be cut down

before the children can use them. For the most part if you go to a company and ask them to donate clubs or balls to a reputable program they will most likely be very willing.

Keeping the Children Involved

DiRico said that there isn't anything special done for the children like games or anything. During the week the children are split up into groups of 30 to 40 children with 3 instructors/volunteers per group. There are 10 different stations that the children rotate through. Each station teaches the children a different discipline such as chipping, putting, driving, etc. DiRico mentioned that this was purely instructional and most of the children have a good time with it.

Mentoring

There is no mentoring program incorporated in the Springfield program that involves tutoring of the children in the basic areas of math and science.

Indoor Programs/Bad Weather/Winter Programs

The Springfield program has a very good winter program. Since Franconia Golf Course is in close proximity to Springfield College, they have access to the field house that the school uses for indoor practices for their varsity sports team. In an agreement between the MGA, the golfers on the varsity team give the children instruction. In return, the MGA will send the team to Florida to participate in a tournament. The field house has hitting bays where the children can practice their golf swing during the winter. For the winter program, the instructors of the summer program pick out about 16 children that show a real interest in the game to participate in the winter program. They meet Sunday mornings and go over all phases of the games including all the basics of the game as well as rules, courtesy and so forth. They also show golf movies, get rulebooks and watch the golf channel. They have the children write down any questions they have and the instructors do their best to answer them. This allows the children to get a greater knowledge of the game than they would be in just the one-week summer program. They do not have a plan for bad weather just yet, but they do have a calling chain and call all the community centers early in the morning to let them know if the program is still going to go on for that day. If the weather is bad then they just cancel it for the day, since it is free for the children, they are not losing anything by missing a day. Ultimately, a place to have something for the children to do during a bad weather event would be ideal but for now they do not have anything in operation.

Course Benefits

The same as in the other two inner-city youth programs that we studied, the course benefits are not financial but more on the public relations side. The course does not make any money off of running one of these programs. The programs are provided free to all of the children and sponsors pick up any expenses that may come up. The good benefits come from actually hosting one of these programs. People love to see that an attempt is being made to help those children that are less fortunate than others and to help keep them off the streets. The city likes to see the children off the street and into a positive program that may help their future. This may help future business for the course, maybe in an increase in memberships the following years.

Problems and Concerns

Dan DiRico told us that every year the program gets better and that the only problem he has is that there are not enough volunteers to watch the children. As mentioned above, having that many children running around with golf clubs could be dangerous. He also mentioned that they have had a few problems with the behavior on the buses, which could possibly be solved if there were chaperons for the duration of the trip. Other than that, DiRico feels that the program is running very smoothly with no great problems.



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The following information was broken up into 3 different sections for ease of reading and organization. The First section [Initial Points](#) is dedicated to topics that should be thought about before tackling the project of developing an inner-city youth program. The information on this page will help you decide if an inner-city youth program is for you.

The second section [Where do I Start?](#) will supply you with the information you need to get your program off the ground. On this page you will come across information on the first thing to do, estimates of money needed, where to get that money, and other important information.

The last section [Final Points](#) covers the topics that relate to the actual running of the program once it is in place. This information includes where to get food, transportation, and some other options that one should add top their program.

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Well, to start, we have to make the point that programs like these can be done. You can do it, and the benefits are tremendous for the kids, the city, and the course. An inner-city youth golf program gives the children a constructive activity for a week, and introduces them to a great sport and all the benefits of that sport. Golf is changing, and there is a strong, nation-wide trend of increasing interest in the sport among youth and minorities. With Tiger Woods now a role model for many inner-city children, the fundamental perception of the game is changing. As a 16-year-old, Woods said, "We simply have to get more blacks involved with the game. I see black golf progressing. It is coming slowly, but it will happen" (Puryear). The golf course and sponsors of a program also benefit by getting great public relations and the fulfilling feeling of having done something positive for the children. [Matt Moisson](#), of the [Green Hill Golf Course](#), stressed that running programs has been a "win-win" situation, because running the programs has brought these benefits with little effort and no cost to the golf course.

It is important to know what kind of person is most qualified to run an inner-city youth program. The people running the program at each of the courses we visited were the golf pros at the course. However, they also got a lot of help from the [Massachusetts Golf Association \(MGA\)](#) and [Derek Breau](#). He is the director of inner-city youth programs at the [MGA](#), and he oversees much of the planning that goes into these programs. According to [William Ryan](#), the Sports and Recreation Manager of the Boston Parks and Recreation Department, it is really important that someone trying to run an inner-city program have a good working relationship with the city and its resources (meaning public transportation departments, community centers, etc.) and the golf course. Obviously, it is important also to be able to find corporate money to finance a program.

In addition to having a competent person organizing, planning and running a program, a great program also needs the right location. We found in our analyses of golf programs that there are a few characteristics that make a golf course a good candidate for an inner-city youth program:

- A public course is by nature, for the good of the community
- Enough financial security that the course can go a week with lower revenue
- It must be noted that indoor golf facilities are used by current programs and are great for instruction, especially during the winter.
- Location, ideally, is in or near the target neighborhood

This last characteristic begs the question, what is a good target neighborhood? Well, many would say that no child should be refused the chance to play golf, but as a baseline, a good neighborhood or city is one where there is a large population of disadvantaged and minority children who otherwise wouldn't get a chance to play golf. Obviously, the larger the city is, the more ambitious the programs can get.



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Before you get started on one of these programs, you have got to know what you are getting into, why you are getting into it, and that you can do it. We've given loose guidelines of what we think are good qualities that a person in charge would have and what golf courses make good facilities. A key initial step, according to almost all of the sources that we talked to, is a Mission Statement. Writing a clear, targeted mission statement of your goals for the program is vital to the planning and organization of a program. Some priorities to establish in a mission statement include:

- The *size* of the program (number of kids, number of instructors, etc.)
- The *depth* of the program. Will it be an introductory course for a lot of children, or an in-depth program for fewer children? Courses in the past have had difficulty deciding if they would rather drill students, and try to get all or most of the children up to a certain level of play, while others have simply just wanted to introduce the sport and let the children have fun.
- The target *children*. Some programs target girls only, for example. This is related to
- The target *location*. Will the program try to draw from the entire city or just the more impoverished neighborhoods? All the best intentions in the world, though, won't bring a program to fruition without the money to back it up.

According to [Matt Moisson](#), golf pro at [Green Hill Golf Course](#), "The first thing I think you have to do (when starting an inner-city youth program) is find a funding source. There are enough banks and insurance agencies, businesses like that that give money to these types of programs." In addition, there are a lot of nation-wide institutions and associations that have money set aside for programs that target youth and minority golf. John Merchant, leader of the National Minority Golf Association said of NMGA that it is "geared toward accelerating (minority golf) involvement from a trickle to a constant stream." The National Minority Junior Golf Scholarship Association is trying to ensure that children stay involved with golf and has done this in part by awarding more than \$400,000 to three hundred minority students from 1984 to 1996. (Golf Business) The First Tee is perhaps the most ambitious program. This foundation has collected a large amount of money from generous donors precisely for inner city, poor, and minority youths. They have developed a standard curriculum for start-up facilities, and have the money and the equipment to help a program off the ground. The money is out there!

Now that we've established the importance of obtaining funding, it is imperative that we give a guideline of *how much* money is needed. Matt Moisson gave us a great outline of what are the *minimum* reasonable budgetary expectations for a one-week summer golf program like the one that he hosts at [Green Hill Golf Course](#). Broken up, the major costs are:

- Instructors. Assuming there are twelve pros, paid at a standard \$575 a week, instruction costs approximately \$6900.
- Equipment. First time programs must acquire all the clubs and teaching aids needed to teach the kids. Each year, golf balls must be purchased for the kids. First year equipment

costs are approximately \$4000-\$5000.

- Food. Most programs provide some lunch or a meal for the children. This runs about \$5 per child per day, or about \$1000 for a two hundred person camp per day. The approximate price for food for the week is \$5000.

All totaled, the initial cost of a youth program could be estimated at \$16,000-\$17,000. Again, this is just an estimate of the costs, but it does give a good sense of what major costs are involved and a sense of their magnitude. Other factors that can quickly bring up both the quality of the program and the cost are:

- Contingency weather plans (tent, use of nearby gym, poor-weather activities, such as a movie).
- More instructors, making learning more fun, productive, and personal.
- Gifts for the children, such as a shirt (with the sponsor's name on it!) or box of balls.
- Field trips to tournaments or events. It seems, in fact, from what we have read and heard, that the possibilities for a golf program are limited by the imagination of those involved and the money pumped in!



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Assuming the funding source has been located and the program planning is underway, the next few paragraphs should give a helpful outline of what steps should be taken and what arrangements must be made.

Depending on the location of the golf course and its proximity to the community, transportation may or may not be an issue. The [Franklin Park Golf Course](#) is right in the heart of the city, with a bus route running right by, so kids can get to the course quite easily through a number of options. If it happens that anyone needs help getting to the course, the program has access to two vans to pick up kids. Because the [Green Hill Golf Course](#) is in a spread out city with much less public transportation, the course cleverly made an arrangement with the Worcester Regional Transit Authority to pick kids up at their respective park or community center.

The programs we studied all made a point to provide food for the children at some point during the day. In the past McDonalds has been supportive about providing food, but local sub shops or grocery stores are good for providing cheap lunches. Also plenty of water and drinks must be provided.

Most of the people we have talked to have stressed the importance of having something for the kids to do in the event of bad weather. If it begins to rain or thundershower, the last place the children should be is out in the elements. Therefore, it is imperative that any program has a tent or access to a gym to put the children, with perhaps a golf movie or an activity planned to keep the kids from getting restless. At the [Springfield program](#), a call is made from the golf course to the community centers that provide children to the program to let someone at the center know whether the program is on or if the weather is too bad.

A tough decision for the person in charge of a program is figuring out what level of tutorial the program is going to provide for the children, and what things should be taught. Through our analysis, though, we found some common denominators. A top priority is an appreciation of the game. It is tough to get kids to enjoy, appreciate and have the desire to play golf in only a week, with perhaps hundreds of kids. To appreciate the game, kids must know why the game is different: the life lessons it teaches, the fact that anyone can play, and so on. It is also paramount that the pros must give enough training so that all the children have learned the basic skills of the game. The "basic skills" are the ability to hit with the woods and irons, putting, and chipping, etc. Kids like to see a ball go far and straight! Although it is a less crucial lesson, teaching the rules of the game is still important. By "rules," we mean both the written and unwritten rules: how to score, what to do when a ball goes out-of-bounds, and also things like not talking when someone is swinging, playing through, and so on.

So far, any time we have mentioned instructors, we have usually implied a [PGA](#) pro. Well, at all of the programs we saw, PGA pros did do most of the instruction, and pros are a wise choice because they are respected and they know the game better than anyone else. For those reasons, the programs we saw use pros. However, college kids are also useful help: when you are just teaching children who are new to the game, you don't necessarily need all of the instructors to be accredited pros. Also, the children will more readily relate to college or high-school age instructors. In addition to instructors, though, more help is needed to look after the kids (The pros are good at golf instruction, but may not be all that experienced at

handling groups of kids). More can be used to help to keep things moving, like maintaining fresh water for when the kids need it and food distribution.



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[Massachusetts Golf Association \(MGA\)](#)

175 Highland Avenue
Needham, MA 02492
781-449-3000
800-356-2201
Fax 781-449-4020
Email: info@mgalinks.org
Derek J. Breau, Directory Of Inner-City Youth Programs

[The United States Golf Association \(USGA\)](#)

P.O. Box 708
Far Hills, NJ 07931
908-234-2300
Fax: 908-234-9687
Email: usga@usga.org (Please include your name, mailing address, and phone number.)

[Boston Parks and Recreation Department](#)

1010 Massachusetts Ave
Boston, MA 02118
617-635-4505 x6209
William S. Ryan, Sports & Recreation Manger

[Franklin Park Golf Course](#)

1 Circuit Drive
Dorchester, MA 02121
617-265-4084
George Lyons, PGA Pro

[Green Hill Golf Course](#)

2 Green Hill Ave
Worcester, MA 01605
508-799-1359
Matt Moissen, PGA Pro

[Franconia Golf Course](#)

619 Dwight Rd
Springfield, MA 01108
413-734-9334
Dan DiRico, PGA Pro

[Barrie Bruce Golf Schools](#)

Country Club of Billerica
Baldwin Road
Billerica, MA 01821
Pro Shop: 508-667-8061
School: 508-670-5396

Barrie Bruce

11 Sherwood Drive
Westford, MA 01886
508-692-6745

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Golf Associations

[United States Golf Association \(USGA\)](#)
[American Junior Golf Association \(AJGA\)](#)
[National Minority Golf Foundation \(NMGF\)](#)
[Atlanta Junior Golf Association \(AJGA\)](#)
[Minority Golf Association of America, Inc. \(MGAA\)](#)
[Professional Golf Association \(PGA\)](#)

State Golf Associations

[Arizona State Wide Golf Association](#)
[Colorado Golf Association \(CGA\)](#)
[Connecticut State Golf Association \(CSGA\)](#)
[Delaware State Golf Association \(DSGA\)](#)
[Georgia State Gold Association \(GSGA\)](#)
[Indiana Golf Foundation](#)
[Kansas Golf Association \(KGA\)](#)
[Keystone Public Golf Association \(KPGA\)](#)
[Long Island Golf Association \(LIGA\)](#)
[Maryland State Golf Association \(MSGA\)](#)
[Massachusetts Golf Association \(MGA\)](#)
[Minnesota Golf Association \(MGA\)](#)
[Montana State Golf Association \(MSGA\)](#)
[New Hampshire Golf Association \(NHGA\)](#)
[New Jersey State Golf Association \(NJSGA\)](#)
[South Carolina Golf Association \(SCGA\)](#)
[Tennessee Golf Association \(TGA\)](#)
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