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THE CONN. CLIPPINGS

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GCSAA REVIEWS EPA GUIDELINE PROPOSALS

How will the Environmental Protection Agency's (EPA) proposed pesticide applicator certification regulations and guidelines affect golf course superintendents, and their ability to adequately perform their jobs?

What will the individual state regulations require of the golf course superintendents in order to acquire an applicator's certificate?

What will happen when a certified applicator accepts a new position in a different state?

These and a host of other questions are being raised by superintendents throughout the country as the inevitable 1976 certification deadline approaches.

Currently, the federal government is preparing guidelines with which states will have to comply in establishing certification or licensing systems. According to the existing regulations, all states must submit their plans to EPA officials for review and approval by October 21, 1975. Then applicators of restricted use pesticides will have until October 21, 1976 to be tested and become certified.

The Golf Course Superintendents Association of America recently submitted written testimony to the EPA Hearing Clerk in response to new proposals by the agency concerning the certification of pesticide applicators. Although there were areas of agreement with the proposed amendments, Dr. Herbert Cole, GCSAA's Consultant, the GCSAA Executive Committee and Director of Education, took exception with several important aspects, as they concern golf course superintendents.

In summarizing its testimony, the GCSAA report stated, "Our major concern is the lack of guidelines dealing with the interstate transfer of certified

applicators and the lack of a grace period, no reciprocity, and very limited guidelines dealing with the supervision of non-certified applicators. We strongly urge that these problems be considered in preparation of the final regulations."

Specifically, the proposed guidelines made reference only to federal agency employee certification when discussing the problem of interstate provisions. The GCSAA review pointed out that golf course superintendents can easily change jobs, even in mid-season, and often will reside in an area where state lines may be crossed in the normal completion of their duties. Accordingly, the Association recommended that a six month grace period be established to allow superintendents adequate time to comply with the new state's requirements, and secondly, that applicators who reside and have a principle place of business in one state should have reciprocal privileges in other states in which at times he may engage in pest control.

The GCSAA testimony also commented on the vagueness of the proposal's recommendation concerning the supervision of non-certified applicators by certified individual. It was recommended that, "as long as the pest management decision making process is the responsibility of the certified applicator and that the actual sprayman is thoroughly instructed by the certified applicator concerning all safety applications and procedures, then the intent of the regulations is fulfilled."

Agreeing with the EPA proposal to base testing standards on the evidence of "practical knowledge," the testimony noted that, "academic credentials, at this time, should not be imposed as an applicator certification requirement."

Another major area of agreement
Continued on Page 2

DYNAMIC SUPERVISION YOUR TEACHING JOB

Although a Supervisor's Teaching Job rarely takes on the formalized atmosphere of a schoolroom, a knowledge of teaching techniques can make your job more effective. The idea is to make it easier for the person receiving the instruction to understand the message and to learn it faster.

Most of your teaching involves new-hires, which means that most are young. Actually, this fact could make the teaching that you have to do simpler. Today's young people are sharper, quicker and better educated than their counterparts of several years ago. Any parent who pays attention to what his children are studying in school, knows how advanced present day education is compared to what it was when he went to school. Younger workers, for the most part, are more concerned with how their particular job fits into the overall company picture than older workers are. It's a good idea to keep this in mind and to provide as much information along this line as you can.

Even though you will have to individualize your teaching to a great extent to keep from going too fast or too slow, and to use the method that works best with the person you are trying to teach at the time, there are some guidelines that can help you with all your new employees:

Be sure you thoroughly understand the material you're teaching. Whether it's a job procedure or company regulations, you can't teach it if you've become rusty or neglected to stay current. A perceptive beginner can spot an unsure teacher a mile away, and immediately lose respect for both the teacher and the company.

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CONNECTICUT ASSOCIATION OF GOLF COURSE SUPERINTENDENTS

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The object of this association is to promote research, education and an exchange of practical experiences in the field of turf grass culture so that the increased knowledge will lead to more economic and efficient management of golf courses and related turf areas.

The CONN. CLIPPINGS is an official publication of the Connecticut Association of Golf Course Superintendents.

Robert W. Osterman, Editor
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Easton, Conn. 06612

DYNAMIC SUPERVISION YOUR TEACHING JOB

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Use an employee's previous experience point to help him understand more quickly.

A new student is bound to be nervous. If you can begin by drawing parallels to something he's done before and what he is going to be doing, he will gain confidence in his ability to do it.

Break the process or procedure down into 1-2-3 steps. Teach the steps and then show how they all go together for the whole. Teach the steps in the same order as the job will be performed.

Be repetitive. Help a beginner to understand instructions by repeating them several times. If you do so without using the exact words everytime, you'll make the material more meaningful.

When instructing about how a job, should be done, demonstrate it yourself. People learn faster when they can see how something is to be done. The key here is not to do the operation too fast. If you rush through the motions, just because you are familiar with the procedure, you'll confuse and discourage a learner. Perform the steps slowly and pause frequently

to ask if the person understands what you've done so far.

While training a beginner in job procedure has to be done in a specified instruction period, this is only one of the times you have to be training. Look for opportunities to add some instructions during the first few days a beginner is on his own. Both of you should be more relaxed and your teaching is bound to be more effective under these conditions. Don't give the trainee the idea that you think he is learning too slowly or might not even catch on. After you do some supplementary instructing, praise his progress. You will undoubtedly run across some fireballs who pick up the best way to do a job the first time around. But most will be average learners, so don't let yourself expect everyone to be an instant success.

As you know, it's expensive for your Club to train a person for a specific job; and the more complicated the job, the more it costs. Not only is the trainee being paid before he starts to produce, but the trainer is probably unable to keep pace with his usual output while he's instructing someone. In selecting a person for training, his aptitude is only one thing you want to consider. The worker's personality and attitude are also important and can lead to costly mistakes.

When a trainee has reached the point where he puts his training in practice, starts flying solo, so to speak, its up to you to make sure that each operation is performed correctly. If he has an inclination to do things wrong and he isn't corrected, it will be very difficult to remember the right way, the way he was taught.

A word of caution: If a trainee does make a mistake in applying what he has demand, avoid over emphasizing the wrong way. The negative approach could very well impress the wrong way on his mind and perhaps the one he was instructed to use.

Remember — you can improve your teaching techniques and upgrade your work force if you:

1. Tell your young, aware workers just how their particular job fits into the overall picture.
2. Understand the material you're teaching and keep your own skills sharp.
3. Relate your instructions to the previous experience of a new worker and break procedures down into small, logical steps.
4. When a learner starts to go through the operation himself follow up to make certain he isn't getting into bad habits that will be hard to unlearn.

A Supervisor who has a knowledge of teaching techniques makes it easier for a learner to understand the correct procedures; and the result is a skillful, more productive work force.

GCSAA REVIEWS EPA GUIDELINE PROPOSALS

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with the proposal was that of combining ornamental and turf pest controllers in defining various categories of applicators. The testimony stated, "Ornamentals and turf categories included together appears to be a reasonable approach. Many golf courses involve not only intensive culture of turfgrass but also of trees, shrubs and flower gardens where "restricted use" pesticides may be needed for successful pest management."

GCSAA plans to continually ensure that the golf course superintendent's interests are presented and protected, particularly at the national level; however, because the individual states are charged with the responsibility of developing implementation programs which must meet or exceed the federal guidelines, Chapters are encouraged to become involved at the state level, whenever and wherever possible.

Guidelines and suggestions for statewide and more local involvement are being developed by the Association, but until those materials are available, Chapters are advised to begin a close examination of what steps their states are taking in this area. In order to better formulate consistent guidelines, all Chapters are asked to supply the results of their studies and efforts to the Association's headquarters office.

(Published in *FORE FRONT* April 1974)

CAGCS SCHOLARSHIP AND RESEARCH PROGRAM

Because of the growth in our organization over the past few years, the participation we are receiving in our various undertakings, and from the general interest of all our members in our association, we feel we can once again move in the direction of our objective as an association which is, "to promote research, education and an exchange of practical experiences in the field of turfgrass culture so that increased knowledge will lead to more economic and efficient management of golf course and related turf areas."

To meet this objective the board of directors has re-established the Scholarship and Research Committee. This

committee consists of Bob Tosh, Chairman, Ed Anderson, Dave Roule and Dick Hosking.

The committee has proposed to establish the following guidelines for the association's Scholarship and Research Program, which will be presented to the membership for approval at our August meeting.

Please read carefully and have your comments ready for that meeting.
Recommendations:

I. A. Establish Conn. Association of Golf Course Supt. Scholarship and Research Fund.

- B. 1. Establish Scholarship and Research Review Sub-Committee
2. Membership to be comprised of 3 members in good standing in our association.
3. One member of sub-committee to be drawn from board of directors and shall act as chairman.
4. Members of sub-committee shall report directly to chairman of Scholarship and Research Committee.
5. a. Duty: To accept and review candidates' request for aid.
b. Report recommendations to chairman of Scholarship and Research Committee.

- C. a. Prepare scholarship application forms.
b. Prepare research application forms.
- D. a. Notify universities and clubs of available funds.
b. Scholarship candidates should reside or work within the Connecticut or Western Mass. area.

II. Budget

- A. Annual Budget request shall be \$1,500.00.
- B. 1. Funds to be placed in separate savings account.
2. Account to be under control of association president and treasurer.
3. Scholarship checks to be mailed directly to institution and credited to student's account.
4. Eligibility
 - a. 4 year turf students
 - b. 2 year turf students
 - c. winter school turf students
 - d. mechanics wishing to attend manufacturers' maintenance school or accredited state school

- C. 1. Scholarships and Research grants to be awarded for one period only.
2. Scholarship students may re-apply upon successful completion of previous year.

D. Financial Support

1. designate portion of field day receipts
2. conduct scholarship raffle
3. assess each member \$3.00 per year for fund

IV. P. G. A.

Withdrawal financial support from the Connection section of the P. G. A. relative to scholarship funds.

It is the unanimous feeling of this committee that this program is the most worth while undertaking this association can sponsor. We sincerely solicit your comments and recommendations.

Respectfully submitted,

Bob Tosh, *Chairman*

Ed Anderson

Dave Roule

Dick Hosking

THE GRASSCATCHER

by **BOB OSTERMAN**

Since the last newsletter was published, we have gained a number of new members. They are:

Michael Tchic
Redding C.C. — Class "B"
James Corcoren
C. C. of Torrington — Class "B"
Michael Wallace
Tunxis Plantion C.C. — Class "B"
John Parker
Brookfield C.C. — Class "B"
Carl Gajdosik
Landscape Contractor — Class "C"
Joe Torok
Hop Meadow C.C. — Class "A"
Bob Phipps
Shorehaven C.C. — Class "A"
Kal Horvath
Golf Club at Aspetuck — "Class B"
Bob Barber
Agway Sales — Class "C"
Charles York
Willimatic C.C. — Class "B"
Tim Michaud
C.C. of Farmington — Class "B"
William LaMonica
Bel Compo G.C. — Class "B"
Ed Consolati
Birchwood C.C. — Class "A"
Steve Cadenelli
Pequot G.C. — Class "B"
Sherwood Moore
Woodway C.C. — Class "A"
John Wistrand
Metro Milorgantic — Class "C"

Bob Jarvis

Shorehaven C.C. — Class "B"

Larry Della Bianca

Pine Valley C.C. — Class "A"

We welcome these men into our association and look forward to seeing them at our monthly meetings.

Following is a list of Committee assignments for the various committees for the CAGCS Field Day, to be held at Lyman Meadows C.C., September 25, 1974. These men will act as chairman and will get help from the CAGCS membership.

R. Hisking — Distributors

J. MacDonald — Refreshments, Tables, Table Cloths

R. Viera — Site Set-Up

E. Anderson & J. Lynch — Assoc. Booth, Name Tags, Registration.

F. Lamphier — Public Address System, Master of Ceremonies, Schedual Equipt. Demo.

K. Ovia — Clean Up, Waste Baskets, etc.

R. Osterman, J. Perry, F. Bachand, R. Tosh, and R. Chalifour — Publicity; Invitations and Posters to allied Associations ie: Landscapers, Nurseryman, Arborists, Parks, Road Dept., Bd. of Eds., Golf Supt., Colleges, and Newspapers.

NOTICE

First 18 hole round of Supt. Championship will be played at the Country Club of Farmington, August 6, 1974. Championship will be limited to AC-TIVE superintendents. — Class A & B members.

CAGCS HANDICAPS REVISED

July 11, 1974

CLASS "A"

Anderson E.	15
Anderson K.	8
Barber R.	13
Barrett R.	7
Bedus E.	6
Caswell P.	12
Cook R.	9
Dziedzie L.	12
Fenn F.	8
Furgess B.	13
Gorton G.	14
Grywalski T.	9
Gowalski B.	6
Kowalski L.	8
Kowalski L. Jr.	12
Kristoff S.	12
Lamphier F.	4
Lowell W. (Pro)	0
Manning T.	10
Mierzwa M.	14
O'Connor P.	15
Ovia Karnig	10
Ovia Kay	7

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CAGCS HANDICAPS REVISED

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Ovian M.	11
Parsons R.	14
Perry J.	12
Polidod T.	15
Queen W.	14
Rogers F.	15
Roule D.	8
Ryan M.	7
Scully	10
Viera R.	9
Whalen R.	15
CLASS "B"	
Ajello A.	24
Bachand F.	28
Barrett P.	17
Baskin C.	16
Bator R.	16
Bidwell J.	22
Chalifour R.	22
Christie G.	21
Dest W.	20
Hawkins A.	23
Kelliher K.	36
Knobloch C.	20
Ladzinski P.	21
Lentine A.	20
Lesage A.	16
Lindermuth H.	22
Loper M.	BE
Lynch J.	30
MacDonald J.	24
Meusel H.	22
Michaud T.	35
Osterman R.	19
Pepe T.	27
Sandin D.	35
Silva R.	18
Stimson D.	21
Suchinski H.	16
Tosh R.	18
Whitley B.	23
Wydra A.	24
Wydra J.	18

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