

in until payday. Many workers become bored with the everyday, routine tasks. The majority of these students can sustain the daily diet of the same work.

Superintendent Leising best summed it up when he said: "After being on the course for a month or so, these boys showed more interest in connection with their duties. The regulars, I know, get bored with the routine; but these boys, once they had their confidence, found a real challenge in the daily work to be done."

Moreover, these students in their school preparation through the years receive added emphasis in the fundamentals for getting and holding a job. The regular high school student receives little of this type of instruction in his curriculum. It is a known fact that more people lose jobs not because they don't possess the desirable skills to perform the job but because they can't get along with fellow employees or their employer. These students, however, are well drilled in this aspect.

In addition to this, there is a strong possibility that once trained, many of these boys will stay on the job permanently after graduation. How many of your regulars are getting along in age? It is an advantage to have de-

pendable replacements available. Many of these students are well suited for this type of labor; many enjoy working outdoors and no doubt find a real sense of security in this type of work, perhaps for a lifetime.

Foremost is the public relations advantage offered the superintendent. We are all aware that our club members in general are involved in various types of charitable and philanthropic projects. Many are aware of what is going on in the field of education for all handicapped youth and they are interested.

The members I have talked with, whether they fit this category or not, were deeply impressed by the work of their superintendents in this program. In short, the word travels fast and the personal image of the superintendent must grow in the process for the tremendous contribution he is making to his school system, his community, and his fellow man.

A phone call or a visit to your local school system will get the machinery in motion. Show the following training guideline to the Teacher-Coordinator. I am sure you will be welcomed and he will be willing to incorporate this phase of valuable work experience into his program.

TRAINING GUIDELINE FOR GOLF COURSE WORKER

For Educable Mentally Handicapped Adolescents

By Norman Leising, John Stelrecht, and Kenneth Freeland

I. General Knowledge

1. History, purpose and etiquette of golf.
2. Importance of grooming and care of course to members.
3. Courtesy to be shown members while working.
4. Working hours, overtime, and wages.
5. Advantages and disadvantages of job.
6. Outlook of job for the future.
7. Role and responsibility of the Golf Course Superintendent.
8. Terms used on the job: markers, rough, apron, aerification, etc.

II. General Equipment Maintenance

1. Servicing tractors and trucks.
2. Knowledge of routine service on small gas engines.
3. Knowledge of maintenance of large equipment.
4. Knowledge of sharpening cutting blades.
5. Painting.
6. General repair work.
7. Cleaning equipment.

III. Work on Greens

1. Importance of good greens to members.

2. Cutting greens.
3. Applying fertilizers and chemicals.
4. Use of aeration equipment.
5. Changing cups.
6. Rolling greens.
7. Whipping and removing ball marks.
8. Watering.
9. Sand trap care.
10. Courtesy to be shown members while working on greens.

IV. Work on Tees

1. Importance of good tees to members.
2. Cutting tees.
3. Changing tee markers.
4. Watering.
5. Applying fertilizers and chemicals.
6. Moving benches and ball washers.
7. Courtesy to be shown members while working on tees.

V. Work on Fairways

1. Cutting the fairways.
2. Using fertilizers.
3. Spraying for weed and insect control.
4. Using aeration equipment.
5. Rolling the fairways.
6. Courtesy to be shown members while working on fairways.

VI. Watering

1. Briefing on underground water pipe system and shut-off valves.

2. Location and acquaintance with pumping system.
3. Spot water techniques during the day.
4. Knowledge of the role of the night sprinkler man.
5. Care and use of sprinkler heads and hoses.
6. Courtesy to be shown members during day watering.

VII. General Course Maintenance

1. Trimming trees and shrubs.
2. Raking and disposing of leaves.
3. Changing towels and water on ball washers.
4. Habit of picking up loose paper and rubbish on course.
5. Emptying refuse cans.
6. Tennis court repair work.

VIII. General Safety and Health Precautions

1. Using power cutting equipment.
2. Safety rules in tractor driving.
3. Insect and reptile awareness (bees, wasps, snakes, etc.)
4. Alertness while members are playing shots.
5. Use of chemicals.
6. Electrical storms.
7. Cold weather dress.
8. Hot weather precautions.

IX. Local Rules and Regulations as set by the Golf Course Superintendent

1. Ball "hawking."
2. Disposition of clubs found while working.
3. Appearance.
4. Cleanliness and care of equipment.

Budget Reporting

*By Alexander M. Radko, Lee Record and Albert Neuberger

Golf course maintenance costs continue to rise! According to Harris, Kerr, Forster & Co.: "Maintenance costs for 50 clubs with 1,044 holes of golf averaged \$3,807 per hole in 1965-66 and reflected an advance of 4.6% over last year . . . the past ten years have shown a steady

rise in the costs of maintaining golf courses and the current year's average of \$3,807 per hole exceeded 1956-57 by 42%."

Costs are rising, and as more money becomes involved, there always seems to be an accompanying close member inspection of expended funds. Where

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