

Off The Fringe

E-MAIL TIPS

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and taking time to think about the message, you dash off your nasty response. Two seconds later, you wish you hadn't sent it.

- Rereading the message before sending it solves the second-greatest e-mail challenge — poor spelling. Spell checkers only check words that are misspelled, and often e-mails are sent with incorrect words that are spelled correctly. (The best one I read was an e-mail sent by a Commission on Tourism announcing a public management program. The spell check



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program, however, didn't pick up the missing letter "I" from "public.")

- Effective e-mail writers take the time to ask: What's my purpose for writing and responding? What do I hope to achieve with this message? What is the best way to position my point?

By taking a few minutes to plan, the document is more professional and more likely to get the desired result.

- Limiting the number of subjects discussed in each e-mail is another tool to enhance e-mail effectiveness. Create single subject e-mails for clarity and ease in filing and forwarding.

- Take the time to plan your message, make sure it says what you intend it to say and make it easy for your reader to follow.

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Scanning the Web

Frank Andorka reviews **weed identification sites**

Last year, I didn't really have a lawn as much as I had a field of weeds in which my kids played. In fact, figuring out which weeds took residence in my front yard would have been so time consuming, I would have had to quit my job here to do it. To save you that kind of time, here are some sites that will help you identify those pesky plants so you can eradicate them from your course (all sites start with <http://> unless otherwise noted):

(**** - Bookmark it and return frequently; * - Look at only if absolutely necessary)



****weedalert.com - This site's click-through format allows you to identify weeds specific to your area of the country quickly. It features an opportunity to ask a technical advisor about your turf. It provides a supplemental menu of services that make the site the complete package. The site's sponsor, PBI/Gordon,

didn't turn this site into an ad for its products (although there's a link to the company's own site if you want to visit it).

***www.rce.rutgers.edu/weeds/index.html - The home page of the Rutgers Cooperative Extension allows you three ways to figure out which weeds have infested your course. You can look them up by their Latin name, by their common name or by photos. Its extensive photo library makes up for its lack of a section on control measures. This is a great resource to use in conjunction with other sites.

**www.crop-net.com/weeds.htm - I'm ambivalent about this site. It has great pictures of weeds, but you need to know what you have before you can see them. You could waste considerable time looking for weeds here unless you know their common names.

Scanning the Web is compiled by Frank H. Andorka Jr., Golfdom's associate editor, who hired a professional lawn service to fix his front yard this year. You can reach him at fandorka@advanstar.com with future column suggestions or sites you think he should visit.

Chart Confusion

Our chart on minority participation in the GCSAA caused confusion ("Winds of Change," August, page 21). It was brought to our attention that the overall U.S. population percentages add up to more than 100 percent and the GCSAA's percentages add up to far less than 100 percent. Here's why:

Under U.S. Census Bureau reporting rules, Hispanics can identify themselves as both "white" and "Hispanic" simultaneously. That's why the number of whites in the overall population figures appear so swelled and why the total percentages add up to about 110 percent (i.e., 10 percent of Hispanics identified themselves in both categories).

As for the GCSAA numbers, it's the "Left Question Blank" line that caused problems. The 23 percent that appears on that line under U.S. population should actually be listed under GCSAA percentages. An "N/A" should replace the 23 percent under U.S. population for that line.