



## STUDENT LIFE

By Michael Lee



On December 22, 1987 at 10:05 a.m. I will take my last college exam. Much more exciting is the thought that 2 hours later, I'll be finished writing the exam! It's exciting because graduating from UW-Madison has been my primary goal for the past 4½ years. As a beginning freshman, it took me two weeks of consuming Kraft Macaroni and Cheese (33 cents a box at the time) and cheap beer to realize that attending college is more than working towards a degree; it's a unique lifestyle. Like most things, student life has its frustrations and rewards.

Clearly, the most significant reward of student life is receiving a higher level of education. It's my experience that the majority of professors present interesting and well organized lectures. And logically so since they spend a good share of their life researching the subjects they teach. An important component of the quality of education is the diversity of courses available to students. UW-Madison's 142 page timetable lists thousands of courses available to students each semester. This motivates students to achieve a well rounded and diverse education as well as a specialty.

Jumping out of the parental nest into student life affords students first hand experience managing time, money and self-discipline. The first test to see if you will fly usually comes during the first set of exams. A typical scenario might be: the Badgers play on Saturday, the Packers play on Sunday and you have two exams and a speech due on Monday. Today's college student employs a combination of three financial strategies to obtain money. The first, working, is the old-fashioned way and requires that you find enough time in your schedule to work in order to make ends meet. The second, a part-time job in itself, is to apply for financial aid, grants and scholarships. The last strategy, a popular one, is to entice the cash from your parents. Once the money is obtained, students must skillfully regulate its distribution

to pay for tuition, books, housing and pizza.

College seems to have something to offer everyone. For the student who prefers not to subject him or herself to "the real world" college provides an excellent shelter because it's very hard to argue against education. For the student who attempts the "real world" but finds it unsatisfactory, he or she can go to graduate school and collect college degrees. For advanced students there are graduate level courses and honors programs. If you would like to meet an advanced student, visit the college library on a Friday or Saturday night. For the student who is less concerned with classes but enjoys student life there are physical education electives and the Memorial Union. If you would like to meet one of these students, try the local nightclub during final exam week.

A valuable feature of our university is that somebody always has in-depth knowledge of any subject that you could possibly imagine. I first realized this during a Forestry 100 lecture. The lecture was devoted entirely to presenting research that had been done on how to stack logs in the fireplace to achieve the hottest fire possible. Our university is truly a source of diverse information for all members of society.

The nicest rewards of student life are often subtle. They include increased awareness, problem solving skills, and learning how to learn and to accept learning as a life long process.

Students at UW-Madison have long been recognized as those who work hard and play hard. Receiving a high exam score is a great sense of relief and accomplishment. The obvious reaction is to do some serious celebrating. I believe this attitude makes student life downright fun. This attitude sets in Thursday evening and lasts to Sunday morning. Student life is rewarding and fun, but it's not without its frustrations.

The frustrating thing about going to school is that you can never get away

from it. Have you noticed that all students carry backpacks? Actually, they are not backpacks at all; they are monkeys disguised as backpacks and they cling to students wherever they go. The process of learning is very time consuming. The rule of thumb is three hours of studying per credit per week. Therefore, an average fifteen credit semester requires 62 hours per week of time (17 hours of lecture plus 3 times 15 credits).

When students interact with the UW's administration, a severe headache usually results. In my class, I had a headache from the very beginning. My story goes as follows: In the spring of 1983 I submitted my application to attend UW-Madison. During the summer I received a letter back informing me that they were going to defer their decision to accept me until a later date. That date passed and I quickly sent an application to UW-Stevens Point; I was accepted and made all the arrangements. Two weeks before I was supposed to leave for Stevens Point, I receive a letter from UW-Madison. The letter describes how my letter of acceptance was lost because it fell to the bottom of the elevator shaft via the mail chute that runs along beside it. Fortunately for me, the elevator broke and the repairman found my letter.

Then there was the time I went from a B to a C on a zoology exam because the last two pages of the exam were missing. Or how about a registration system so primitive that getting the classes you need may literally depend on how fast you can run. New to this semester, the administration has scheduled the graduation ceremony during the middle of the final examination period. In fairness, I'm sure students give the administration a headache too.

A well known campus question is "what is your major?" When I am asked this question, 9 times out of 10 the conversation goes something like this:

Moron: What's your major?

Me: Soil Science. I'm specializing in



**Turf and Grounds Management.**

Moron: Blank look.

Me: I'm studying to be a golf course superintendent.

Moron: Oh, oh yeah, like Bill Murray in Caddy Shack, right?

Me: Ah, yeah right.

Moron: Well at least you won't have to work during the winter.

Me: (thinking to myself) you \$&! What do you mean by "at least?"

Actually, there's a lot to do in the winter. . . and so on.

It is annoying when people degrade our profession. This frustration is not related to student life, but I am sure all turfgrass managers can relate to it. It is without a doubt in my mind that the frustrations of student life are dwarfed by its rich rewards that last a lifetime.

*EDITOR'S NOTE: Michael Lee began his golf course work experience at Blackhawk Country Club in 1980. In 1985 he spent the summer working at Cherokee Country Club. Since then he has worked with professor Gayle Wolf as a technical assistant in turfgrass research. In March of 1988 he will assume the responsibilities of assistant superintendent at Blue Mound Golf and Country Club. Mike thanks James Berbee for sparking his interest in the golf course management profession and Monroe Miller for fostering that interest.*

## Wisconsin Department of Agriculture, Trade and Consumer Protection Clarifies Licensing and Certification Requirements for Pesticide Applicators

The following memo has crossed the Editor's desk with a request to pass it along to WGCSA members. It is from Mr. Nick Neher, Director of the Groundwater and Regulatory Services Section in the Agricultural Resource Management Division of the Wisconsin Department of Agriculture, Trade and Consumer Protection.

"As a result of comments received from Wisconsin's commercial pest control industry and upon further review of the new provisions of the Wisconsin Pesticide Law, the Department has reinterpreted the certification and licensing provisions of the law.

As you probably recall, the initial interpretation of the new law by the Department was that all commercial applicators using any pesticide had to be licensed and certified.

Under the new interpretation, commercial applicators not for hire who use or direct the use of restricted-use pesticides and all commercial applicators for hire who use or direct the use of any pesticide must be licensed by January 1, 1988.

Commercial applicators for hire or not for hire using or directing the use of restricted-use pesticides must be certified by January 1, 1988 or prior to the use of restricted-use pesticides. Commercial applicators for hire who use only general-use pesticides must be certified prior to June 1, 1988."

Should you have any questions on the Pesticide Law, contact Nick Neher at 608-266-7129 or Ed Bergman at 608-266-0197. Also, be sure to attend the Wisconsin Turfgrass Association Winter Turfgrass Conference; an official from the DATCP will be there as a speaker.

It is worth noting that our good friend from the FROWT Coalition, Russ Weisensel, has met with DATCP officials in an effort to clarify the new regulations and to point out shortcomings in the initial interpretation. As noted, the first interpretation would have required certification of anyone who used a product like "Raid" or applied a "Weed and Feed" product to his lawn. We all should sleep better at night knowing that Russel keeps an eye on things like this!

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