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landscaping
movement



JOURNAL

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Thank you. Back cover.



Working toward our next
25 years restoring native plants
and natural landscapes.

It's Time to Step Up to the EcoCenter Challenge

Members of the Fox Valley Area (WI) Chapter of Wild Ones wish to show our support for the purchase of the Wild Ones EcoCenter with a 1:2 pledge of an amount up to \$20,000 and a challenge to Wild Ones chapters across the country. FVAC will donate \$1 for every \$2 raised by the rest of Wild Ones Chapters across the country. The hope is that our \$20,000 will raise an additional \$40,000 by March 1, 2008. Our chapter has been fortunate in the past 12 years to have raised substantial funds through our annual conference and plant sales in order to be able to support worthwhile efforts like this. Please encourage your chapters to step up to the challenge. – Karen Syverson, President Fox Valley Area Chapter.

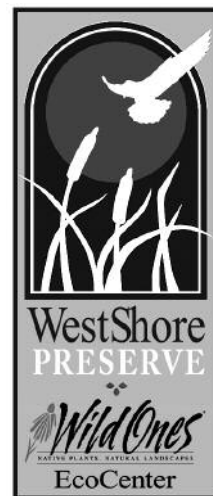
Now is the time to act. Wild Ones has a rare and exciting opportunity to step up its promotion of environmentally sound landscaping practices: A permanent National Wild Ones Headquarters, along with a working ecology center, are within our reach.

If we are successful in our capital campaign, Wild Ones EcoCenter and Headquarters will be located in Northeast Wisconsin's Fox River Valley, in an area designated as the West Shore Preserve. The Preserve currently is made up of a string of eight land parcels scattered along the west shore of Little Lake Butte des Morts. These parcels are protected by conservation easements which place restrictions on their development. The long-term goal of the West Shore Preserve is to encompass the last remaining wetlands and wildlife habitat found along the Lower Fox River.

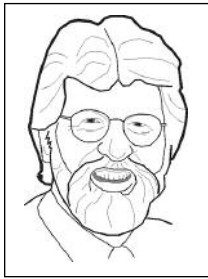
The parcels have been, and continue to be, purchased to help restore the biodiversity and health of the Fox River, which is the site of one of the largest PCB contamination cleanup projects in the world. Through the efforts of the Wisconsin DNR, the paper companies, contractors, and many conservation organizations, the river has slowly begun recovering from PCB contamination.

The Wild Ones EcoCenter has the opportunity to serve as a model of cooperation for the rest of the nation. Its outdoor focus would be on the restoration of an inlet into the Fox River through habitat preservation, re-establishment, and enhancement. The indoor area would house our own headquarters, while also providing space and administrative support for area nonprofit conservation and environmental science organizations. •

Learn more about the Little Lake Butte des Morts West Shore Preservation Project at www.epa.gov/docs/Region5/sites/foxriver/current/foxcurrent200401.pdf.



Climate Change: The Answer May Not Be as Complicated as You Think



We've all heard of NIMBYs – the “not in my back yard” folks.

While NIMLs are closely related to NIMBYs, each having a relatively self-centered interest in maintaining the status quo, NIMLs represent a state of mind that is even harder to deal with. “Not In My Lifetime” people do not perceive the reality and causes of, nor

solutions to our ongoing climate-change crisis.

Whether or not one agrees with what many scientists are currently saying about climate change, the fact is that as Wild Ones members we already know we can do something about the excessive carbon dioxide being released into the atmosphere.

The three items I mentioned in my “Notes” in the last issue of the *Journal* are still the best answer to the NIMBYs and the NIMLs. Native plants, with deep roots, take carbon dioxide out of the atmosphere. Natural native landscapes, in general, require less maintenance in the form of mowing, fertilization, and chemical use. Native plants, in their historic communities, require less water and attention to survive with changing environments.

If we *all* pitch in together, the level of sacrifice by each individual is greatly reduced.

Climate change is not an overnight event, and can't be thought about in terms of human lifetimes. It will take a long time just to start to correct the imbalances that we, our parents, and their parents have created. Now or later, it will be *someone's problem* to face.

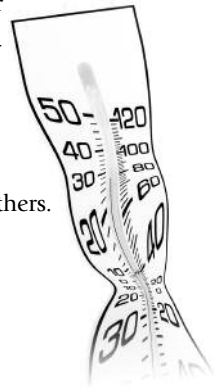
If we all pitch in together, the level of sacrifice by each individual is greatly reduced.

So what can we, as Wild Ones, and as residents of this planet, do to slow down climate change? The first thing is to talk to those NIMLs that we all know, about the importance of recognizing the problem and of doing something about it. We can set examples:

It can be as simple as increasing the size of our gardens and using native plants to fill those gardens. Larger natural gardens mean less mowing and less chemical use – more native plants mean less watering and greater natural beauty. What a bargain!

Let me know what each of you are doing about climate change so we can share your efforts with others.

Joe Powelka, Wild Ones National President
president@for-wild.org



Wild Ones: Native Plants, Natural Landscapes promotes environmentally sound landscaping practices to encourage biodiversity through the preservation, restoration, and establishment of native plant communities. Wild Ones is a not-for-profit, environmental, educational, and advocacy organization.

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Most New Wild Ones Business Members Challenge

A reminder: Due to the generosity of the **Rock River Valley (IL) Chapter**, Wild Ones National is able to extend last year's challenge. Rock River Valley (IL) Chapter was one of last year's winners, and they returned the cash to Wild Ones National, so the chapter with the most new business members between March 1 and August 1, 2007 will receive the \$150 award. So get busy. Bring in those new business members, and see your chapter receive the \$150 award during the 2007 Wild Ones Annual Meeting.

SEEDS FOR EDUCATION

2007 Seeds for Education Grants Awarded

By Steve Maassen

Wild Ones members are part of the natural landscaping movement because they believe using native plants in our landscaping is one way in which we personally can help heal the Earth. Our children are the next generation of native landscapers. Helping to develop their personalities to embrace the same concerns we have about healing the Earth and restoring our environment through native landscaping will continue what we have begun.

William O. Douglas, a staunch defender of the environment once wrote: "Every school needs a nature trail; and every person – adult or young – needs a bit of wilderness, if wonder, reverence and awe are to be cultivated."

It is with these notions in mind that the Wild Ones Board of Directors created the Lorrie Otto Seeds for Education Fund (SFE). Lorrie's life's work with students, young and old, has been to cultivate these feelings for the natural world, and to instill a desire to heal the Earth.

The SFE Fund, established in 1995, supports schools, nature centers, and other places of learning for projects involving students creating natural landscapes and outdoor classrooms using native plants. Through the generous donations of Wild Ones members, and income from the growing SFE Fund, we were able to provide these cash awards.

Applications for 2007 came from all the coasts in the United States, and many of the states in between, as did the 23 judges who rated them. Our thanks to the judges for doing a great job of reviewing the applications and providing good ratings and meaningful comments which makes the award process that much easier.

Although each of the 24 applicants was deserving of praise and support, Wild Ones was able to fund only some of the projects. Grants were based on the actual amount of funds requested, the judges' ranking in comparison to all 2007 grant applications, and the available funds.

Wild Ones is pleased to announce the 2007 Seeds for Education grant recipients:

M L King Elementary School, Rockford, Illinois \$500. Filling in the Gaps. Following major construction in 2005, seven areas were planted into various native garden communities. This project will fill in areas which are bare or have been overtaken by weeds. Rock River Valley (IL) Chapter

Rupert A Nock Middle School, Newburyport, Massachusetts \$500. Courtyard Renovation Project at the Nock. Built in 1972, the courtyard was designed as an outdoor classroom and study area, but after 30 years of use and changes in the American Disability Laws, the courtyard has become unusable. Gardens will be constructed using native plants found in the maritime forest areas of the nearby Great Salt Marsh, and that date to the colonial period of Newburyport. Partner-at-Large

Bolles Harbor Mathematics and Science Center, Monroe, Michigan \$500. Native Tallgrass Prairie Species Demonstration Garden. This project is part of a long-term monitoring project at a tallgrass prairie site near campus, being restored by the U.S. Fish and Wildlife Service. The tallgrass prairie demonstration garden on campus will help students learn how to identify species before going across the street to monitor the progress of the restoration and report findings. Ann Arbor (MI) Chapter


Scattergood Friends School, West Branch, Iowa \$500. Establishment of Prairie Forbs in a Native Grass Stand. The original outdoor classroom was seeded in the 1960s with primarily native grasses. This project will increase the diversity of the plants and habitat types on the prairie for wetland and savanna communities representative of the region's natural tall grass prairie heritage, and create a richer natural system for ecological study. Partner-at-Large

Northern Panhandle Conservation District, McMechen, West Virginia \$500. Northern Panhandle Nature Learning Center. This project will restore parts of the site to native vegetation, and will contain an area where aquatic plant species will be planted. By incorporating the area into their regular curriculum, schools in this area will then be able to utilize the outdoor classroom for environmental education programs. Partner-at-Large

Washington Elementary – CUSA #100, Belvidere, Illinois \$490. Washington Elementary School Prairie. A bicentennial garden planted in 1976, it has been given new life when the teachers and students began removing invasive species and developing curriculum. The SFE grant will help restoring this prairie area. Rock River Valley (IL) Chapter

Lake Forest Open Lands Association, Lake Forest, Illinois \$250. Lake Forest Open Lands Earth Day Garden. Replacement of an area of low-quality, non-native Eurasian turf with high quality mesic prairie will permit use of this area as an outdoor classroom to teach children about the value and diversity of the native Illinois prairie ecosystem. Lake-To-Prairie (IL) Chapter

CONTINUED ON PAGE 15



My Ditch Rain Garden



The temporary measure of interplanting with horticultural annuals provided quick color and mass, while the natives put their energy into growing roots.

Adding a Rain Garden to Your Yard Adds Beauty and Can Solve Many Problems Along the Way

Article and photos by Tim Lewis

After learning about rain gardens through Wild Ones, I wanted to put one in our yard located in Rockford, Illinois. The problem was that I could not put the rain garden in the typical place – alongside the house where the downspouts drain. Even now, during wet springs, water seeps into our basement. Because of saturated soil, our downspouts drain through underground pipes to the ditch in front of the yard along a public road. I realized that this ditch presented me with the perfect opportunity. By planting natives there, and up the steep slopes, I would solve several problems at once, and I would get my rain garden.

Because this area of my yard is right next to the road I have always tried to make it look “tended,” and this has been a bother. The uppermost area dries out and won’t support grass – the bottom of the

ditch is soggy well into summer – and in between, the slope is too steep to mow. As a bonus, a native planting in this area would slow down rain-water surges and let the water infiltrate into the soil.

Installing the Rain Garden

Before breaking ground, I called the township road commissioner. Since the township controls the easement I asked if I could plant in the ditch. I explained that I wanted to plant a rain garden with native plants (hoping to pique his curiosity enough to drive by to see what it is about). He had no problem with what I described.

The project started in 2004, and I expected it would take at least six years to complete. To organize my thinking and determine what plants I needed, and where they should go, I took measurements and

drew a diagram. Plants were grouped by height and soil-moisture requirements. The diagram helped me visualize how it might look to passersby.

To prepare the site, I sprayed Roundup to kill the turf grass and weeds. I did not rototill the site because I did not want to bring up weed seeds. After the grass was dead, I mulched with shredded leaves and started planting the plugs of natives directly into the dead turf. Later, I added horticultural annuals into the spaces between the natives. This temporary measure filled in the garden while providing color for the first year. I knew that the natives would put most of their energy into building roots their first year of growth. The horticultural annuals would die at the end of the season, and would not re-seed themselves.



In the fall of 2006 I took advantage of a second source of rain-water run-off, and provided a home for a moisture-loving red elderberry at the top of an otherwise dry slope.



With the original rain-garden space filling in nicely (see photo from summer of 2005 on previous page), in the spring of 2006 I doubled the area of planting, and added a series of small "dams" to slow the water flow even more.

To give the planting an organized look, the border is lined with prairie dropseed (*Sporobolus heterolepis*), Bebb's sedge (*Carex bebbii*), native petunia (*Ruellia humilis*), and prairie smoke (*Geum triflorum*). They established nicely, but by the second year (2005), I realized that I needed to add to my groupings of species so they would be showier. To slow the water down, I built a series of small dams made of soil and left-over landscaping stones. Now, following a rain, water pools up 4 to 6 inches deep, but disappears within a day.

Last fall (2006), I added a small rain garden at the top of the slope to collect water from one of the downspouts on the garage. I dug this one with a rototiller and by hand, so that it has a fairly level bottom and is about 6 to 8 inches deep. I used the excess soil to create a berm on one side.

My need to add this upper garden was entirely of my own creation: I had bought a red elderberry (*Sambucus pubens*), which likes moist soil and part shade, and I had no other place to put it. A nearby maple will benefit from the moist soil and provides shade for the elderberry.

Furthermore, this little garden retains its own complement of rain water, and any excess flows down into the lower rain garden.

In their third summer after planting, the 2004 sections of this project were spectacular, and drew a lot of butterflies and bees. Neighbors walking by stopped to look at it and complimented its beauty. With this success, I was motivated to add more to it last summer (2006), along with the upper "elderberry garden" in the fall.



Rain Garden Plants

Soggy bottom plants

Bebb's sedge (*Carex bebbii*)
 Blue vervain (*Verbena hastata*)
 Cardinal flower (*Lobelia cardinalis*)
 Common ironweed (*Vernonia fasciculata*)
 Fen panicked sedge (*Carex prairea*)
 Joe-pye weed (*Eupatorium maculatum*)
 Swamp milkweed (*Asclepias incarnata*)
 Sweet indian plantain (*Cacalia suaveolens*)
 Turtle head (*Chelone glabra*)
 Whorled loosestrife (*Lysimachia quadrifolia*)
 Winged loosestrife (*Lythrum alatum*)
 Winged monkey flower (*Mimulus alatus*)
 Wool grass (*Scirpus cyperinus*)

Plants for moist but drained (mesic) soil

Brown-eyed Susan (*Rudbeckia triloba*)
 Common (Virginia) mountain mint (*Pycnanthemum virginianum*)
 New England aster (*Aster novae-angliae*)
 Nodding wild onion (*Allium cernuum*)
 Prairie blazing star (*Liatris pycnostachya*)
 Prairie dropseed (Northern) (*Sporobolus heterolepis*)
 Prairie smoke (*Geum triflorum*)
 Riddell's goldenrod (*Solidago riddellii*)
 Sneezeweed (*Helenium autumnale*)
 Sweet black-eyed Susan (*Rudbeckia subtomentosa*)
 Wild (hairy) petunia (*Ruellia humilis*)

My plan is to continue adding to this garden over the next few years until it abuts my neighbor's property. Just imagine if everyone in my neighborhood were to put in rain gardens in the storm water ditches. Very little water would reach the sub-division's detention area. •

For more information:

www.geaugaswcd.com/pdfs/pov_raingarden.pdf
www.raingardennetwork.com/overview.htm

Rain Garden Benefits

- Reduce rain-water runoff that would end up in waterways causing flooding.
- Reduce pollutants that typically are carried off in rain water.
- Slow runoff, giving it time to infiltrate into the earth.
- Facilitate water infiltration with the extensive roots of native plants.
- Provide a natural habitat for wildlife – including birds, butterflies, and bees.
- Enhance the yard's beauty.

A Smart Choice for Erosion Control Native Sedges That Won't Stay Put

By Scott Woodbury

Here's a test: When I say sedge, what plant comes to mind? If you thought nutgrass you are in the majority. Yellow nutgrass, (*Cyperus esculentus*), is a rhizomatous garden and turf nuisance that is hard to control, spreads very fast, and is often thought of as a sedge, though it is not. It is such a common threat to gardeners and farmers that there is an herbicide designed to kill it specifically.

But if you thought of true sedges (or *Carex*) like hop sedge, shoreline sedge, or Ravenfoot sedge, you would be correct. These sedges are uncommon in nurseries, and spread quickly with rhizomes (horizontal roots that sprout leaves and stems). Like yellow nutgrass, these plants are a gardener's nightmare, but for soil erosion control, they are a dream come true. Areas that commonly flood and erode include stream and pond banks, storm-water detention basins, rain gardens, and bioswales. By planting these areas with a combination of native sedges and other showy flood-tolerant wetland plants like rose mallow, cardinal flower, and blue-flag iris you will reduce erosion, flooding and siltation, and increase ground-water infiltration.

Here's how it works: Underground, dense rhizomatous root colonies hold soil particles in place – the same soil particles that clog up curbs and sidewalks, and make a river muddy after a storm (this is called siltation). Above ground, dense colonies of stems and leaves slow down surface water. Slower moving surface water means less soil erosion and more water percolation into the soil. When water enters the ground, instead of quickly running off the surface into a storm-water culvert, stream-bank erosion, siltation, and flooding are reduced. •



Buxbaum's sedge (*Carex buxbaumii*). Photo courtesy of USDA FS RMRS Boise Aquatic Sciences Lab.

NOTE: This article is the result of three years of study conducted at Shaw Nature Reserve (Gray Summit, Missouri), conducted by Larry Havermann on about 100 taxa of Missouri native carex, juncus, and schoenoplectus (*Scirpus*). For more information about rain gardens and storm-water issues at home, in your community, and at work, go to www.shawnature.org, and look for the native landscaping manual on Rain Gardening and Storm-Water Management.

Study Shows Top Eight Aggressive Suckering Sedges

1. Shoreline sedge (*Carex hyalinolepis*). 2. Wooly sedge (*Carex lanuginosa*). 3. Bog sedge (*Carex buxbaumii*). 4. Emory's sedge (*Carex emorii*). 5. Tussock sedge (*Carex stricta* var. *strictior*). 6. Ravenfoot sedge (*Carex crus-cori*). 7. Hop sedge (*Carex lupulina*). 8. Bottlebrush sedge (*Carex hystericina*).



Shoreline sedge (*Carex hyalinolepis*). Photo courtesy of USDA Midwest National Technical Center.



Ravenfoot sedge (*Carex crus-cori*). Photo courtesy of USDA MRCS Wetland Science Institute.



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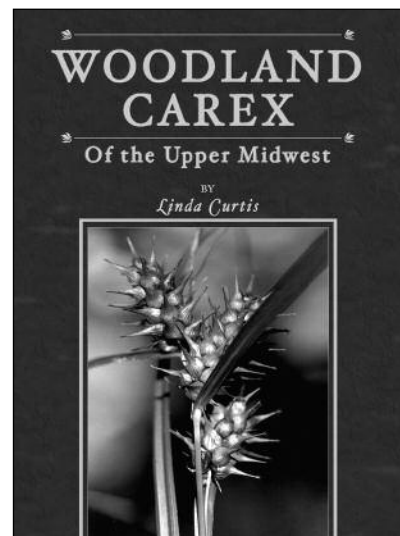
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Children's Gardening Tools

By Barbara Bray

My last two articles have dealt with gardening. The first focused on introducing children to the idea that animals are "gardeners" in the natural world, and the second suggested theme gardens as an interesting way to make gardening fun as well as educational. Now, let's talk tools.

My own garden tools are great for me to dig and plant with, but they are not so great for my kids. Rakes, shovels, and hoes are long and heavy. They also are hard to use if you don't have a long reach or enough weight to force the tool into the soil. Fortunately, this problem can be easily solved by providing appropriately sized tools.

Before picking out children's gardening tools, you should consider your child's size and how the tool will be used. A toddler would do fine with smaller, lighter tools, while an older child could use larger ones with metal tool ends. Is your child pretending to garden or hoping to really dig in? That makes a difference in choosing one tool over another.

In my quest for learning more about children's gardening tools, I found a number of interesting products and resources. The internet, of course, has endless possibilities, but don't forget to check your local stores too. I found a wonderful selection of sturdy children's work gloves, for example, at my local Ace Hardware store for about \$7 or \$8. These are essential for serious garden work, and are just like adult work gloves, but a smaller size. Our local Target store had colorful gardening tools in three different designs: stars and owl, rainbow, or pink kitty and flowers. Local nurseries often carry colorful children's gardening gloves and specialty items like the "Backyard Bunch" line of insect-shaped tools. With such a variety of products, what do you choose? Here are six suggestions:

Child's Wheelbarrow

A child can load dirt and grass into a small wheelbarrow and haul it away without help. Radio Flyer and John Deere both make attractive metal wheelbarrows for children for about \$30 to \$40. Sturdy plastic wheelbarrows in different colors are offered for about \$40 at www.wackyworldsof.com.

Extra Small Gardening Gloves

Your choices for gardening gloves include light cotton, canvas/leather, and rubber-coated gloves. Gloves can be purchased

separately or as part of a gardening kit. Several companies make children's gloves in fun styles: Brio, Little Farmer, and Alex Toys. Our local nursery offered 18 different patterns of cotton gloves for children

Child's Watering Can

If you want your child to be excited about watering plants, check out these fun products. Target has an adorable owl-shaped watering can for kids, at \$9.99. The Backyard Bunch has metal watering cans for \$20.99 at amazon.com) in one of five designs: a spider, butterfly, bee, mantis or ladybug.

Long-Handled Tools

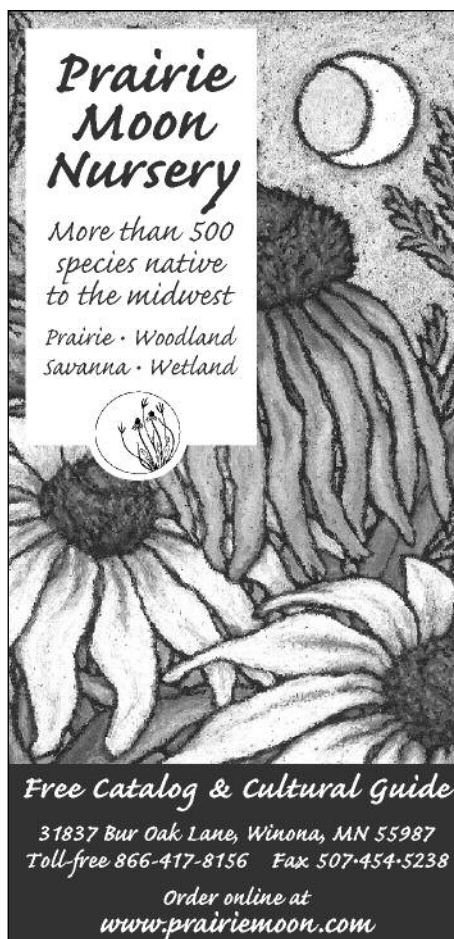
You can buy sets for \$20 to \$30, or buy them individually for about \$8 apiece. The tools have metal heads and wooden handles. The metal tool heads are brightly colored to appeal to children. There are several brands: Brio, Ames, Rugg Buddy B, Little Farmer, Toymsmith, and Budding Gardeners (Troy-Built). A European brand, Gardena, offers an interesting alternative – two tool handles with nine attachments for about \$40 – www.leapsandbounds.com.

Garden Hand Tools

For about \$15 at amazon.com or gardentykes.com, you can get a hand scoop, rake, and trowel with a tote bag to carry them. The hand tools are brightly painted metal with hardwood handles to last a long time. Backyard Bunch offers insect-themed tool sets with kneeling pad and gloves included, for \$21. The hand cultivators are interesting – they look like jointed insect legs. Target offers nice hand tools, both plastic and metal for \$2 to \$3.

Child's Garden Apron

You can help keep your children's clothes a little bit cleaner with a garden apron. My favorite is one sold by Home Depot – check their web site or store – \$9. It is made of durable cotton canvas, with adjustable green straps to fit your child for many years. Other nice aprons can be found at troybilt.com – red/tan for \$10 – and wackyworldsof.com – white/green with three pockets for \$16. If you want to look like a bug, Backyard Bunch has aprons as well. •



Prairie Moon Nursery

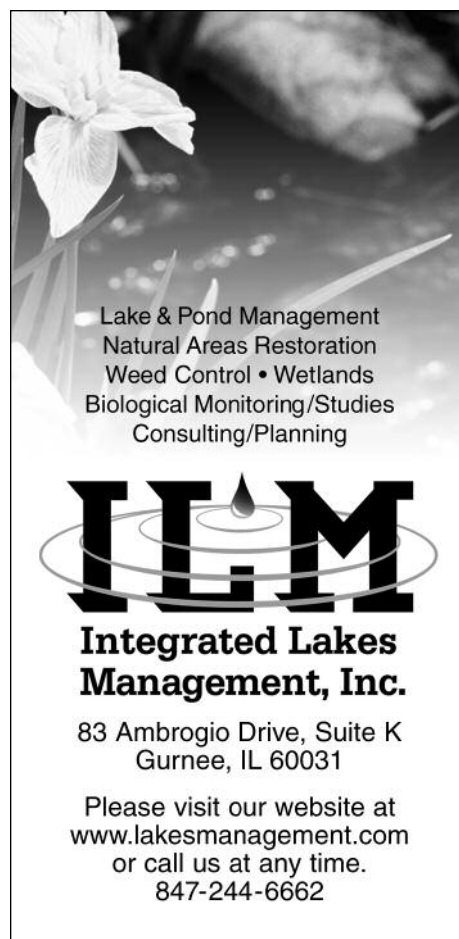
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Grapevine

By Maryann Whitman

Thoughts, ideas, and explanations.

Do all serious gardening practices still come from Europe?

In France, Belgium, and the Netherlands, where gardens occupy four times more area than natural reserves, ecologists are enlisting gardeners to leave several square meters of wild grass, brambles, and nettles in their gardens to feed butterfly larvae. "Spotless gardens with a well-mown lawn are true deserts which lack refuges for butterflies, while wild gardens can also be very pretty," says Jeremy Allain of one Brittany-based conservation organization. He adds: "We take the butterfly because it's a good ambassador for making people think about the problem of maintaining biodiversity. The idea is that everyone can do something concrete, it's not just a matter of the state or of associations."

"Protecting butterflies may seem odd, but it's to protect biodiversity and therefore man," explained another enthusiast.

A summary of a Royal Horticultural Society policy statement published in 2004

"The Royal Horticultural Society shares public concern in reducing peat use to minimize the effects of global peat extraction on peat bog habitats. Many viable peat alternatives exist which are either completely peat-free or of reduced peat content. With improved labeling and information on packaging, gardeners will be able to make more informed decisions about peat alternatives. The RHS aims to transfer 90 percent of its own growing media requirements to peat alternatives by 2010." From www.rhs.org.uk learning and education section.

Global warming and carbon sequestration revisited

In the March/April issue of the *Journal*, in his President's Message, Joe Powelka mentioned "global warming" and "climate change," and raised a few eyebrows. He mentioned "carbon sequestration" by native plants, and the eyebrows wrinkled quizzically.

Not open to dispute is some information published by NOAA (National Oceanic and Atmospheric Association). Each year since global measurements of

CO₂ began in 1958, the amount of carbon dioxide in the atmosphere has increased. Scientific measurements of levels of CO₂ contained in cylinders of ice, called ice cores, indicate that the pre-industrial carbon dioxide level was 278 ppm (parts per million). That level did not vary more than 7 ppm during the 800 years between 1,000 and 1,800 A.D. Atmospheric CO₂ levels have increased from about 315 ppm in 1958 to 378 ppm at the end of 2004, which means human activities have increased the concentration of atmospheric CO₂ by 100 ppm or 36 percent, over a period of about 200 years.

We are advised by people who think about these things that achieving 400 ppm would be a "Bad Thing."

One way to remove large quantities of carbon dioxide from the atmosphere is through the process of "carbon sequestration." What that can mean essentially is, tying up carbon atoms into complex organic molecules, and burying them out of contact with oxygen atoms. The native plants that Wild Ones members promote do precisely this. Think of the tremendous root systems most of these plants have, and think of all the carbon that is tied up, or sequestered, in those roots.

Another way to assist in the process of carbon sequestration is to not disturb that which is already sequestered. That's what the Royal Horticultural Society is doing (along with saving peat bog habitat), in opting to stop using peat in its gardening practices. The peat is plant matter that, because of the chemistry and hydrology of peat bogs, is prevented from breaking down and releasing its stored carbon. And assisting carbon sequestration is what the European butterfly habitat conservation organizations are accomplishing by suggesting that a couple of square meters of each garden be left wild and unscrapped.

As Joe points out in this issue, the process of "doing something" can be made easier through cooperative effort, and, I would add, without worrying about the politics of it.

Pollinator Week

June 24-30, 2007, has been recognized, and will be celebrated as Pollinator Week in Indiana, Iowa, Louisiana, Maine, and Michigan. There will be celebratory events in almost all states. For more information go to www.pollinator.org/pollinator_week.htm. •

Lorri Otto SFE Grants

By Celia Larsen

Springs bubble out of the hills into the Little Blue River in Blue Springs, Missouri, where settlers would often camp when preparing for their westward journey across the plains. White oaks still reign here, but only 1/10th of 1 percent of the state's prairies remain. In 2001, after studying invasive species, Blue Springs South High School teacher Keith Hannaman and his students decided to begin a prairie restoration in Young Park, adjacent to their school. The Missouri Prairie Foundation donated funds toward the project, and Wild Ones awarded the high school a \$400 Lorrie Otto Seeds for Education grant. In the spring of 2003, Mr. Hannaman's students planted native prairie species in a 30-by-30 foot area, and "by and by," as Missouri-born Mark Twain liked to say, the project has grown.

"I just want to really thank Wild Ones," wrote Mr. Hannaman. "You folks really did get us started, and were instrumental in our success." Their success took Mr. Hannaman and three of his students to Tampa, Florida, for a National Environmental Excellence award from Busch Gardens and Fuji Film. "They treated us royally and gave us \$10,000," he said. They used the money to expand the prairie by more than 300 percent, and to build and install a large rain garden (\$5,000 is still in the bank). Next, the EPA invited them to the White House to meet President Bush to honor them for receiving the Presidential Environmental Youth Award. The EPA selects only 10 projects each year for this award, with the aim of "promoting environmental awareness and encouraging positive community involvement."

The Young Park Prairie Project and Mr. Hannaman garnered numerous other awards, and brought many pieces of the community together. The school district has been "exceptionally supportive," in Mr. Hannaman's words. "They added an Outdoor Education class and an Advanced Placement Environmental Science class. They also support our participation in the Canon Envirothon outdoor competition." The AP students have weekly lab activities and are often in the park counting birds, testing water quality in the pond, collecting seed for stratification. CONTINUED ON PAGE 16

Consuming Nature: Environmentalism in the Fox River Valley, 1850-1950

A book by Gregory Summers

Review by Donna VanBuecken

I ordered this book because of its title and apparent relevance to our campaign to purchase the Wild Ones EcoCenter on Little Lake Butte des Morts, which is part of the Fox River ecosystem, itself a part of the Great Lakes Watershed. Expecting a book of dry facts, I was pleasantly surprised by its easy readability and how it held my interest. And although it was written specifically about the Fox Valley, I would think the Valley's historical steps follow much the same growth scenario experienced by most metropolitan areas – from Jamestown to San Diego, and in between.

Gregory Summers, assistant professor of history at the University of Wisconsin-Stevens Point, writes a surprisingly captivating book about the history of the contamination of the Fox River Valley of Wisconsin, and the awakening of the consumer to the need for environmental cleanup related to this river. In the book, he writes:

"On the one hand, the remarkable ease with which Americans now enjoy the great outdoors inspires new demands to protect the environment from harm. On the other hand, the increasing detachment between consumers and natural resources makes it easy to forget that material comfort is a product of using nature. Politically, the end result is an environmental debate that grows more polarized and difficult to resolve each year. 'Shall the mills or the streams be sacrificed?' The answer, of course, is that neither can be easily abandoned without jeopardizing both human survival and the nonhuman world upon which we depend."

Manufacturers were first drawn to the Fox River in the 1870s because of its fall of waters and the tremendous power it generated, dropping 170 feet between Lake Winnebago and Green Bay – a distance of only 35 miles. By 1948, 21 pulp and paper mills operated in the Valley, using the river for everything from transportation of raw materials and manufacturing, to the generation of electricity, and easy removal of refuse. Though it was responsible for sustaining the local economy, local residents were upset with the paper industry for poisoning the Fox, and for the terrible stench which rendered the river unfit for swimming and fishing.

Finally on a wintry morning in December, 1948, residents of Wisconsin's Fox River Valley packed into the circuit courtroom in the Brown County courthouse, in Green Bay, to attend a public hearing conducted by the state Committee on Water Pollution (CWP), to investigate the contamination of the lower Fox River. Thus begins Professor Summers' book.

The economy of the Fox River Valley has been dominated by three industries, each relying on the natural landscape and its seemingly inexhaustible resources: agriculture, the lumber industry, and paper manufacturing. Summers takes us from the days when the consumer was very aware of the natural landscape because he was dependent upon it for his very livelihood, into a time when the utilitarian needs being satisfied by the river came into conflict

with the consumer's enjoyment of the same waters. First man depended directly upon nature for his food, his shelter, and his livelihood. Then came manufacturing and man's exploitation of nature. Eighteen locks were constructed to tame the river for transportation. Twelve dams generated hydroelectric power for manufacturing and for everyday living. Traffic flow was increased on land, too, by the state's new hard-surface roadways, railways, and consequent new retail enterprises. Even agriculture (dairying) was transformed into an industry. Man was controlling nature to fulfill its purpose – to adapt "its resources to human aims."

A surprising byproduct of this exploitation – these improvements and all the industrialization – this control of nature – was increased free time available to consumers. Outdoor recreation and tourism became the newest economic development. Some consumers looked around and asked where the beautiful river was, now that they had time to enjoy it. An existence which "once was governed by the priorities of production was now being influenced just as strongly by the interests of consumption."

Professor Summers concludes: "Until environmentalists can celebrate the full meaning of nature – both the wonders of its untamed splendor, and the equally remarkable achievements of its control – then Americans will likely continue to mistrust their pleas for environmental protection."

Gregory Summers has not yet begun the sequel to this book, but I feel certain when he does it will portray a citizenry that has not relaxed its demand for conservation of our natural resources. Wisconsin has a long history of conservation and stewardship. We see it in the new Aldo Leopold Legacy Center now being constructed on the Lower Wisconsin River, the recently built Urban Ecology Center in Milwaukee, the numerous environmental charter schools emerging in local communities, and the new "green" buildings springing up on several college campuses. •

From the Book

In September, 1882, Thomas Edison began operations in his Pearl Street station in New York City. Three weeks later, Appleton's new powerhouse on the Fox River was the second in the country. "It was this remarkable convenience that gave electricity the appearance of being independent from nature." Much as Appleton's original powerhouse depended on the Fox River to generate energy, the great networks of power that eventually took shape in Wisconsin continued to rely on natural resources, not to mention the hours upon hours of labor required to exploit them. Yet for those who merely consumed electricity, its use seemed far removed both from the industrial infrastructure that produced it and from the natural landscape upon which it still depended."

Butterfly Kits in the Classroom. Good Idea?



When we received a question about using “butterfly kits” in the classroom, we asked someone who has raised butterflies and has devoted some thought to the process.

By Ilse Gebhard

I think a properly trained educator, whether in a school setting or at a nature center, wildlife refuge visitor center, or similar place, should be able to order butterfly kits for educational purposes. I know of two programs that train educators in appropriate methods: Monarchs in the Classroom and Monarch Teacher Network. Ecology and the environment are emphasized. The teachers learn to raise the monarchs in the proper fashion to maximize the educational experience and to minimize the negative impacts of spreading disease to the natural community from released monarchs.

It is preferable, in my opinion, for the educator to find the eggs or caterpillars in the wild, but that is not always possible in northern regions of the continent. I don't usually find eggs until mid to late May, and some years not until early June. By that time it's too late in the school year. While eggs and caterpillars can still be found late August, it again is not a sure thing for when school starts. So kits offer convenience.

Teachers don't have to go through an official training program – common sense can go a long way. For example I deal with one teacher who is very interested in monarchs and invites me to give a presentation to her class each fall. The summer

after the first time I presented to her class, she called me with questions as she had started growing milkweed in her yard. She came over and I showed her my operation. I raise each monarch in its own container to avoid cross-contamination of diseases.

I sterilize containers between uses. I dump frass and provide fresh milkweed leaves each day. I wash leaves to remove predators and parasites as much as possible.

She followed my examples and successfully found and raised some monarchs that summer. For the past two years, just before school started, I have given her some small caterpillars in individual containers for her classroom. She had milkweed in her yard. I felt she had enough knowledge and training to deal with the insects humanely and teach her students appropriate behavior.

In contrast I also give my presentation to four other teachers who each spring order painted lady butterfly kits. I always feel sorry for these critters and I don't know how much the kids really learn from the exercise. These kits come with artificial food, in a tiny container. Over time, food and frass are all mixed

together. Many of the larvae die; the chrysalises are not healthy looking and die – the butterflies that do emerge for the most part are not healthy either, as their wings don't expand properly, or can't because they don't have adequate space and a place to hang.

When artificial food is used, the kids don't learn about the butterflies in the wild, or make the connection between the caterpillars and actual growing plants. It makes me think of the little pre-packaged containers of applesauce that, for convenience, are packed into kids' lunches, instead of fresh, whole apples. Even the kids that do get the real apple may not know that it grew on a tree. All they know is that the apple came from the store.

Some teachers get mealy worm kits to teach insect life cycles and the kids have been just as happy to show me their mealy worms as they are the painted lady butterflies. •

The Educational Information and Research Center in New Jersey is offering hands-on workshops on “Teaching and Learning with Monarch Butterflies” this summer. If you want information about July/August 2007 workshops in Ohio, Connecticut, New Jersey, or Virginia, go to www.eirc.org, or to this address specifically: http://www.eirc.org/global_connections/teachingandlearningwithmonarchbutterflies/82.

If you have specific questions, e-mail Eric Mollenhauer at erikm@eirc.org.

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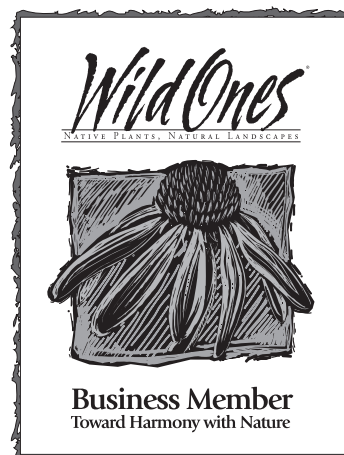
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A Garden Chat with Lorrie Otto

Article and interview by Doreen Howard. Photos by Ney Tait Fraser.



Don't be misled by the musical voice and kindly face of the lady who looks like everyone's favorite grandmother. At 87, Lorrie Otto is still a force to be reckoned with. Just ask the Wisconsin State Legislature and the United States Congress. After repeatedly finding dead birds around her Milwaukee home in the 1950s and '60s, following then-routine municipal spraying of the pesticide DDT, Otto successfully spearheaded a charge to ban its use – first in Wisconsin in 1970, and then in the entire country in 1972. She also began advocating the use of rain barrels and, later, rain gardens to address the problem of water-polluting urban runoff. And in the late 1970s, she inspired the founding of Wild Ones, a nonprofit organization that is dedicated to promoting and restoring natural, native landscaping.

After decades of educating people about why nature knows best, Otto still works tirelessly to spread her message. She views suburban yards, with their neat lawns, as "the tyranny of tidy minds," and dares their owners to replace turf with plant communities of native wildflowers, trees, and wildlife-attracting shrubs that don't need to be maintained with pesticides,

herbicides, and noisy, air-polluting machinery.

Garden writer Doreen Howard visited Otto at her home in Fairy Chasm, a Nature Conservancy wildlife refuge, in Milwaukee, Wisconsin, to see a prime example of natural landscaping in a suburban setting, and to talk about her ongoing mission.

Doreen Howard You began landscaping naturally in your garden in order for your children to have an interesting place to play and learn. Why is it important to teach children early about nature?

Lorrie Otto In our society, children are not encouraged to bond with nature. Instead, they are taught that the way to treat nature is to cut and kill – mow the lawn and kill the insects – to create an acceptable landscape. It's all so mean and bleak. The real irony is that the suburbs will become diverse and beautiful only if we landscape naturally – in such a way that our yards become enchanting places for children to explore. In a natural landscape, children can find twigs with bracket fungi on them, broken branches they can use to make teepees, leaves with galls growing on them, and so much more.

DH How do you suggest parents create natural landscaping?

LO First and foremost, get rid of the lawn and replace it with native trees and wildflowers. Don't prune shrubs that produce berries, so the berries can form and provide food for birds in the fall. And keep fallen leaves and other plant debris on the ground so they have a chance to rot and provide nutrition for the soil – don't remove them just to be tidy.

DH Do you have favorite native plants you'd like to see more widely planted?

LO Yes. Every school yard should have bottle gentian (*Gentiana clausa*). It's entertaining for children when bumblebees burrow inside the blossoms and make each one vibrate as they collect the flower's yellow pollen. Another favorite is cup plant (*Silphium perfoliatum*). Its leaves come together at the base, clasping the stem to form a "cup" that collects dew and rain, providing bees and other insects a place to drink.

And its yellow flowers provide insects with nectar and pollen when they bloom in midsummer.



Dear Mr. Gore:

Dineen Richards, "trained by Al Gore", has just completed an interview on WHA public radio. There were no comments or even audience suggestions that we must re-design the recreational and the lawn care industries. Are the snowmobiles and the leaf blowers the elephants in the room? "Light bulbs, Prius cars...dripping faucets." Surely we can do better than that! Children can learn to row, paddle & sail, and hike & ski; and plant little trees, shrubs, wildflowers as they create buffer barriers around lawns.

The National Wildlife Federation, Audubon and Wild Ones native landscapers offer annual seminars on how to reduce the size of lawns with native plants, but it is so-o difficult to get free publicity for our conferences. Elected officials won't help because we are a threat to the lawn care industry. Local newspapers won't do articles and photos because advertising from the industry supports the suburban papers. I was wondering if your crew of environmental students could include landscaping with native plants as a patriotic thing to do so we could keep the air clean, save energy and water?

I've often wondered if you were president would you ask people not to patronize these two industries because they plunder & pollute? Instead of asking people to "shop" why not ask them to landscape with native grasses, flowers and clusters of small trees? And add to this, no mowing of parks or lawns in the summer when grass wants to be dormant. This could all make such a difference, immediately! wish I could have been in the Hollywood audience to applaud on Sunday night. Hooray! I do love you.

Sincerely,



Ms. Lorie Otto
9701 N. Lake Dr.
Milwaukee, WI 53217

Lorie Otto

DH As gardeners, what is the worst thing we do to our environment?

LO Maintaining the suburban lawn. I call it the "lawnning" of America. It shows a disregard for the natural beauty of the land, and lack of knowledge about the harm a lawn mentality has inflicted on the environment. Lawn chemicals, for example, poison the water, kill birds, and destroy soil biology. At Wild Ones, we have been trying to educate people to preserve and restore the natural landscape for more than 20 years, and we are still fighting to change traditional thinking.

DH What do you think will be your greatest legacy to the next generation?

LO For years, I thought it would be abolishing the use of DDT in America. Now I think I'll be remembered for teaching people to take care of the Earth. I've lived so long that I'm seeing the

results of what I did. Many people tell me they were children when they first heard me talk about taking care of the planet. Now they are doing it and teaching their children how to do it. •

This interview, originally published in the September/October 2006 issue of *The American Gardener* magazine, is reprinted with permission of the American Horticultural Society (www.ahs.org).



New Names for Old Plants

When Wild Ones Member Geoff Mehl, PAL member, (PA), expressed some distress about keeping track of the recent renaming of some species on his land, the *Journal* pursued the subject with member James Trager. Geoff commented that genus *Cimicifuga racemosa* (snakeroot or black cohosh) is now *Actea racemosa*, genus *Symphiotrichum* is now applied to “some” asters, and *Anemonella thalictroides*, our familiar rue anemone is now *Thalictrum thalictroides*! “I wish these botanists would make up their minds!”

By James Trager

Some of your favorite flowers have been renamed – I hope to help you understand how and why. Little bluestem is now *Schizachyrium*, no longer *Andropogon*, and we’re now calling asters by the daunting scientific name *Symphiotrichum* (with changes in the grammatical endings of the species names, to boot). And to what purpose you may well ask.

Scientific names are more than mere labels for naturally interbreeding populations of individuals, or species. Each name represents a hypothesis about the classification of a species, based on careful study of the best available information. The first part of the name (the genus name) represents a hypothesis of closeness of relationship and common ancestry between a species and others assigned to the same genus. The species name postulates and describes its uniqueness. As with all science, these postulations do not represent absolute Truth, but they are considered scientific truths, representing copious, detailed work and the application of extensive training and brain power. Scientific truth is always subject to change as new data become available with further study.

Individual botanists are continually trying to understand better how the plants of the world are related to one another. To do this, they carry out “systematics” research, which may culminate in taxonomic revisions. The systematics research consists of amassing specimens of all the relevant species by field work and from herbarium collections, and learning everything about their structure, ecology, geographic range, scent and pigment molecules, genetics, etc. that one can. There is a review of published literature, and even willing colleagues’ unpublished studies of the plant group in question. Then, the botanist thoroughly analyzes the data, using mental and electronic processing, and “informed intuition.”

The result of such a study, which may take years, is a theory about the classification of the plants studied, the variation within species, the species’ relationships to one another and to groups outside the study. Typically, the final analysis necessitates name changes to reflect the new understanding of taxonomic “realities.” In order for such changes to take hold, they must be published in a reputable scientific journal. These journals are not readily available to the general public, though increasingly, they are becoming accessible online. Because science is so dynamic, when a printed catalog or revision of a flora is published, it is out of date even as it goes to press. Online data bases such as www.csd.tamu.edu/FLORA/kartesz/flora2ka.htm for the flora of the United States, are more likely to keep up with the latest name changes, but even these are not perfectly up to date.

As a good example of this process, consider this abbreviated recent history and renaming of the North American asters. A big study published in the early 1990s of multiple (morphological, cytological and biogeographical) characteristics of *Aster* and some

related genera demonstrated that most of the American asters (except for one that remained in *Aster*) were not as closely related to the Old World asters, as they are to some other (mostly western), American composite genera (*Eurybia*, *Haplopappus* and *Machaeranthera*). Many of the Old World asters, most importantly the designated “type” species of the genus, were named earlier than the New World ones, so by the rules of priority the “old” name goes to the Old World *Aster* species, while the New World ones, that look superficially like them but are not as closely related as previously thought, get segregated out into other genera, with most ending up in *Symphiotrichum*. Subsequent further study of morphological characteristics, plus findings on molecular characteristics, resulted in a group of papers by various authors in 1999 and 2000 that support most of the earlier taxonomic changes (and added a few new ones!).

NOTE: *Aster* and *Symphiotrichum* have different grammatical genders, so the specific epithets (second part of their scientific names) that moved over to *Symphiotrichum* have new endings in order to agree in gender. Summarizing: those formerly ending in “-us” now end in “-um” (e.g., *Aster pilosus* becomes *Symphiotrichum pilosum*); those formerly ending in “-is” now end in “-e” (*A. oolentangiensis* becomes *S. oolentangiense*). By the way, in Latin, a final “e” is pronounced, so you might want to do so also, to show off your classical training. You’ll be glad to know that the form of at least one of the species names does not change, namely *Symphiotrichum patens*.

Finally, a comment on the seemingly willy-nilly appearance of these taxonomic changes. The only bit of whimsy may be the botanist’s choice of what to study, since which plants are studied may be based primarily on the researcher’s personal interests. Quite often too, funding for systematics research relates to occurrence of crop, ornamental or ecologically important species within the group. Thus, plant species are not equally likely to be subject to systematic research; hence the timing and placement of taxonomic changes are neither regular nor all-encompassing.

All this said, and inconveniences notwithstanding, I hope you appreciate that scientific name changes are not made just to frustrate non-scientists. Indeed, they are based on hard work and a measured decision process. •

New Lifetime Members

We are pleased to announce that we have two new Lifetime Members. **William and Nellie Lannin**, of the Rock River Valley (IL) Chapter, and **Pamela Marie Deerwood**, of the Twin Cities (MN) Chapter. Congratulations everyone! No more renewal reminders to deal with.

Winfield United-School #34, Winfield, Illinois \$250. Outdoor Native Plant Classroom Winfield Elementary. Design, install, and maintain an outdoor community classroom consisting of drought-resistant native plants and trees, with informational and contemplative sites to educate and excite the school children and the community at large of the wonders of our natural environment. Greater DuPage (IL) Chapter

Girl Scout Council of Colonial Coast, Chesapeake, Virginia \$250. The Outback Wildflower/ Native Plant Garden. A garden project named after valued friend, mentor, and wildlife advocate, Georgie "Buck" Harris who has recently passed away, is in need of some restoration. This project will restore the garden so it, along with the adjacent wetland preserve, can continue to be used as a teaching tool for over 15,700 Girl Scouts. Partner-at-Large

Jo Daviess Carroll AVC, Elizabeth, Illinois \$250. Jo Daviess County Native Plant Outdoor Classroom. The project, located in the "driftless area" of Northwestern Illinois, is designed to develop a prairie site that can be used as an outdoor classroom for students, pre-K thru 12, plus the community at large. Besides the River Ridge Community Unit School District #210, there are five other organizations involved with this project: Jo Daviess County Conservation Foundation, Jo Daviess Carroll Area Vocational Center Landscape Horticulture Program, Jo Daviess Carroll Area Vocational Center CAD/GIS Program, River Ridge Chapter FFA, and Norwest Illinois Chapter Prairie Enthusiasts. Partner-at-Large

For a listing of previous SFE grant recipients go to <http://www.for-wild.org/seedmony.htm>.

The success of these projects will depend in part upon the organization and its members who have developed them. The rest of the success will come from the community at large. Besides promoting the benefits of the project to the organization's members, it will also be important for project coordinators to educate the community – neighbors, friends, other organizations – about the benefits of using native plants in landscaping.

That is where Wild Ones Chapters and their members and Wild Ones partners-at-large come in. The Wild Ones members who are located in areas near the SFE grant recipient projects should not hesitate to offer their help to these projects. Knowledgeable and dedicated Wild Ones members will make all the difference in the world to the success of these outdoor learning centers.

When the grant requirements are met, which includes a year-end report, each recipient will receive a Wild Ones yard sign for their site to show that the project truly is in harmony with nature. And we will publish a synopsis of their report in the *Wild Ones Journal* and on the Wild Ones web site.

Each year, nursery partners supply seeds, plants, discounts, and, of course, advice to grant recipients in their areas.

By participating in the Wild Ones SFE program, our nursery partners demonstrate their commitment to natural landscaping. Many also advertise in the *Journal*, and have joined us as business members. We thank them for their support.

Grant recipients are encouraged to contact the nursery partners for seeds and plant materials. Using native grass and forb plants and seeds that originated as close as possible to the project site will go a long way toward ensuring a project's success.

In addition to the seeds, plants, and discounts from nursery partners, each grant recipient also received a copy of the Wild Ones video, "A Tapestry of Learning: Creating School Natural Areas," to use in future development efforts, and a one-year subscription to the *Wild Ones Journal*.

The nursery partners who will be working with this year's grant recipients and their specialties with respect to each of the projects are as follows. For a complete listing of all nurseries who have volunteered to partner with the SFE program in the past go to www.for-wild.org/seedmony.htm.

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Red Buffalo Nursery. Hebron, (815) 648-4838 kaskel@mc.net
Prairie Plants, Prairie Seeds, Wet Mesic Plants, Wetland Plants

Pizzo & Associates Ltd. Leland, (815) 495-2300 jack@pizzo.info
Prairie Plants, Prairie Seeds, Wet Mesic Plants, Wetland Plants

The Natural Garden Inc. St. Charles, (630) 584-0150 aragland@thenaturalgardeninc.com Prairie Plants, Wet Mesic Plants, Wetland Plants

Possibility Place. Monee, (708) 534-3988 nfo@possibilityplace.com
Shrubs, Trees, Prairie Plants

MASSACHUSETTS

Tripple Brook Farm Inc. Southampton, (413) 527-4626 info@tripplebrookfarm.com Ferns, Grasses, Prairie Plants, Shade Plants, Wet Mesic Plants

MICHIGAN

Designs By Nature LLC. Laingsburg, (517) 651-6502
designsbynature@hotmail.com Prairie Grass Plants and Seeds, Prairie Plants and Seeds

Native Connections. Three Rivers, (269) 580-4765 jerry@nativeconnections.net Prairie Plants and Seed, Shade Plants, Wet Mesic Plants and Seeds, Wetland Plants and Seeds

Michigan Wildflower Farm. Portland, (517) 647-6010 wildflowers@voyager.net Prairie Forbs and Grass Seeds

Sandhill Farm. Rockford, (616) 691-8214 Cheryl@iserv.net
Grasses, Prairie Plants, Shade Plants, Wet Mesic Plants, Wetland Plants

Wildtype Native Plant Nursery. Mason, (517) 244-1140
Wildtype@msu.edu Grasses, Prairie Plants, Trees & Shrubs

MINNESOTA

Prairie Moon Nursery. Winona, (866) 417-8156 info@prairiemoon.com Prairie Plants and Seeds, Ferns, Shade Plants, Trees & Shrubs, Wet Mesic Plants and Seeds, Wetland and Seeds

Hyla Brook Farm. Louisa, (540) 967-6160 nativplants@hylabrookfarm.com Ferns, Grasses, Prairie plants, Wet Mesic Plants, Wetland Plants, Shade Plants

VIRGINIA

Sassafras Farm. Hayes, (804) 642-0293 sassafrasfarm@verizon.net
Prairie Plants, Wet Mesic Plants, Wetland Plants

Nature by Design. Vienna, (703) 938-2290 carla@nature-by-design.com Trees & Shrubs, Prairie Plants, Wet Mesic Plants, Shade Plants

WEST VIRGINIA

Sunshine Farm & Gardens. Renick, (304) 497-2208 Barry@sunfarm.com Prairie Plants, Shade Plants, Wet Mesic Plants

In closing, we would like to thank the donors, judges and nursery partners for caring enough about this program to keep it happening each year. And, we'd also like to thank the Wild Ones members and non-members who assisted with the administrative process involved in the grant program. Thank you for helping make this year's program another great success.

**Chapters named in this article are those located closest to the recipients.*

and propagation, counting native and invasive species, or capturing/re-capturing invertebrates like grasshoppers and garden spiders. According to Mr. Hannaman, bird diversity is "way up." They participate in Cornell University's Project Feeder Watch, and they see many wrens, finches, juncos, nuthatches, woodpeckers, and even an occasional siskin. But then in mid-January, the resident Cooper's hawk comes back, and they see "fewer and fewer birds – and more and more piles of feathers around the feeders."

When propagating collected seeds, Mr. Hannaman's students have had the best luck sprouting black-eyed Susan, compass plant, and butterfly weed. However, the best "crop" to come from these classes is the students themselves. How fortunate for them to have had such a dedicated and enthusiastic teacher as Mr. Hannaman. Former student Megan Sparks, currently an Environmental Law major at the University of Missouri, will intern this summer with the EPA. Megan remembers one cold and rainy Earth Day with Mr. Hannaman's class: "Not everyone was passionate about

planting that day, but I didn't mind planting in the rain. I knew we had to get everything in the ground." To the amusement of her college friends, she still gets excited whenever she spots a Cooper's hawk on campus. Even Megan's mother has been influenced by the Young Park project. She has been tearing up their lawn at home in favor of native plantings. Megan plans to go on to graduate school for a master's degree in environmental policy and administration, followed by a law degree. She credits both her mother and Mr. Hannaman for encouraging her to take this educational path.

Mr. Hannaman's high school students learn how to make their own connections in education. "Every time we go to the park for an activity, each student learns something different. Each journal entry is unique." He encourages his students to become active in and responsible for their community. This spring, Blue Springs South High School will hold another Earth Day celebration in the Young Park Prairie. Students will plant more forbs and grasses in the prairie, using funds from their En-

vironmental Excellence Award. The students will enjoy the day of fun and festivities and, more importantly, many of them will carry the environmental ethics learned in this small patch of prairie well into their adult lives. Wild Ones provided funding to help this project in its early stages, and we are so pleased that these young adults can continue to spread the message that preserving and restoring our native plant heritage can help sustain our environment.

The Lorrie Otto Seeds for Education Grants Program provides "seed money" for projects like the Young Park Prairie each year. (See the list of this year's winners on page 3 of this magazine.) We hope you see the importance of this program and recognize how a small investment can have a tremendous impact. •

To find out more visit:

www.epa.gov/enviroed/peya/peya2005.html

EPA's Presidential Environmental Youth Award.

www.seaworld.org/conservation-matters/eea/index.htm Sea World/ Busch Gardens/Fuji Films Environmental Excellence Awards.

www.birds.cornell.edu/ Cornell University Feeder Watch Program.

www.moprairie.org/ Missouri Prairie Foundation.

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Ecoscaper Program

Interest in the Ecoscaper program has continued into the spring, and we're pleased to see applications coming in on a regular basis.

We are pleased to also congratulate **Tim Lewis**, of the **Rock River Valley (IL) Chapter**, for completing **Level 1** of the Ecoscaper program. Great job, Tim.

Please see his rain garden article on page 4 of this issue of this magazine. Tim used his rain garden experience in fulfilling the Ecoscaper requirements.

Promotional flyers on the Ecoscaper program are available at the National Office.

For full details, visit www.ecoscaper.org, try out the practice test, or get registered and take the test for real.

Chapter Notes

A couple of our chapters have recently invited the authors of new books to speak to their members. **Hans Morsbach**, *Common Sense Forestry*, spoke to **Ann Arbor (MI) Chapter** members, and **Mariette Nowak**, *Birdscaping in the Midwest – A Guide to Gardening with Native Plants to Attract Birds*, was hosted at an evening reception and lecture sponsored by the **St. Louis (MO) Chapter**.

Rain gardens are a popular topic this time of the year. **Lake-to-Prairie (IL) Chapter**, as well as **Oakland (MI) Chapter**, are planning spring discussions on this subject.

In the News: **Nancy Livensparger**, President of the **Mountain Laurel (CT) Chapter**, recently got to talk about native plants and Wild Ones in Connecticut when she appeared on the WTIC 1080AM radio program, "Garden Talk." How exciting!

Donna VanBuecken, of the **Fox Valley Area (WI) Chapter**, also recently appeared on a WSCO 1570AM call-in program, "Living in the Outdoors," where she answered questions about native plants, natural landscaping and the Wild Ones EcoCenter.

Twin Cities (MN) Chapter member, **Christian Nelson**, knew the competition would be rough when it came to getting a "letter to the editor" published in a national magazine, but his letter responding to a recent cover story about the world's largest lawn-products company was chosen and published anyway, providing the **4.7 million readers of BusinessWeek** magazine with a reminder of the dangers of sprinkling toxic chemicals on their lawns and gardens.

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This year we have increased the number of photos each person may enter, and don't forget the special category for kids up to age 18 to show us their views of natural landscapes.

There are six categories, and all Wild Ones members can submit up to four entries with no more than two entries per category (each person under a household or business membership may enter).

Deadline for receipt of mailed submissions is August 15, 2007. Photo contest entries personally delivered to the Wild Ones Annual Meeting/Conference in Dayton, Ohio, should arrive no later than 4:00 p.m. on August 17, 2007.

For more information go to www.for-wild.org/conference/2007/photo/ or call the National Office at 877-394-9453.



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WILD ONES NATIONAL QUARTERLY BOARD MEETINGS

All members are invited and encouraged to attend the quarterly meetings of the National Board of Directors. If you'd like to participate in the meeting by conference call, please contact the National Office (toll-free) at 877-394-9453 for instructions.

2nd Quarter 2007 National Board Meeting will be hosted by Ann Arbor (MI) Chapter on **May 5th at Sharon Mills County Park in Ann Arbor**, and will include presentations from local SFE Grant recipients. Following the meeting, participants will explore the Nature Conservancy's Nan Weston Nature Preserve at Sharon Hollow, about 20 miles southwest of Ann Arbor. This is a spectacular site for spring ephemerals, and blooms will be at their peak. It's a botanical hot spot with an incredible abundance of wildflowers and native shrubs. A combination of dry and floodplain habitats (on the Raisin River) make for diversity and excitement. New boardwalks provide drier footing than has been had in previous years.

3rd quarter 2007 and Annual Meeting will be held the weekend of **August 17-19th** hosted by the Greater Cincinnati (OH) Chapter, at **Bergamo Center, at Mt. Saint John Preserve in Dayton, Ohio**. This is a great place, with much to do there

and the surrounding areas. They have classrooms available, and they can handle a banquet. There will be plenty to do outside, and people can tour the grounds as they like – it is a very peaceful setting. We are hoping we can allow "downtime" for networking and getting to know each other as well. For more information: www.cincinnatiwildones.com/wildones/programs.htm#Conference. We will have programs, speakers, vendors, hikes, and the opportunity to meet Wild Ones members from all over the country.

4th Quarter 2007 National Board Meeting will be hosted by Rock River Valley (IL) Chapter on **September 28th at the Winnebago County Forest Preserve District Headquarters**. Following the meeting, we will tour Nygren Wetland.

Riveredge Prairie Days. Riveredge Nature Center, in Saukville, Wisconsin, has one of the finest prairie establishments in Wisconsin. Riveredge will celebrate these prairies with a variety of events from **July 15-20**. Highlights will include a family event on July 15 introducing children to the prairie through activities, a presentation by Rich Henderson on July 17, a full day of workshops in the prairie on July 18, and a "Tall Grass Dinner" and hike under a starry Prairie Sky on July 20. Visit www.riveredge.us or call 800-287-8098 for registration and event details.

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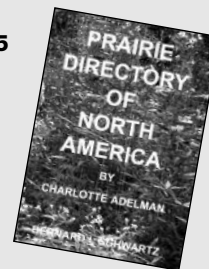
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Mary Berve, Rock River Valley (IL) Chapter

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Matching Donations

From **HSBC** on behalf of **Margo Hickman & Joseph Gilmartin**,
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From **Freddie Mac Foundation** on behalf of **Oszak Pennnyellen**,
North Park Village Nature Center (IL) Chapter

General Operating Fund

Norman & Daryl Grier, Menomonee River Area (WI) Chapter

Kathleen & Jeff Hallett and **Jeff & Mary Jilek**, Fox Valley Area
(WI) Chapter

Ken & Mary Kuester, Wolf River (WI) Chapter

Update on Fox Valley Area (WI) Chapter \$20,000 1:2 Challenge to Chapters

Thank you, **Door County (WI) Chapter**, for being the first to meet the challenge. Door County Chapter contributed \$200 toward the EcoCenter, followed by Oakland (MI) Chapter with a \$2,000 donation.

And a special thanks to the **anonymous Wild Ones members who manage the Illinois foundation** that has made a generous donation of \$100,000, along with a \$100,000 no-interest loan commitment in support of acquisition and development of the Wild Ones Ecology Center project. In a note along with the check, they wrote: "We are happy to be able to help Wild Ones bring this project home."

HQ & EcoCenter Fund

Laura & Ralph Ramseier, **Kenneth J. Fisher**, and **Ray Darling**,
Fox Valley Area (WI) Chapter

Robin Labancz, Greater DuPage (IL) Chapter

Margaret Westphal, Madison (WI) Chapter

Peter & Colleen Vachuska, Menomonee River Area (WI)
Chapter

We want to also note the in-kind donations toward the capital campaign as follows:

Linda Grishaber and **Leslie Taylor**, of the Fox Valley Area (WI) Chapter, for the design and editing of the four-page, four-color promotional flyer which was recently used in the EcoCenter member capital campaign mailing. If you want more copies of the flyer to hand out to potential donors, please call the National Headquarters office at 877-394-9453.

JP Graphics, Inc., for donating toward the printing of the four-page, four-color promotional flyer.

Robert & Nancy Pontius, of the Fox Valley Area (WI) Chapter, for donation of paper used for the printing purposes.

Members of the Fox Valley Area (WI) Chapter, for the donation of a laptop and projector for the new Wild Ones EcoCenter. Fox Valley Area (WI) Chapter member **George W. Curtis** of the **Curtis Law Office**, and **Ron Bullock** of **Video Trend Associates**, for producing the "It's Your Environment" television show, titled "Wild Ones EcoCenter" – and Fox Valley Area (WI) Chapter member **Mike Syverson** of **Syverson Communications**, for editing to DVD for use by Wild Ones Chapters.