

a voice
for the natural
landscaping
movement



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



LANDSCAPE ORDINANCES: VIDEO ILLUSTRATES THE INTRICACIES FOR NEIGHBORS AND BUREAUCRATS

By Joy Buslaff Some like to argue for argument's sake, but most of us do not enjoy the sport of debate, nor are we gifted with the verbal agility of Robin Williams, the laser wit of Oscar Wilde, the strategic insight of Bobby Fischer, or the eidetic memory of a Dr. Sheldon Cooper. Even having a brilliant mind and prepared rhetoric doesn't guarantee one's voice and physical bearing can hold sway comparable to that of Gregory Peck as Atticus Finch. Yet, we without credentials in botany or law may be pressed into service as community defenders of ecological landscapes. To support such trials, I give you exhibit A, the video series titled *Landscaping: Pride, Science, and Law*. All are accessible on YouTube.com.

I produced the three-part program for citizens and officials who are creating or updating lawn and weed ordinances for public health and safety and environmental protection. The first installment, of eight minutes length, illustrates how the home landscape has been influenced over time and why many of us have chosen to grow naturalized landscapes.

Subsequent segments—Science (11 minutes) and Law (12 minutes)—unravel the tangled subjects of green plants and red tape. Although designed to enlighten governing bodies, the contents can also be entertaining, taken as an overview of the merits of landscaping with native plants.

I was prompted to compose this program after being bullied by an official at a 2011 village meeting where I, being a former editor for Wild Ones with some knowledge of land-use policies, had been invited by the chair of the Planning Commission to speak. This commission was deliberating the enforcement of a simplistic mowing-height regulation in order to quiet a conflict between neighbors (strangers to me) over one seldom-mowed lawn. I volunteered to contribute to the authorship of a state-of-the-art ordinance based on DNR advisories, but was abruptly blindsided with disparagement by three commissioners. One of them, a retired police officer and newcomer to the village, told me I had no right to say anything and that "we will make you mow."

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Breaking the Cycle



Mary Sackett was 16 when she moved from New York City with her family to northern Illinois near Rockford in 1841. Her brother remained in New York, so Mary promised him she would keep a journal and write to him. Her journal is published in a small booklet.

I found her writings about wildflowers and her gardening interesting. Unfortunately, the two did not come together. Mary wrote many times about picking flowers from the prairie to fill vases in their home. Whenever she traveled, she passed through typical tall grass prairie and made note of the beautiful flowers.

Mary was excited when they moved into their new house in the spring of 1842 because she could finally plant her gardens. She even planted lawn around the house. She obtained flower seeds in Rockford for many non-native plants and she even had them sent from New York. Mary wrote to her brother that she would have "a very handsome garden."

Last year, I gave a presentation called Why Natives at Midway Village Museum in Rockford during their garden tour event. This museum represents the history of the area. All of the gardens include the plants people knew and grew at the end of the 19th and the beginning of the 20th century. None of the gardens include native plants that had grown here. People, such as Mary, grew what their ancestors grew. Many of those plants were

brought from Europe. People did not bring native plants into their gardens—it just didn't seem to occur to them.

Isn't this still the case today? Most of us start gardening with the plants that we grew up with or what our families told us about. Those plants usually did not include native species because they did not know how to grow them. This is where Wild Ones Natural Landscapers can help break the cycle. Our primary focus is on education.

We have the opportunity to pass our knowledge of native plants onto the next generation and break the cycle of planting only non-natives. All it takes is learning about the native plants that would be found in your area, and then passing on this knowledge. If you are a member of a Wild Ones chapter, make an effort to attend their meetings. If you cannot attend meetings or are not affiliated with a chapter, learn from reading this publication and through local resources. Then share your knowledge. Break the cycle.

Tim Lewis, Wild Ones National President (president@for-wild.org)

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

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ANNOUNCING THE 2012 WILD ONES ANNUAL MEMBERSHIP MEETING
AND CHAPTER DEVELOPMENT WEEKEND—THE SEQUEL

Let's Rally Wild Ones into the Future!
This year the future runs through Neenah

The 2012 Annual membership Meeting will once again be held at the WILD Center in Neenah, Wisconsin, August 18. The Annual membership Meeting is the one time of the year when members, chapter boards and the national board come together to learn about what we've done this year and see what's planned for next year.

Chapter Development Weekend—the Sequel is scheduled for August 18-19 and will offer workshops requested, moderated and attended by Wild Ones members. Topics will range from fundraising to how to find a good presenter.

Quotes for two of last years attendees...

The meeting offered a prairie full of interesting activities, beautiful gardens, great food and participant led workshops. Most of all, I had a toolbox of wonderful ideas to take back to my chapter. Can't wait until next year.

– Linda Porter

I enjoyed the networking part the most, meeting members from many different chapters, swapping ideas. The support of being around so many people with similar beliefs to mine was invigorating!

– Katrina Hayes

Call, email or write for more information. Check your e-mail and the website for updates

August 17th - 19th

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Janet Allen, a contributing editor for the *Journal*, she is a member of the Habitat Gardening in Central New York Chapter.

Announcing the
**2012 Wild Ones
Photo Contest.**

Photos will be judged by a professional photographer and Wild Ones Members will vote for the People's Choice Award. Please check the website for updated procedures and guidelines at www.wildones.org/members/photos.

Deadline is August 31, 2012



Borrowing from Sustainable Agricultural Practices

From National Sustainable Agriculture Information Service.

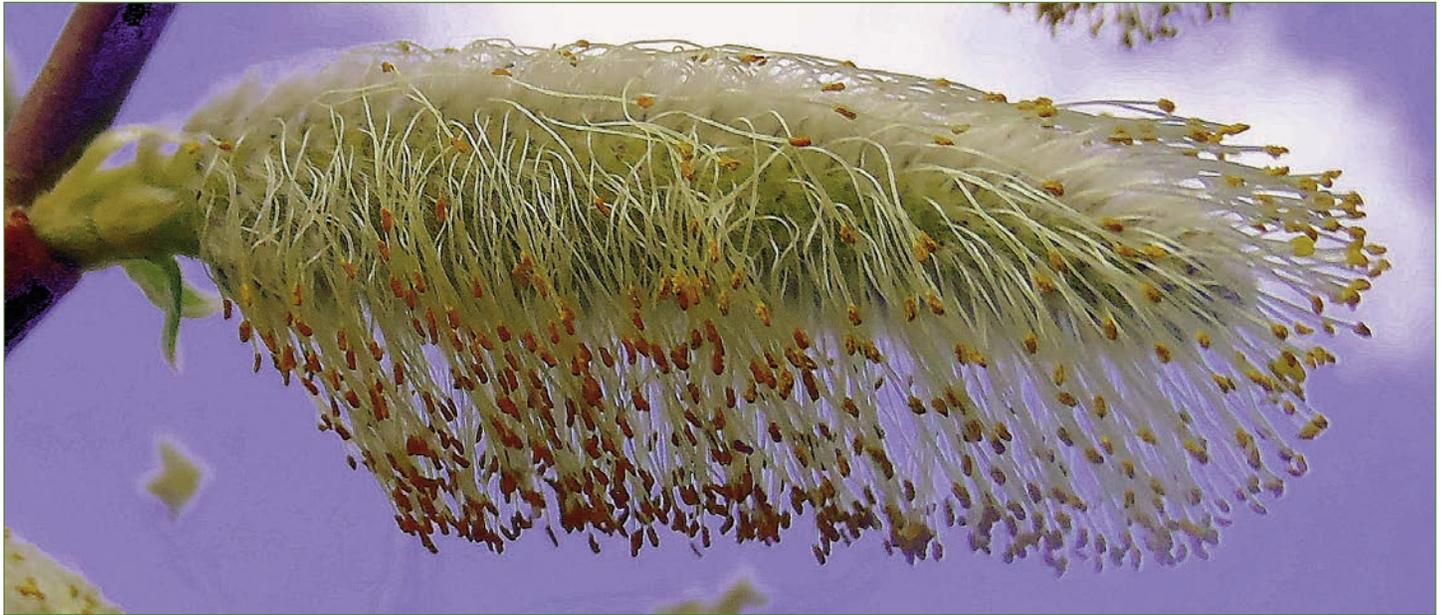
To minimize the impact of drought, soil needs to capture the rainwater that falls on it, store as much of that water as possible for future plant use, and allow for plant roots to penetrate and proliferate. These conditions can be achieved through management of organic matter. The level of organic matter determines how much water a soil can hold. Arkansas soil scientists report that for every 1% of organic matter content, the soil can hold 16,000 gallons of plant-

available water per acre of soil down to one foot deep. That is roughly 1.5 quarts of water per cubic-foot of soil for each percent of organic matter

Organic matter also increases the soil's ability to take in water during rainfall events, assuring that more water will be stored. Ground cover increases the water infiltration rate while lowering soil water evaporation. When all these factors are taken together the severity of drought and the need for irrigation are greatly reduced.

Plant-insect Interactions: Willows and Pollinators

By Jennifer Hopwood, The Xerces Society



The staminate catkin (raceme of flowers), of the willow produces protein-rich pollen along with nectar for many insects seeking food early in the growing season.

One of the earliest signs of spring is the appearance of the silky catkins of willows (*Salix* spp.). While most plants that produce catkins are wind-pollinated, willows instead rely on insects to spread their pollen. They are also one of the earliest sources of food for pollinators in the spring.

Willows are dioecious plants: the staminate (pollen producing) and carpellate (seed producing) flowers grow on separate plants. Although the flowers of willow are not showy, willows provide sugary nectar and protein-filled pollen, vital food to pollinators. In return, an assortment of bees, flies, wasps, beetles, and a few butterflies transport willow pollen between flowers, promoting the plant's genetic diversity and survival.

Bees are particularly efficient pollinators of many plants, and contribute substantially to crop production as well as pollination in natural areas. Honey bees (*Apis mellifera*) are the most familiar of bee species, and were introduced to North America by European settlers because their social colonies are relatively easy to manage for honey production and agricultural pollination. Honey beekeepers often plant pussy willows on their land to provide an early source of nutrition for their honey bee hives.

Though not nearly as familiar as honey bees, at least 4,000 species of native wild bees call the North American continent their home. These bees

are also excellent pollinators, and most are shy and solitary, working alone to build a small nest either in the ground or inside a cavity. Their biology makes them less conducive to direct management than honey bees, but they can be supported through proper maintenance of habitat. In the early spring, when few plants are in bloom, willow is an important source of food for wild bees. The presence of willows in an agricultural landscape can, in turn, benefit cultivated crops by supporting a diversity of pollinators. Bees that visit willow, and are also important pollinators of spring crops, include orchard mason bees (*Osmia lignaria*), several bumble bee species (*Bombus*), and honey bees.

Some wild bees are vernal, living as adults for only a few short weeks in the spring; these bees are particularly reliant on willows. Additionally, there are species of bees in the genus *Andrena* that are particularly reliant on willows, and synchronize their emergence each spring with it is blooming. The bee *Andrena erythrogaster* usually emerges just after willows begin to flower. Each female builds her nest by digging a long narrow burrow in the ground, usually in small patches of exposed soil. She then collects only willow pollen, and, after mixing it with a bit of nectar, brings it back to her nest. She places a ball of pollen alongside an egg in each cell within her tunnel, providing her growing offspring with

plenty to eat. The egg hatches in its own time; the larva feeds on the store of pollen, then transforms into a pupa, and emerges the following spring around the time that pussy willow blooms.

Meanwhile, males of *A. erythrogaster* may be found patrolling willow flowers, sipping nectar and waiting to find, and mate with foraging females.

Willows are also the host plant for the caterpillars of several moths (such as Polyphemus moth, Cecropia silkworm, Io moth) and butterflies (Red-spotted purple, Eastern tiger swallowtail, Viceroy). As adults, these moths and butterflies lay eggs on the leaves of willows. When the eggs hatch, the emerging caterpillars feed off the willow leaves, eating until they are large enough to form a cocoon (in the case of moths) or a chrysalis (in the case of butterflies). If the caterpillars of butterflies survive to metamorphose into adults, they will go on to become pollinators of a variety of summer and fall blooming plants. The moths in the giant silk moth family (Saturniidae), like Polyphemus and Cecropia moths, have reduced mouthparts as adults and do not eat; consequently they only live long enough to mate and lay eggs.

As the silky catkins of willows transform into small modest flowers in spring, watch for the first pollinators that also herald the arrival of the growing season. ♀

LEARNING TO GROW LUPINES

By Barb Bray

Every parent and teacher hopes to encourage independent learning in children. We read books like *Thomas the Tank Engine* to inspire our kids to persevere when the road gets tough. Our bookshelves are filled with positive ideas like never giving up or keep trying until you succeed. Parents, of course, are the very first “teachers” that children encounter in their lives. They look up to us. So when we want to instill values like patience and hard work, the finest lesson we can offer our children is through example. Let me elaborate.

I was living in southeastern Washington at the time. Alongside our driveway grew one kind of flower. Every summer they grew 2-3 feet tall with light pink or dark pink blossoms. I was told by the former owner that they were lupines. Not natives, but still beautiful. When we moved to Michigan in 2001, I discovered that one of the native plants here was known as Wild Lupine (*Lupinus perennis*). Growing about 1-2 feet high, this lupine has showy blue flowers on upright stems. The leaves are blue-green in color and arranged palmately, like spokes on a wheel. It is also the host plant for the endangered Karner blue butterfly. I love butterflies, and flowers, and lupines specifically, so I knew I had to grow this plant.

I started planting natives in my garden that first summer, but it wasn't until 2004 that I bought my first lupine seedlings. It was truly exciting. I planted the three seedlings along with other natives I had purchased. The soil in my yard is well-drained and sandy. The garden where I placed the lupine is sunny. I assumed that the lupine would succeed just like the other natives I had planted. I was wrong. By the next year, all three lupines were dead—and gone. My next attempt was in 2006. This time I planted one lupine in a nearby garden. I thought maybe it didn't like the competition with the other plants. I cared for it like usual. This lupine died too. In 2007, I spoke to a knowledgeable friend who suggested that my baby lupine perhaps needed a “spoonful” of soil from a spot with established lupines. Lupines, I learned, have nodes on their roots with nitrogen-fixing bacteria that help them survive in low nutrient soils—just like my sand! Excitedly, I went to

a native plant sale and purchased 5 lupine seedlings. I was confident that I could grow lupines. With my special spoonful of soil mixed into my planting area, I dug the new lupine seedlings into the ground. Was I successful? No.

At this point, other gardeners might have given up, but I was determined more than ever to succeed. Just like Thomas, the tank engine, I kept saying to myself, “I think I can; I think I can!” In 2008, I planted 3 more lupine seedlings. This time I observed them more closely than I had in previous years. During the summer I noticed that the leaves were curling up—perhaps a sign of water distress? By the time I noticed this problem it was late summer and the lupine died. In 2009, I spoke with a native plant nursery professional about my problem with lupines. She indicated that lupines do not like having their roots disturbed at all. She suggested planting the seedling in its paper tube container straight into the ground. That year I purchased 3 more seedlings, removed plastic from the paper tube, and planted the entire thing in ground. Also, I changed my watering regimen. Instead of watering normally like I would for other native plants, I

turned into a crazed watering maniac. I watched the lupine with my eagle eye for any signs of leaves curling up. I also added a very light layer of mulch around the seedlings to help hold moisture. Over the hot summer, I watered those lupines almost every day!

In the spring of 2010, I was anxious to discover whether my new strategy of lupine care would work. Imagine my joy, when one day I saw my 3 seedlings of lupine sprouting! I did it! After many failures at growing this plant, I finally figured how to help it survive. I was sure I could grow lupine successfully and of course, to prove that to myself, I bought 10 lupine seedlings. One of seedlings was from the previous year and was in bloom. The roots were tangled up with another lupine seedling. My nursery friend wondered if the tangled roots might be helpful too. My next planting was an experiment. I decided to plant the lupines in close groupings of 3-4 plants.

Now a new problem arose—deer. Overnight a very hungry deer pulled up 3 of my seedlings after munching on the leaves. I ended up building small chicken wire cages to protect them.

All summer long I followed the same watering regimen, plus I still watered the plants from 2009. By July it was hot and dry with temperatures in the 90s. The leaves on my lupines were curling up like little upside down umbrellas. I feared for their survival, but kept watering. In September, when I thought all was lost, I noticed that several of the lupine had sprouted 1-2 tiny leaves. Maybe they were O.K.

In May 2011, my lupines bloomed. All three plants from 2009 and the large flowering plant from 2010 sent up wonderful stalks of pea-like blue flowers. After the blooms, the plants formed fuzzy seedpods. By July they had dried and twisted open, scattering a few seeds.

When I invited my daughter to come outside to see the lupine in bloom, she told me that they weren't very tall. I told her it took me 9 years to figure out how to grow this wildflower. She asked me why I would want to grow something so difficult. I told her that it was because I knew I could! I knew I could! 🌱



The native Lupine (*Lupinus perennis*), once established, proliferates readily in sandy soil. It is known to be the only food of the caterpillars of the Karner blue butterfly, which once was common in the eastern U.S.

What's Growing In Your Roadside

By Peggy Timmerman



If you live in a rural area, chances are you own some road frontage. Most people give their frontage little thought because it is managed by the county or the state in order to preserve the integrity of the road shoulder and maintain sight lines and drainage features. In fact, most road frontage would be considered "wasteland" by many people. Neglected roadsides do indeed become biological wastelands in southwest Wisconsin, quickly overrun by aggressive invasive species like thistles and wild parsnip that do not support our native insects, birds, amphibians, reptiles or mammals. These neglected roadways become a vector for invasive species to spread into agricultural lands, and recreational and natural areas.

Federal and state transportation agencies manage almost 17 million acres of land in the continental United States. This is an area larger than the size of West Virginia, an awful lot of land to waste. Some transportation agencies are recognizing that managing their roadways for native plant species, particularly prairie plants, can provide many benefits.

These include:

- 1) Lower maintenance costs for mowing and less herbicide use;
- 2) Native plants are adapted to local conditions and can resist heat and drought;
- 3) They help prevent soil erosion and sedimentation of waterways;
- 4) Their long roots help aerate the soil and increase absorption of runoff from the roadways;
- 5) They act as a living snow fence to reduce snow drifts and winter glare;
- 6) They can out compete noxious weeds (if properly established and maintained);
- 7) They are less likely to invade neighboring fields than many non-natives;
- 8) They provide habitat and food for wildlife;
- 9) They offer educational opportunities and preserve our natural heritage;
- 10) They provide an eye-pleasing and varied driving experience, which can reduce driver fatigue.

Iowa, the state that has lost the largest percent of its prairie heritage, is an example of a state that has pioneered the use of what is called Integrated Roadside Vegetation Management (IVRM). In 1988, the Living Roadway Trust Fund (LRTF) was established, funded by a small percentage of both road use taxes and DNR fees. This fund provides for "preservation, establishment and maintenance of native vegetation" along Iowa roadways. Iowa now has 49,180 acres of roadway that have been "revegetated or enhanced" with native grasses and wildflowers, and this increases by 400 acres per year. The goal of this approach is to encourage "stable, self-sustaining vegetation with limited use of mowing or pesticides."

Roadsides offer valuable habitat because they are protected from development. In addition, they form linear corridors that link larger blocks of habitat, creating movement and migration routes for insects, birds and animals. Providing diverse habitat along roads also increases the number of pollinating insects by offering them both food and nesting sites, since the ground is relatively undisturbed. (Many insects, including 70% of bee species, nest underground.) This is especially important in rural areas where roads are often bordered by agricultural fields, which depend on pollinators for their productivity.

What's growing on your roadside? ♻️

Japanese Barberry (*Berberis thunbergii*) and Ticks

By Victoria Ligenza, From the newsletter of the Wild Ones Lexington Chapter

New research has shown that one invasive species, Japanese barberry, is affecting the natural environment in ways that can have an impact on human health. Introduced to the United States in 1875, it wasn't considered a problem until the 1980s, when it began to spread and take the place of native plants.

Current research at the University of Connecticut Forest has resulted in some interesting findings. They have discovered that barberry has a negative impact on the forest ecosystem in unexpected ways. Barberry provides the perfect humid environment for the ticks that carry Lyme disease and other tick-borne diseases. The results showed that unsensed, invaded forest areas had 120 infected ticks per acre; areas such as garden-contained plantings had 40 infected ticks per acre; and areas where there were no barberries had 10 infected ticks per acre.

The barberry also provides a favorable environment for mice which act as vectors to spread the immature nymph stage of the tick. It is estimated that the nymphs are responsible for 90 per cent of the transmission to humans. The tick population is growing in most states and could be a related to climate change or the invasive species. Also natural predators that might eat the tick, such as ground dwelling birds are no longer as numerous due to loss of habitat and, possibly, from being objects of prey for house cats. ♻️

Native Plants That Like The Wet Places in Your Yard

By Rick Meader

In a garden, all the seasons are interconnected, with one flowing into the next.

In southern Michigan, in spring, when puddles remain after the snow-melt and plants are beginning to stir, and in early summer after heavy rains, are great times for revealing what you may have forgotten since the last growing season. Namely, the spots in your yard that are often, or usually, wet. Many

people curse them as “difficult places to mow” or “places only the dog/ducks loves”. If you are one of those folks, you’re selling your yard short. Those low areas can become some of the showiest spots you have, if you will give up on trying to mow them and instead plant things that actually like moister conditions. Many attractive native plants are extremely well-suited to sites with a good deal of moisture. So, as we look toward planting things, let’s think more broadly about our yards. Find where we might make some changes that will beautify them and save ourselves some work in the long run.

First, you need to take stock of the “moisture-enhanced” spots in your yard. Are they large or small? Are they mostly contiguous or are they islands unto themselves? How long do they stay wet - are they pretty much always wet, or do they just stay wet an annoy-



Swamp Milkweed (*Asclepias incarnata*)

ingly long time but dry out after a week or so without rain? Are they sunny spots or shady spots? These factors will all play a role in what you may be able



Golden ragwort (*Senecio aureus*)

to grow in them. (I’m assuming that you don’t want to bring in earth-movers to recontour your land in this exercise).

Once you’ve done this inventory, you want to start thinking about how your yard could look, instead of how it does look. For example, if your damp spot is roughly in the center of your yard, gets a lot of sun and is about 10 feet in diameter, you could very easily have a colorful garden that

supports a half-dozen or more wildflowers that bloom in sequence through the growing season. Consider this succession: yellow in the spring (Golden ragwort – *Senecio aureus*); pink (swamp milkweed – *Asclepias incarnata* and/or marsh blazingstar – *Liatris spicata*), and white in the summer (mountain mint - *Pycnanthemum virginianum*); with yellow (Ohio golden-

Many attractive native plants are extremely well-suited to sites with a good deal of moisture.

rod – *Solidago ohioensis*) or white (Flat-topped aster - *Aster umbellatum*), in the fall. You could put these in patches of 5 or 6 plants, or spread them around relatively randomly. Whatever you do, don’t plant just one of a species. Not only does it look a little silly but you’re not allowing easy cross-pollination. Instead of having a self-reproducing perennial stand, you can be sure the single plant will soon disappear. In any case, these plants range in height from one to four feet, so they won’t be overpowering, but will attract your eyes, and many butterflies to the formerly uninteresting spot in your yard. The greater in number, or bigger these spots are, the more color in the forms of flowers and flying insects you will add to your yard. Meanwhile, you’ll also be alleviating the stress of getting your mower stuck in your yard.

If your spot doesn’t get a lot of sun, ferns or showy sedges might be in order. Most ferns don’t like sun, but they do like moisture, so a damp spot

could be just the thing for them.

Among the locally commercially available ferns are maidenhair fern (*Adiantum pedatum*), lady fern (*Athyrium filix-femina*), bulblet fern (*Cystopteris bulbifera*), royal fern (*Osmunda regalis*), ostrich fern (*Matteuccia struthiopteris*) and marginal wood fern (*Dryopteris marginalis*). Most of these range in height between one and three feet, but the Royal fern can reach five feet. Also, some, like the ostrich fern, can spread vigorously, so do some research before selecting any. Sedges like Gray’s sedge (*Carex grayii*), fringed sedge (*Carex crinita*) and hop Sedge (*Carex lupulina*) have interesting foliage and seed heads to add some variety to the appearance of your clammy spot, in addition to the rich green cover they provide.

Most flowering plants like at least some sun. So if your wet spot gets only partial shade, cardinal flower (*Lobelia cardinalis*), blue lobelia (*Lobelia siphilitica*), woodland phlox (*Phlox divaricata*), Virginia waterleaf (*Hydrophyllum virginianum*), turtlehead (*Chelone glabra*), Joe-pye weed (*Eupatorium maculatum*) or boneset (*Eupatorium perfoliatum*) can brighten it up.

If you have a lot of wet area, you may be able to have both a sunnier area and a shadier area, providing conditions for all of the plants mentioned above.

As you can see, you have many options when you have a chronically over-watered area in your lawn, beyond simply cursing it.



Turtlehead (*Chelone glabra*)

You can make it a colorful haven for your eyes, butterflies, bees and maybe even a hummingbird or songbird feeding on the plants’ leaves, nectar or seeds. And, you don’t have to water the area to get these effects. Just choose the right native plants,

prep the area correctly (you might want to smother the grass with newspaper and mulch to kill off the lawn grasses you’re trying to replace), and prepare for a growing season of color and satisfaction in your quagmire. ☺

2011 Seeds for Education - Part 1

By Mark Charles

Student Projects Blossom with Help from Wild Ones' Seeds for Education Grants

In our outreach to young people, Wild Ones members support youth projects across the US. Dozens of school groups, scout and 4-H units and other youth programs create butterfly gardens, prairie, woodland and wetland habitats, and similar projects that include establishing native plants and seeds. For more than 15 years, Wild Ones members have awarded small financial grants to projects. The awards give a great morale boost to the children and adults working on a project. Equally important, these awards give the projects legitimacy in their communities.

The inventiveness and creativity of our young people is a great resource. Watch for the next issue, for more project summaries.

Thank you for supporting young people and their teachers in learning and using native plants.

SFE Nursery Partners play an essential role in supporting students, teachers, and projects. Besides providing high-quality native seeds and plants, they help projects stretch their funds by offering discounted prices. Perhaps most important, the men and women who operate these nurseries provide advice about species selection, site preparation, and local growing conditions. This can be essential to project success. Thank you! 🌱

2012 Seeds for Education Grant Recipients

Field Ecology Course, Twin Cities, MN

Students from the Field Ecology course at American Foreign Service Association (AFSA) High School will create a northern long grass warm season prairie. They hope to attract and monitor native pollinators.

Environmental Science Class, Fisher, IL

High school students from the Environmental Science class will also create a prairie. They want their fellow students to realize how important all parts of the environment are.

Washington Middle School, Calumet, MI

In Michigan's upper peninsula, students at Washington Middle School in Calumet will restore native plants at a nearby beach on Lake Superior.

Krause Later Elementary School, Armada, MI

In the southern Michigan community of Armada, students from Krause Later Elementary School will plant a courtyard with native wildflowers.

University Laboratory School, Baton Rouge LO

In Baton Rouge, Louisiana, students from the University Laboratory School are building a native plant rain garden to expand an existing wetlands area,

Williams School, Austin, TX

Williams School in Austin, Texas, has a multi-faceted gardening project in a low-income area. They are planting native wildflowers to attract and sustain pollinators, benefiting food production and the environment.

Riverworks, Jacksonville, NC

Riverworks at Sturgeon City is a water quality project in Jacksonville, NC. Youth are planting natives to demonstrate how deep roots increase infiltration and reduce erosion.

Four Winds of Indian Education, Chico, CA

At the Four Winds of Indian Education, young people are using native plants both to learn traditional uses, and to improve the sustainability of their school grounds. Their site in Chico, CA, is working to reduce irrigation.

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Why genetic diversity is important: A modern day reason

By Maryann Whitman

Majestic American elms (*Ulmus americana*) were among the most popular street trees in eastern North America until 95% of them were wiped out by Dutch elm disease. The imported fungal infection interferes with water transport and stops nutrients from circulating in the tree.

Plant scientists have found that one in 100,000 elms may be naturally resistant to the pathogen. It has in its DNA the recipe for a protein that helps make it resistant to the fungus. By cloning the resistant trees (test-tube reproduction of identical DNA), growing the cloned trees to reproductive age, then cross pollinating them, American elm trees that are resistant to Dutch elm disease will be created. This final product will have genetic diversity. This could mean that, although a large percentage of these new trees may be resistant, some non-resistant ones may also appear. But the overall population of American elms will continue to increase.

Without genetic diversity, all the elm trees would have been identical. They would have been infected and all would have died, with no chance of any being saved through cloning. 🌱



Keep in mind that my native-plant landscape was not, nor had it ever been, a point of contention. In fact, none of my newfound adversaries even knew what property I owned. After this utterly bewildering altercation, I suffered weeks of insomnia and digestive distress the likes of which I've never experienced before, perceiving the whims of a few small-town tyrants as a potential threat to the decades-old, naturalized landscape of our former home (we have rented out the property since 2002). Frustrated by their ignorance and impertinence, I clawed at my mind for some way to shine a light on their boorish behavior and pre-empt the ratification of any irrational dictates. I also dreamed of finally expressing the value of science-based landscaping in an unfettered public forum.

For about a month, I was consumed with the task of turning my thoughts into a documentary. A lifetime in publishing made the flow of words and images conceivable, however, formulating the counter-arguments to both the remembered and imagined brutish voices in my head proved emotionally wrenching. A forced introduction to audio recording technology added to the challenge.

After uploading the files to YouTube, I sent emails to village officials and the village attorney, telling them of my unpleasant meeting experience; my resolve to litigate, if necessary, to defend our landscape; and referring them to the video. In what way my message has contributed, or will contribute, to the status of village policy, I can't say. It's been about a year, and I've heard nary a murmur. It may well be that the Planning Commission just gave up even bothering with the subject, which was my number one recommendation to them.

You are welcome to air my videos in public forums and embed them in websites. For off-line use, it's possible to download YouTube videos using various software programs or browser plugins. Sadly, YouTube no longer offers an automatic "enable download" feature, or I would activate that convenience for you.

I like to believe that the accessibility and content of this presentation will have value for those writing ordinances and those playing Clarence Darrow in their neighborhood's courtroom of public opinion.

Joy's videos can be seen at:
youtube.com/user/quarryjoy/featured

* * *

Joy also maintains a blog at:
homemadewilderness.com where she posts and organizes others' videos about ecological landscaping and organic gardening as they are published. ♻️

City-Living-Blues go Green

By Fred Kaluza

Back in the 1950's, because of the automobile, events unfolded in a big way, economically, for the Detroit, Michigan area. The former village of Warren incorporated as a regular "city" and that brought major changes to the landscape.

With the influx of money from the post-war boom came increases in the standard of living for many people in the area. People began spending more time indoors, which led to a decline in their interest in the out-of-doors. More and more food was coming from farther away, as local farms became subdivisions, and the "in" thing was to mimic British aristocracy with "lawns".

Lately things have not gone so well for American cities raised on industrialization, and people are aging and reflecting on their lives, remembering what brought them happiness when they were younger. In short, residents here are rediscovering the out-of-doors and there is now an interest in restoration and the reintroduction of native plants and all they represent.

As I reviewed the city "vegetation ordinances" I realized there was no way a tree could sprout from seed without going through a height phase that required its removal. And, common Milkweed was officially "banned" from existence. How could anyone even make a butterfly garden without running afoul of the law?

In November of 2011, I came across Joy Buslaff's three-part video series titled "Pride-Science-Law" and it was a revelation! Suddenly I was no longer alone. It seemed other people like me had encountered the same irrational legislation and were doing something about it. Joy covers all the salient points in remarkable fashion and I've since actually met with my city council members to discuss it. Just yesterday, the city attorney has begun reviewing changes to allow Common Milkweed back in the city where it's been banned since the existing ordinance was crafted in 1967.

It's a small start but we hope it leads to bigger things.

This progress would not be possible if it weren't for the efforts of folks like Joy Buslaff and the backing of Wild Ones members everywhere. Keep up the good work people.

Sincere thanks from Warren MI.



WILD CENTER UPDATE: Turtle Habitat Installed

Last fall, in spite of all the late rains, volunteers at the WILD Center got the short grass prairie pollinator garden planted with over 6,000 plugs. The turtle nesting area got another 1500 plugs. Thank you to everyone who contributed toward these two developments.

One of the volunteers asked how we knew the turtles would know about the new nesting site. This is



The center lies in the north-south migratory birds flyway. Many summer there.

what Wisconsin DNR Wildlife Biologist Dick Nikolai had to say by way of answers and advice: "Generally speaking if you build it, they will come. Also the baby turtles, and now moms, have a greater tendency to return to their natal site or area where they hatched.

What I would suggest is to plan for another area if possible. It is far better to have many sites as predation lessens with time and space. An area to the north of the house would be a good spot. The area within the prairie probably will be used as well since it is sandy. As with any new development, document any nesting in 2012. Documentation of what species use the site, numbers of eggs (if possible without disturbance), as well as species

survival to hatching are important. Time will tell us more. Good luck and enjoy this exciting project."

Why is it important that we establish a turtle nesting area at the WILD Center?

Overall numbers of turtles are declining because of the loss of nesting and hatchling habitat and, of course, predation on hatchlings by both wildlife and humans. This habitat loss has been caused by wetland draining, urban development and agricultural usage. The spread of invasive plant species such as reed canary grass, purple loosestrife and phragmites, along with fewer uncontrolled floods and fires have also reduced the quality and quantity of turtle habitat.

It is important that we re-establish a nesting area at the WILD Center because our site includes the last remaining working marsh on the Fox River waterway which is part of the Great Lakes watershed. It is important that we maintain the circle of life in this marsh, and showcase the successful biodiversity goals of our Wild Ones mission. We teach by example.



Painted turtle hatchlings get a lift to the water.



What does the nesting area consist of?

A mixture of half pea gravel and half sand was used to provide for drainage and to keep the soil loose creating an appropriate habitat for turtle nesting. This is also a soil mixture that will be more appropriate for the new short-grass-prairie plant-plugs that were planted in this area. The dry prairie plants, which grow in clumps, present less competition than the wet-mesic prairie plants we have farther uphill in our oak savanna. The turtles can dig their nests in the openings between the plants. Further, the plants are staggered in order to create openings and pathways for the turtles. If the plants were in neat rows, the predators could easily figure out where to look for the nests. The staggering not only provides deception but will hold more of the soil, preventing erosion.

Where is the turtle nesting area located?

The nesting area is at the southeast end of the oak savanna site, in an open area which slopes down to



Most of the workload at the WILD Center has been accomplished by volunteers from surrounding Wild Ones Chapters, local Master Gardeners, and even non-members from the community at large.

ward the shoreline and overlooks Little Lake Butte des Morts. Most turtle nesting areas are near streams or lakes where there is a south-facing slope, typically in areas that have been disturbed in such a way as to keep the habitat open – perfect for laying eggs. Heat from the sun can be a factor for eggs hatching, so habitat shaded by nearby structures typically won't be successful.

In considering our selection of plants we kept in mind that rocks and sand absorb solar radiation but also provide a quick cooling off effect. This type of setting tends to limit the type of perennials that might establish in the area. This effect also keeps the area open, for turtle access.

What is the best environment for turtle nesting?

Moisture is important for the eggs so they don't dry out. But, the site must provide for proper drainage. Wild Ones member Tracey Koenig, Executive Director of Heckrodt Wetland Reserve which is near the High Cliff area of Lake Winnebago which is part of the Niagara Escarpment,

tells us that "the sand should be placed a good ways upland from the wetland. The females will travel a long way to get to suitable sites that they sense are protected from flooding. Since you have a good handle on where they are crossing, putting the nesting area in their path would be best. The sand should be fairly deep since the turtles will dig up to 3 or 4 feet to lay their eggs or you can also put a shallower layer of sand over a soil base that isn't too compacted." Turtles will often lay more than one layer of eggs, in an effort to distract predators from complete annihilation of the would-be hatchlings.

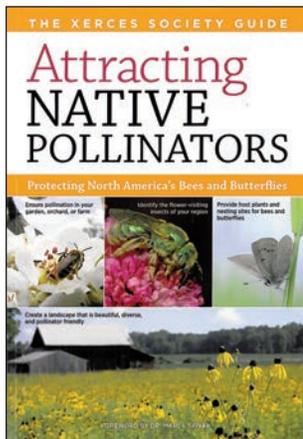
What turtles have we observed?

So far painted and snapping turtles, although we hope to attract the Blanding's turtles back to the area. Last fall we helped a group of snapper hatchlings get to the marsh, and this spring we

assisted a group of painted turtles. Surprised to see them so early in the spring, we have learned that the young, which hatch in late summer, commonly hibernate inside the natal nest. The eggs that have not been eaten hatch in the late fall and the baby turtles make their way to water. Some hatchlings may, however, over-winter in the ground. The babies that over-winter can withstand temperatures as low as twenty-five degrees. At these temperatures, the hatchlings' blood and other fluids may freeze, but their cell walls don't rupture, because they contain a natural "anti-freeze" substance. This natural anti-freeze is available because the baby turtles produce significantly higher levels of glucose in the blood when they are wintering over in this way. The adult turtles lose some of this ability to produce the natural anti-freeze, but their bodies still tolerate freezing temperatures while they over-winter in mud, debris, or muskrat holes at the bottoms of lakes and rivers. 🐢



Snapping turtle hatchlings also get a hand.



BOOK REVIEW

Attracting Native Pollinators

By Janet Allen

Attracting Native Pollinators: Protecting North America's Bees and Butterflies is a project of The Xerces Society. This comprehensive, practical guide to protecting our native pollinators is scientifically sound, and very user-friendly.

A few years ago, Colony Collapse Disorder (CCD), the mysterious disappearance of honey bees from their hives, sparked a heightened awareness of pollinators,

along with renewed appreciation for the work they do.

Though not receiving as much publicity as CCD, a parallel crisis has been occurring with native pollinators. (Honey bees are not native to this continent.) For example, populations of several bumble bee species have declined sharply. This is alarming not just because native pollinators are very efficient and effective pollinators of our food crops—some more so than honey bees—but also because they pollinate about 75 percent of the world's flowering plants, which, of course, includes food plants.

We can make a real difference right in our yards and public spaces by protecting native pollinators. Attracting Native Pollinators explains how.

Parts One and Two consist of 15 chapters on the topics of pollination, pollinators, the challenges they face, and how to take action. Parts Three and Four are guides to identification and understanding of bees, and to creating pollinator-friendly landscapes.

Don't skip the colored out-take boxes- they are packed with information.

Part 1: Pollinators and Pollination

Part 1 tackles the most important question first: Why Care About Pollinators? Most people understand that many food crops require pollination, but it may be a fairly abstract notion, a vague vision of bees buzzing around a farmer's field. We may be less aware of how essential pollination is for maintaining healthy ecosystems and natural areas.

The second chapter, The Biology of Pollination, describes how pollination occurs, and the next chapter, Meet the Pollinators, describes the life cycle of bees, wasps, butterflies and moths, flies, and beetles and explains how they function as pollinators.

The final chapter in Part 1 discusses the many Threats to Pollinators, which include habitat loss, alien species, diseases, climate change, pesticides, and genetically modified crops.

Part 2: Taking Action

This is the heart of the book and by far the largest section. It starts by noting the features of a pollinator habitat. Wild Ones won't be surprised to see that the first required feature of a successful pollinator habitat is that it have "a diversity of plants, preferably native."

Chapters on Providing Foraging Habitat, Reducing Impact of Land Management Practices on Pollinators (such as the use of pesticides), providing Nesting and Egg-Laying Sites for Pollinators, and providing Pupation and Overwintering Sites describe in detail these other important features of pollinator habitats.

The book is a helpful guide for many people and organizations in many situations. Of course, the basic principles are the same for every type of landscape, but it addresses issues specific to particular landscapes with separate chapters on: Home, School, and Community Gardens, Pollinator Conservation on Farms, Pollinator Conservation in Natural Areas, Urban Green-

spaces, Parks, and Golf Courses, Special Considerations for Other Landscapes

Part 2 concludes with a Grassroots Action chapter with conservation recommendations and ideas for promoting legislation that could implement them.

Part 3: Bees of North America

Wild Ones members' yards are filled with native plants, so many of us are probably already enjoying the pleasant buzzing of pollinators. But do you know much about who is buzzing?

The three sections of Part 3 won't make you an entomologist, but you will become more bee-literate. It provides an overview of the diversity and taxonomy of bees; it shows you how to distinguish bees from flies, wasps, and other insects; and it provides an identification guide that profiles each type of bee.

This identification guide has one-page summaries of each genus. It won't enable you to identify a particular species out of the many thousands in North America, but it will help you recognize the basic differences between, for example, miner bees and mason bees. Besides identification tips, it has a life-size silhouette of the insect and a pronunciation guide for the genus name. It provides information about the foraging habits and nesting preferences of each type of bee, as well as conservation concerns. Finally, an intriguing "Did You Know?" fact appears at the end of each identification page.

Part 4: Creating a Pollinator-Friendly Landscape

The first three parts of the book provide information and inspiration for helping native pollinators, but you may need a more concrete vision of what your pollinator habitat might look like. That is what Part 4 provides.

Though not intended as a prescriptive landscape design, the Sample Gardens section offers beautiful illustrations of what each kind of planting—roadside plantings, residential gardens, farm meadows and so forth—might look like. Each illustration is paired with a diagram indicating the types of plants used in the example. Following these examples are Regional Plant Lists for Native Pollinator Gardens.

Just as Part 3 profiled bees, Part 4 profiles some pollen and nectar plants, native trees and shrubs, and garden plants. Rounding out the resources in this section is a quite comprehensive list of Host Plants for Butterflies.

Looking at all the topics covered in this book, you might wonder how well any one topic might be covered. However, this is a hefty book—over 350 pages—and it covers each topic very well. An Appendix includes Ideas for Educators and Parents, a Glossary, and lists books, websites, and organizations as additional resources.

Abundant, beautifully drawn graphics throughout Attracting Native Pollinators clearly illustrates concepts that cannot be conveyed with photographs. High-quality photographs on almost every page further illuminate the topics. Sidebars provide supporting, easy-to-access information, and at the beginning of each chapter a sidebar summarizes the big ideas in that chapter with three or four bullet points. It's an impressively well-designed guidebook!

As Dr. Marla Spivak, Professor of Apiculture and Social Insects at the University of Minnesota as well as a 2010 MacArthur Fellow, says in the book's Foreword:

"This book is much more than a resource on how to improve habitat for native pollinators. It is a step-by-step guide for changing our stewardship of the earth; it is a tangible way for people of all ages to make a difference. For many of our Earth's current environmental ills, you will be part of the solution." 🐝

Chapter Notes

from Secretary Steve Windsor

Green Flicks: Different films are appearing as chapter presentations including: "A Chemical Reaction" (at Door County and N. Oakland chapters), "Queen of the Sun" (bees, Flint attending), "End of the Line" (oceans, Gr. Cincinnati), "Truck Farm" (Gr. Cincinnati), and of course "Greenfire" (several chapters).

Here is information on the films:

1. *Queen of the Sun*,
www.queenofthesun.com/store/host-a-screening/
2. *Truck Farm*, www.truck-farm.com, wdscreenings@gmail.com
3. *End of the Line*, www.bullfrogfilms.com/catalog/eol.html
4. *A Chemical Reaction*, www.safelawns.org/chemical-reaction/
Special price for groups of 20 or less.
5. *Greenfire*, www.aldoleopold.org/greenfire/screening.shtml

If you are planning to show any of these videos, please make certain you are complying with any and all copyright requirements relative to the films. Videos may say "Unauthorized public performance, broadcasting or copying is a violation of federal law." Chapters should be able to use videos in their meetings because we are an educational organization and we are using the video for education. However, if chapters charge admission or gain revenue from the showing, it would be a violation of copyright law. In all cases, it is best to ask for permission to use videos for public performance right away.

Show Me Help Me

This is also the time of year when chapters are planning for their annual Show Me Help Me Programs. If you'd like to "show" your yard to either get some helpful advice from other members or to offer helpful ideas to other members just getting started, don't hesitate to offer your personal landscaping as a destination for one of these events. Contact your local chapter program chair or president. Networking and sharing information with other native landscaping enthusiasts is the best way to support our mission and to create more harmony with nature. To find out more about Show Me Help Me, go to <http://www.wildones.org/download/guidebook/0040Reference/0041ShowMeHelpMeDayGuidelines.pdf>.

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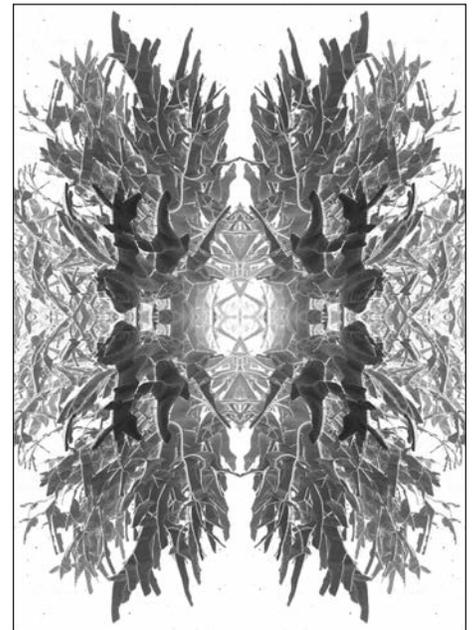
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Milwaukee Southwest-Wehr Chapter #23
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Sue Templeman boosue@frontiernet.net

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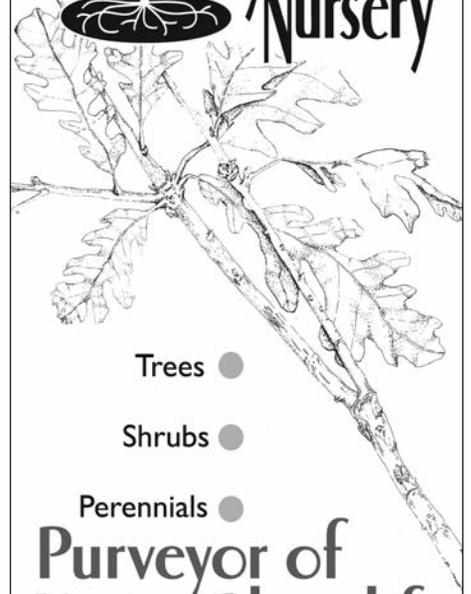
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☞ **July 27 – 29th**—Midwest Native Plant Conference will be held at the Bergamo Center in Dayton, Ohio. A variety of recognized experts will present informational sessions and field trips to explore native landscaping, forests, wetlands, and prairies—together with the diverse wildlife that depends on these native habitats. Co-sponsored by Greater Cincinnati Chapter Wild Ones. Look at www.midwestnativeplants.org for more information.

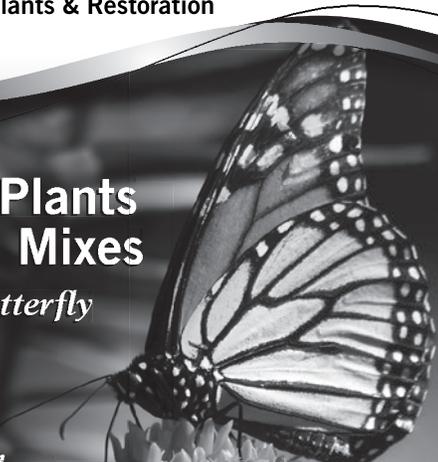
☞ **August 31st**—Submit your photos for the 2012 Wild Ones Photo Contest by August 31st. Photos will be judged by a professional photographer and Wild Ones Members will vote for the People's Choice Award. Please check the website for updated procedures and guidelines at www.wildones.org/members/photos.

☞ **October 15th**—2013 Seeds for Education Grant Program applications are due by midnight on October 15th. Check out the website at www.wildone.org for more information.



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