



Erythronium

The Newsletter of the Iowa Native Plant Society

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Report from INPS Grant Recipient for 2007: Comparing and contrasting different planting techniques in Iowa's reconstructed prairies

One of the biggest challenges in prairie reconstruction is creating a setting for all of the species in planted mixes to become established. Different methods are being used throughout Iowa to increase recruitment from the seed mix, through a combination of planting and post-planting techniques. However, we have few empirical studies documenting how different seeding techniques influence planting success. Seeding techniques differ in how seeds are placed on the ground surface and to what extent they are buried after planting. For example, in drilled plantings seeds are planted in rows, while in broadcast plantings they are dispersed randomly across the ground surface. These differences in seed arrangement at planting may affect competition among seedlings and may ultimately affect restoration success.

This past summer I sampled paired drilled and broadcast plantings at Story County's Peterson Park, Iowa Lakeside Laboratory, and Neal Smith National Wildlife Refuge to address the question,

"do drilled and broadcast plantings differ in diversity and in how plants establish in space?" I found that seed drilling and broadcast seeding produce plantings with similar diversity. However, native warm-season grasses occupied a greater proportion of the ground surface and were more dispersed in 1 m² quadrats in drilled plantings. Future work needs to assess if present differences in the way native warm season grasses occupy the plantings will cause these communities to diverge.

I will be continuing this work this summer with a greenhouse study to assess if differences in seeding depth and the ways seeds are distributed at planting affect competition among seedlings. This experiment will be helpful for understanding the mechanisms that may lead to increased dispersion of native warm season grasses in drilled plantings.

This work was supported in part by the Iowa Native Plant Society, the Iowa Prairie Network, and the Iowa DOT Living Roadway Trust Fund. Please direct any questions to kyurkonis@iastate.edu.

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Leaves from the President's Notebook

Place Settings

At the end of February I co-lead six students to the Everglades during Briar Cliff's term break. Based the number of miles covered, this was my most ambitious student trip. Fortuitously, things went as planned. We were guests of friends in Ft. Myers and our South Florida itinerary included the south shore of Lake Okeechobee and a portion of the Everglades Agricultural Area, Audubon's Corkscrew Sanctuary, Ding Darling National Wildlife Refuge, the Big Cypress Swamp, and Everglades National Park. We even camped in the park for two nights at Flamingo. Afterwards we spent the morning at Fairchild Tropical Botanical Garden followed by an airboat tour that afternoon.

As with any trip of this nature, the students (primarily because they got along with each other) contributed to its success. Our post-trip survey showed that beaches and the air boat tour scored high. I was, however, very surprised that Fairchild was also a hit. (I am well aware that for most students, plants generally are not considered very exciting.) On the other hand, exclusively natural settings did not rate as high. Some students mentioned that we were merely seeing the "same stuff" in different locations. (I remain hopeful that had more pre-trip time been devoted to background reading, appreciation levels would have been much higher.) For some, the trip ended as soon as we returned to Ft. Myers. Just as I've observed after week-long trips to the Black Hills, as soon as you point the van toward Sioux City, you can't get there soon enough.

The success of place-based education may rest as much on the perception of a place as well as the place itself. Anticipation of the Everglades promises the exotic. Once the exotic becomes mundane (such as observing alligators everywhere), the place may no longer live up to its expectations. Concomitantly, fluency with one's own place assists in the appreciation and understanding of another. Ultimately, it might be a matter of maturity (and I doubt students like being reminded of such), as well as experience, to find enjoyment merely by being in a place such as Everglades National Park. In any case, I'm sure that personal exposure to the greater Everglades ecosystem afforded a better understanding of it beyond that from one lecture in my Ecology class.

Brian T. Hazlett

The Iowa Native Plant Society's 2008 Field Trips

Compiled by Mark J. Leoschke

Thanks to all our field trip leaders! All field trips are scheduled for Saturdays and begin at 10 a.m. unless otherwise noted. They take place rain or shine, so come prepared for the weather. The terrain varies from site to site, so wear appropriate footwear. Bring a lunch and something to drink.

The Iowa Department of Transportation's state highway maps are available at DOT rest stops and welcome centers. Small blue dots on the map with names in blue letters are public areas. Some of these blue dots represent state preserves such as Hayden Prairie State Preserve in Howard County.

The Iowa Sportman's Atlas has county maps with wildlife management areas, state and county parks, state preserves, national wildlife refuges, etc. owned by public and some private conservation organizations. Its current edition (2006) has 911 street names for most, if not all, counties. Street names make it much easier to locate a favorite natural area or find a new one. If you are interested in purchasing a copy of the atlas, check with your local bookstore; sporting goods store; call 1-800-568-8334 or www.sportsmanatlas.com. The price is \$21.95.

August 30th Worth County (north-central Iowa)

Willow Creek Wildlife Area is owned and managed by the Worth County Conservation Board. It has a complex of sedge meadow and fen just west of Willow Creek. Among the interesting species that should be in bloom will be fen thistle (*Cirsium muticum*). Our field trip leader will be Mark J. Leoschke, botanist for the Wildlife Bureau of the Iowa Department of Natural Resources. Fens and sedge meadows are wetlands, **SO WEAR BOOTS!**

Directions: From the intersection of U.S. Interstate Highway 35 and State Highway 9 (extreme southern Worth County) turn left (west) onto State Highway 9 and drive about 0.5 mile. Turn left (south) onto Wheelerwood Road (County road S28, hard surface). Drive 0.5 mile south to 355th Street (there is a county historical society sign about a former cheese factory on the northeast corner of this intersection). Turn left (east) onto 355th Street (gravel). Cross the small bridge over Willow Creek and park along the road. This road dead ends into U.S. Interstate Highway 35.

Saturday, September 6th Kossuth County (north-central Iowa)

We will be looking at two prairie remnants on the Union Slough National Wildlife Refuge. Both are quite diverse and one of them contains a population of the federally threatened Prairie Bush Clover. Our field trip leader will be Tom Skilling, wildlife biologist for the refuge (1710 360th St., Titonka, IA 50480; (515) 928-2523, Tom_Skilling@fws.gov). Interested people should meet at the Union Slough NWR headquarters at 10 a.m.

Directions:

The Union Slough NWR office is located six miles east of U.S. Highway 169 on county blacktop A-42 in Kossuth County. County blacktop A-42 is located about 15 miles north of the town of Algona. A blue dot with the words "Union Slough National Wildlife Refuge" occurs on the Iowa Department of Transportation highway map northeast of Algona (the maps are available at DOT rest areas and information centers).

THE ANNUAL MEETING OF THE
IOWA NATIVE PLANT SOCIETY
IS BEING PLANNED FOR EARLY
NEXT YEAR.

WATCH YOUR NEWSLETTER AND
EMAIL FOR DATE AND MORE
INFORMATION.

New Maps of State Wildlife Areas Now On-line

New maps for Iowa wildlife management areas that allow public hunting are now available on the Iowa Department of Natural Resources website. Creating the new maps was a three year process and replaced those created in 2000-01.

The new maps use 2006 aerial photography as a base layer, show the infrastructure on the area including boat ramps, parking lots, foot trails, access roads, dog trial areas, scenic overlooks and shooting ranges. The maps include acres, common species, habitat and directions and show refuge boundaries and any special restrictions on the area. County maps can be selected either by using a drop down menu or by clicking on the county on an interactive map. Maps cover 340,000 acres and will be updated on an annual basis.

The maps can be found at
<http://www.iowadnr.gov/wildlife/wmamaps/index.html>

Children and Nature *and* Native Plants

Submitted by Dianne Blankenship, a retired kindergarten teacher, native plant enthusiast, and active participant at two World Forums regarding children and nature

Note: As a parent, grandparent, aunt or uncle, read this if you would like an update on the changes that are happening in cultivating a child's relationship with Nature.

A decade ago, the World Forum Foundation was formed with the goal of getting people together from all over the world to work on improving the education of young children. At the 2005 World Forum, a presentation, *Helping Children Learn to Love the Earth Before We Ask Them to Save It*, stimulated an interest in connecting children with nature. Due to many factors, children are not having the outdoor or play experiences that the older among us had. Although many of us grew up with a fenced-in asphalt school playground, at least we could go home to a backyard and neighborhood or farm with "wild" areas, and we were allowed the freedom to explore.

The factors that today influence children and their contact with the outdoors include:

- urbanization (apartment living, 85% of us will live in cities in the future, creating a need to bring nature to the cities)
- smaller yards in the suburbs with extensive landscaping (no place to discover, hide, dig...)
- fewer parents involved in gardening or even in caring for their yards (lawn companies)
- emphasis on playground equipment (and much of it plastic with rubber underneath)
- emphasis on safety and fear of litigation
- emphasis on safety and fear of strangers (thus requiring supervision outdoors while parents have become busier and busier with less time to do so)
- and fear of nature's evils (mosquitoes, ticks, poison ivy, bee stings; sun, cold, heat; falls, splinters, etc.)
- over-scheduling and formalization of programs for children that involve them in lessons and training and team sports at a young age
- the NCLB (No Child Left Behind) Act that makes homework more likely at a younger age
- the shortening of recess
- and loss of environmental education as teachers "teach to the test"
- the attraction of TV and computer screens, DVDs, and video games
- the idea that Nature is something you go to during your summer vacation (if you don't go to Disneyland)
- or you can find it in a Nature Center (something to go to)
- the commercialization of toys and movies and fast food and their intrusion into the child's imagination

- parents who are too busy – many trying to make ends meet
- parents who were also raised with TVs, computers, and video games and did not form a good bond with Nature themselves.

Environmental education for young children has in many cases been misguided. Children become close with nature and develop a caring relationship when they have positive hands-on experiences, especially in the outdoors, that cultivate this wonder. This sense of joy can continue throughout their lives. When they are taught about endangered species and ecological problems at a young age (before the ability of abstract thinking at about age nine), they can develop a feeling of hopelessness, frustration, and anxiety, and this can even become a phobia to environmental concerns. We know how easy it is to detach ourselves from that which we feel we have so little power to change.

Some books and other programs paved the way for this awareness of the disconnect between nature and children. In 2001, David Elkind wrote *The Hurried Child: Growing Up Too Fast Too Soon*, and in 2007 he wrote *The Power of Play: How Spontaneous, Imaginative Activities Lead to Happier, Healthier Children*, in which he advocated the value of unstructured play.

Richard Louv's book *Last Child in the Woods: Saving Our Children from Nature-deficit Disorder* (2005) has become a rallying call for returning children to the outdoors. He attributes the loss of nature in the lives of our children with the rise in childhood obesity, Attention Deficit Disorder, and depression. He has also founded the Children and Nature Network, <http://www.childrenandnature.org/natureclubs>, encouraging families to join together to hike and do other activities in nearby natural areas, forming family nature clubs. The website provides examples. Grandparents are mentioned as assets because they have knowledge about nature and usually have more time than parents do.

Impressed by the message in Richard Louv's book, Iowa's Larry Stone, an author and photographer, has spoken to many audiences about encouraging children to develop "an amazement" for the outdoors (which goes hand-in-hand with allowing them to play in the dirt).

The World Forum Foundation, along with many other sponsors, organized a Working Forum on Young Children and Nature in October of 2006, in Nebraska City, Nebraska. Many ideas came from the excellent examples of projects going on all over the world. Time was spent in working

groups discussing the obstacles and the possibilities. The more than 250 participants were educators, environmentalists, community planners, and landscape architects from over twenty-five different nations. Conclusions from the 2006 Forum are at www.worldforumfoundation.org/wf/wf2006_nature/NACC_2006.php. A video created from photos submitted at the 2006 Forum can be found at <http://www.worldforumfoundation.org/wf/nacc/video.php>.

Many of these same people came together this summer, again in Nebraska City, Nebraska. People from over twenty-five nations heard about wonderful projects that were stimulated by the 2006 Forum. Many new programs are available or initiatives are “in the works” and I will try to highlight a few.

The Nature Action Collaborative for Children has been formed. NACC’s mission is to “re-connect children with the natural world by making developmentally appropriate nature education a sustaining and enriching part of the daily lives of the world’s children.” Their vision acknowledges “the rapidly changing global condition of children and childhood requires new collaborations with new approaches to all that we do with and for children.” One area of change is the disconnection of children from the natural world. Visit <http://www.worldforumfoundation.org/wf/nacc/index.php>.

The North American Association for Environmental Education is creating new standards for early childhood environmental education. The “No Child Left Inside” movement started with the endorsement of four or five organizations and today has over five hundred. Updates may be found at www.eenclb.org. They are proposing an amendment to the NCLB Act that will call for environmental literacy programs for states to get federal dollars. They have developed national standards for children in grades 4, 8, and 12. For more information, visit www.naaee.org. The national conference will be held in Wichita, Kansas, October 15 to 18, 2008, and is titled *EE on the Prairie - Pioneering New Strategies*.

A different organization with a similar name, The National Environmental Education Foundation explains the Children and Nature Initiative and relates it to health at http://www.neefusa.org/health/children_nature.htm.

PBS has aired a documentary about *Where Do the Children Play?* Although children’s play has a rich history that dates back to antiquity, the NCLB Act, parents’ fears of their children being outdoors unsupervised, and time spent with tech toys, dramatically changed “play” in recent years. All of these factors “collectively unraveled centuries of openness to challenging play and play environments, both natural and built, and now threaten the health and welfare of American children and growing numbers in other countries.” Children are no longer afforded the time and opportunity for unstructured, spontaneous play, especially outdoors in

nature. This documentary is available for public screenings from the Alliance for Childhood www.allianceforchildhood.org. Email pam@allianceforchildhood.org. The Alliance for Childhood has created a policy brief, “Play in the Early Years: Key to School Success.” It explains how child-initiated play is essential to children’s healthy intellectual, social, and emotional development.

Nebraska has been at the forefront with The Dimensions Educational Research Foundation helping “families and educators inspire children to connect with the world around them.” Visit www.dimensionsfoundation.org and <http://www.arborday.org/explore/index.cfm> for more information. “Dimensions” collaborates with the Arbor Day Foundation to create Nature Explore Workshops and materials for and about outdoor classrooms. Locating the 2006 and 2008 World Forums at Nebraska City was due to the leadership of these two foundations. The Nature Explore Workshops bring together educators and/or landscape designers to create new outdoor playscapes at public schools, day care centers, etc. See www.arborday.org/explore/workshops. These workshops are helping to create outdoor classrooms in many states. Nebraskans have drafted a Nature Education Supplement for their Early Learning Guidelines, with contact information provided at <http://ectc.nde.ne.gov/elg/elg.htm>.

Several books have been published about appropriate outdoor play environments and are available at www.ChildCareExchange.com.

One such book is *Creating Outdoor Play Environments for the Soul* by Rusty Keeler. This book and others offer suggestions for creating extraordinary outdoor places for young children, natural *playscapes* (combining *play area* with *landscape*, also called *playspaces*, *outdoor learning environments*, or *nature explore classrooms*).

Playscapes can encourage an appreciation of nature and can cultivate a sense of wonder by including:

- open space, slopes, large rocks, and logs
- diverse plantings that can include natives (annual and perennial edible gardens, butterfly and sensory gardens, shrubs to hide in, and trees for shade)
- loose materials for construction
- sand and water
- art and sculpture, messy areas
- performance stage and movement area
- outdoor musical instruments (drums, marimbas...)
- climbing structures
- spaces for quiet and for noisy play
- pathways for running, skipping, jumping...
- and space for digging, pretending, and exploration.

Children use their imagination and five senses to discover themselves and the world around them. Such areas are used effectively in Europe at public parks, schools, and childcare centers, and are being developed throughout the

United States. The Arbor Day Farm Tree Adventure in Nebraska City is one such place.

While native plants have been included in some of these play areas and have even been the focus of some, there are many without these. I see this as an opportunity for those of us familiar with native plants to encourage their inclusion, to help educators, parents, and children begin to appreciate our native flora. As Douglas W. Tallamy espouses in his 2007 book, *Bringing Nature Home: How Native Plants Sustain Wildlife in Our Gardens*, the return of native plants to our gardens and landscapes is essential to sustain the biodiversity of our native insects and birds. It is time for the ecologically friendly use of native plants at home (and in public places). It is time to look at alternatives to our lawns, too, but that is a different (but related) story.

The Conservation Fund in 2007 launched The National Forum on Children and Nature. This forum involves national leaders such as: governors, mayors, CEOs, environmental organizations, and leaders from health and education institutions, whose aim is to find and support twenty projects that address the issue of children's isolation from nature and demonstrate reconnecting children and nature. For more information, go to: http://www.conservationfund.org/children_nature

National Wildlife Federation <http://www.nwf.org/> has begun a weekly e-newsletter called the *Green Hour* full of new activities and ideas for an adult and child to discover the wonders of nature together. NWF's Wildlife Watch <http://www.nwf.org/wildlifewatch/> provides locations for hiking, camping, etc., near any zip code or town. Help in creating habitats for wildlife (and native plants) at schools can be found at <http://www.nwf.org/schoolyard/>. A full report about the NWF's efforts to reverse nature deficit can be found at www.nwf.org/kidsoutside.

Pheasants Forever <http://www.pheasantsforever.org/> is supporting the No Child Left Inside Act and is working with chapters, members and conservation partners to provide opportunities for youth and their families to be involved in outdoor activities through youth habitat projects, outdoor

events and community events/activities. Their website provides ideas for how to get children outdoors and how to involve families.

Many other organizations (such as Izaak Walton League of America chapters) and many agencies certainly support the concept. Watch for or seek information from your favorite environmental groups.

We, as members of this Native Plant Society, share our enjoyment of native plants. Most of us care deeply about the natural areas in our state. We embrace Connie Mutel's 2008 book, *The Emerald Horizon: The History of Nature in Iowa*, and her passionate hope for the care and protection of the nature we still have and the return of nature to some of what has been lost in Iowa. We depend on our concern continuing into the future. We cannot ignore the importance of our children and their need to be awed by nature. We need to create the next generation of life-long learners, who care about natural areas and native plants. We need to prepare our young children to inherit Iowa and to accept the responsibility of taking care of it. We also cannot ignore the need to attract parents to nature-related activities, for they strongly influence the experiences of their children. The Iowa Natural Heritage Foundation included family-friendly activities in their most recent dedication, and INHF has been a strong supporter of the Loess Hills Prairie Seminar which promotes family participation. Iowa Native Plant Society is also a supporter of the LHPS. This is our challenge. The future of conservation, the future of native plants, depends on this. Look for opportunities to make a difference. Look for opportunities to include young adults, families and children. Organize simple events and invite others to accompany you on your excursions to see native plants. Offer your expertise to those who would like to use native plants in their school yards or in landscaping at home. In this writing, I have combined my years of experience with children and my love of native plants and natural areas, and I hope this has opened your eyes to some new ways of looking at children and nature and native plants.

Wisdom begins in wonder. Socrates

In Memoriam

James A. "Jim" Nedtwig, a charter member of the Iowa Native Plant Society and former board member of the Iowa Prairie Network, died on June 20, 2008, at age 53. Survivors include his wife, Beth Henning, and a brother and sister. Memorial contributions can be made to Environmental Habitat Corp., Greene County Conservation Board, 114 N. Chestnut, Jefferson 50129. Contributions will be used to preserve native prairie and savanna in Jim's name.



Created especially for the Iowa Native Plant Society

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Funds from the sale of cards will support INPS efforts to promote conservation, education, and appreciation of Iowa's native plants including a small grants program for preservation, restoration, education, and research concerning native plant communities.

Harriette S. Kellogg, 1860-1916

It has become well known that the many publications by Louis H. Pammel would hardly have been possible without the efforts of several women, the best-known of whom are Charlotte King and Ada Hayden. Yet a third, who started her career at Iowa State even earlier than these two, deserves being brought to greater attention.

Harriette S. Kellogg was born in Grinnell on August 23, 1860. She died of pneumonia in Marshalltown on January 6, 1916. Her love for nature was fostered in early childhood by her mother, who included in her gardens about forty native species of wildflowers.

Harriette's undergraduate studies were done at Grinnell College, and she received a graduate degree from Grinnell after also doing part of her graduate work at the University of Chicago. She taught in the public schools of various towns in Iowa and Minnesota. She is described as "creating an interest in the flowers, birds, and geology, in short, for the great out of doors" in her students.

She came to Iowa State College as curator of the herbarium and to oversee the botanical library in 1903. There she worked closely with Louis Pammel. He encouraged her own research projects, such as a study of the flora of the Rainy River region of Minnesota, and she also authored several papers on Iowa's weeds. She assisted Pammel in completing the Manual of Poisonous Plants, the Weed Flora of Iowa, and Weeds of the Farm and Garden. In these projects she wrote chapters and prepared the bibliographies and indices. She also took an active interest in the Iowa Forestry and Conservation Association, and assisted with preparing the Lacey Memorial Volume for the Association.

After her death, the Iowa State College science faculty passed a resolution, stating in part: "Miss Kellogg was possessed to an unusual degree with so broad a knowledge in various fields, especially in art, music, and literature, that her influence and helpfulness were felt on every hand... Those who were closely associated with Miss Kellogg appreciated her many fine qualities. She had a buoyant, happy spirit, a winning personality, and was a well-poised woman..."

For more information about Harriette Kellogg, see her obituary, written by Louis Pammel, in the Proceedings of the Iowa Forestry and Conservation Association 1914-1915 (publ. in 1916, pp. 206-208) and in the Proceedings of the Iowa Academy of Science 23: 18-21 (1916).

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