

# In the Glen

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# In the Glen

is published for Glen Helen Association members and other friends of the Glen Helen Ecology Institute.

## Contributors

Editor: Nick Boutis; Contributors: Sean Allen, Janene Giuseffi, Betty Ross, Tina Spencer; Design: Bob Bingenheimer

## Glen Helen Nature Preserve

Trails are open daily, sunrise to sunset. All wildlife, vegetation, and natural features are protected. For general information: 937-769-1902

## Glen Helen Ecology Institute Administrative Offices

Located in the Vernet Ecological Center  
405 Corry Street, Yellow Springs, OH 45387  
Mon-Fri, 9:30-4:30; 937-769-1902  
For facility rentals: 937-769-1902 x103

## Trailside Museum

505 Corry Street, Yellow Springs

## Outdoor Education Center

Residential environmental education center for school groups and summer Ecocamps. 1075 State Route 343, Yellow Springs 937-767-7648

## Raptor Center

Raptor education and rehabilitation center  
Visitors are welcome to visit the center and see the resident birds.  
1075 State Route 343, Yellow Springs  
937-767-7648

## Glen Helen Nature Shop

405 Corry Street, Yellow Springs  
Mon-Fri, 9:30-4:30; Sat-Sun 10-4.  
937-769-1902 x108

## Ecology Institute Mission

We steward and strengthen Glen Helen for present and future generations, safeguard the ecological, historical, and geological resources within its bounds, and utilize the preserve to provide life-shaping environmental learning to our students and visitors.

## Glen Helen Association Board of Trustees

Steve Conn, Dan Halm, Richard Heil, Allen Hunt, Bill Kent, Ron Lewis, Kevin Lydy, Craig Mesure, Deanna Newsom, Delia Raymer, Macy Reynolds, John Stireman, Jo Wilson, Sam Young

## Glen Helen Ecology Institute Staff

George Bieri, Land Manager; Nick Boutis, Executive Director; Kristen Bruns, Food Service Manager; Tom Clevenger, Business Manager; Janene Giuseffi, Director, Outdoor Education Center; Les Groby, Housekeeper; Robbie Marion, Property Management Staff; Betty Ross, Director, Raptor Center; Shannon Schenck, Business Manager, Outdoor Education Center; Ann Marie Simonson, Project Manager; Susan Smith, Ranger; Tina Spencer, Project Manager; Shahkar Strolger, Property Manager

Cover Photo: Bob Bingenheimer

## From the Director

This past January, after nearly two years of behind-the-scenes work, the Glen Helen Association announced that it had acquired Camp Greene, a 30.5-acre former Girl Scout camp on the Little Miami River adjacent to Glen Helen. With this addition, Glen Helen now safeguards 1,004 acres.

As part of the acquisition, the Association signed a deed of restrictions with the Clean Ohio Conservation Fund and entered into a conservation easement with the Tecumseh Land Trust. These agreements ensure that the property will forever be preserved as a natural area, and that it can continue to be used for environmental learning.

The camp has 1,900 feet of frontage on the State and National Scenic Little Miami River, plus floodplain and upland. Its educational facilities include a dormitory and lodge, which are well suited for programs.

The Girl Scouts of Western Ohio, who owned the camp, had not used it since 2009. However, the scouts shared our desire to see that this beautiful piece of land was protected and available for environmental education.



The purchase of the camp has been the largest financial undertaking in the history of the Glen Helen Association. The budget for the project, including purchase of the camp, plus land restoration and building renovation, was \$668,000. We were fortunate to have the backing of the Clean Ohio Conservation



The lodge at Camp Greene

Fund and the Upper River Fund of the Dayton Foundation to make this acquisition possible. The Upper River Fund contributed \$100,000 toward the purchase. Clean Ohio granted \$400,000 to the project. The remainder of the project expenses came from the members and donors of the Glen Helen Association.

Watch the Glen calendar of events for programs at Camp Greene, including regular stewardship days where volunteers will work to clear honeysuckle from the property. ✦

Nick Boutis  
(nboutis@glenhelen.org)

# The (Coming?) Pilewort Plague

## Introducing Lesser Celandine.



Ah, springtime, when a young man's fancy lightly turns to thoughts of invasive plants.

Glen Helen has a number of well-established invasive species, including privet and the dreaded honeysuckle. But there are many other invasives that we've only seen in small numbers. Allow these to get a toehold, and they'll take over, smothering native plants in their wake, and slashing the

diversity of species that call the Glen home. This is the story of the latest threat.

Over the past two years, we've become increasingly aggressive about keeping Glen Helen from being overrun by Pilewort. Pilewort is an herbaceous flowering plant also known as Lesser Celandine or Fig Buttercup. It is bad news.

Pileworts form tubers in the soil, at the base of their stems. These break off easily, and will start growing roots and allow the colony to spread.

It grows quickly, spreads quickly, and forms dense mats in floodplain and wet forests. Very dense. Left alone, it will quickly outcompete native wildflowers. A short distance west of Glen Helen, the banks of the Mad River are so fully infested with pileworts that nothing else grows there. Closer by, in some backyards of Yellow Springs, pilewort patches are growing fast. Some of these patches are right upstream from Glen Helen.

To top all that off, there is a short time of year where it's pretty. And, because it's pretty, some people like to plant it. Or, where it's already growing, they are disinclined to remove it.

Sorry, were you expecting an uplifting tale?

There is some good news here, in that we've identified the issue, and have been working in the Glen, and with our neighbors, to eliminate patches before they grow so large that they can't be controlled. The lesson, for us and for our neighbors, is that it is important to learn about the plants in your area, to never plant something identified as potentially invasive, and to act quickly if you discover a new invasive species in your area.

If you discover pileworts in your yard or your community, consult the information from the Alien Plant Working Group of the National Park Service, at [www.nps.gov/Plants/alien/fact/rafi1.htm](http://www.nps.gov/Plants/alien/fact/rafi1.htm) for information on how to manage them. 🌱



## Top 10 Ways to Help the Glen! (How Many Have You Done Today?)

- 1. Adopt a bird.** For just \$100 a year, you can help us feed and care for the hawks, falcons, owls, and vultures of our Raptor Center.
- 2. Consider a planned gift to Glen Helen.** No single act can do more to help us sustain our efforts.
- 3. Come to Ecocamp.** A week in Glen Helen helps shape the lives of the kids who experience it.
- 4. Join the Glen Helen Association.** Support from members allows us to maintain the preserve and all of our programs.
- 5. Rent the Glen.** Think of the Glen for your next party, meeting, or memorial. The Vernet Ecological Center, the Outdoor Education Center, or Birch Manor might be the spot you're looking for.
- 6. Visit the Nature Shop.** Marvel at the displays of books, toys, cards, and clothing. Proceeds go directly to the Glen.
- 7. Volunteer.** Whatever your interests, there is a volunteer project perfectly suited for you.
- 8. Explore** some of our 20 miles of trails and track your sightings on [www.inaturalist.org](http://www.inaturalist.org), to document the biodiversity of the preserve.
- 9. Specify Glen Helen Association** through the Dorothy Lane Market Good Neighbor Program and the Kroger Rewards Program.
- 10. Fulfill Our Wishes.** We maintain a wish list for new and gently used items. Visit [glenhelen.org](http://glenhelen.org) for the current list of needed items.

# A New Home for



All the new cages were planned with their designated residents in mind, and for easy viewing by the public.

**If you haven't been to the Raptor Center lately, you really should plan a visit! We are very pleased with our improvements, and excited to share them**

**O**ur resident raptors are the heart of our education mission at the Glen Helen Raptor Center. Each year, thousands of students, campers, and the general public have a chance to see them in their display cages or at one of our public programs. As important education ambassadors, these birds deserve the highest quality of life we can provide them. Safe, comfortable housing is one of the most important parts of that.

Over the 45 years since the Raptor Center was founded, understanding of how to safely and appropriately provide long-term care for birds of prey has evolved. We know now, for example, that the wrong kind of caging can make it easier for birds to get out or become injured. We know now that it's best to keep the public a safe distance from the cages – not so close that a visit creates risk, not so far that the bird can't be seen.

After years of thinking and planning, we embarked on a project to replace all the cages

for our resident birds of prey to provide top quality housing and a more effective educational display area. We decided how many cages we needed, what sizes we wanted, and what building materials would be best.

Jerry Papania, an engineer and volunteer who designed and built some of the original cages more than thirty years ago, surveyed the site and drew up the plans. Shahkar Strolger, the Glen's Maintenance Supervisor, managed the project, working with Yellow Springs-based Green Generation Building Company. Ron Culbertson, another valuable volunteer, built roost boxes and feeding boards, and helped with the other cage "furniture" such as perches and lead-ups.

Fourteen cages were built, ranging in size from 12' x 10' to 20' x 30', all designed for the species of birds to be housed, and exceeding the requirements specified by permits and regulations.

The birds are now grouped in a more logical fashion to learn about them, and for

# Resident Raptors



The hawks, eagle, falcons, and vultures have eight new cages with six owl cages in another part of the lawn.



The first step in the project was relocation of the birds and demolition of the old cages in snowy spring weather last year.



Construction of the new enclosures began shortly thereafter, and proceeded in four stages.

The new cages were completed in May 2014, followed by several months of preparing the site for visitors.

optimal viewing. The owls are in one section, and the diurnal raptors in another, from smaller to larger hawks, then the eagle cage, the two falcon cages, and lastly, the vultures, our popular non-raptors. When possible, our birds live with others, usually of the same species, but sometimes with compatible species. Along with safe housing, interacting with each other, pair bonding, and living outside in the wooded Glen, all contribute to their quality of life.

During the building itself, we adhered to Antioch College's emphasis on sustainability and environmental responsibility. There was no excavation of the site, we worked around trees, used non-toxic materials, built the enclosures in phases to minimize disruption for the birds, and limited and managed use of heavy equipment and power tools. The work took place during the slow season for rehabilitation arrivals so there was room for



the resident birds to rotate through available rehab cages, with some still on display for Outdoor School students to have their special experience at the Raptor Center.

That's not to say it was all smooth sailing, though! What construction project ever is? The weather was not cooperative, with cold, snow, and rain slowing our progress. And we wondered how long it would take for us to get used to all the changes. Work on the cages themselves finished in May 2014, but there was still much more to be done. In the fall, we planted grass, and installed post-rope barriers to keep visitors a safe distance from the birds, plus split rail fence around our front

**Clockwise from top left:**

**Red-tail cage:** All cages have double-door vestibule entries, partial roofing, perches, and informational signs.

**Kids cage:** Viewing is better and safer for visitors and the birds themselves.

**Three-hawk cage:** Housing birds together adds to their quality of life, as for these three hawks.

**Screech-owls cage:** Screech-owls always prefer togetherness.

lawn. Volunteer Chris Rea made signs for the cages to give information on the individual birds and species. Entrance and interpretive signage, adoption acknowledgements, paved walkways, and final adjustments will complete the project.

Generous donations from many individuals, plus Centerville Field Studies, 100 Women Making a Difference in Greene County, and The Kenneth A. Scott Charitable Trust, a Key-Bank Trust, provided the funding. With that, and major assistance from staff and volunteers, we have greatly improved the quality of life for our well-loved birds, and provided a pleasant place to enjoy visiting them. 🌿

# Science and Civics

Collaborative Research at the Outdoor Education Center



A naturalist introduces Environmental Problem Solving before venturing out in the Glen to learn about forest biodiversity and the impact of invasive species.

The end of the current school year marks the completion of year two of a three-year grant project in partnership between the Outdoor Education Center and Antioch College. Awarded through Science Education for New Civic Engagement and Responsibility – Informal Science Education (SENCE-RISE), with support from the National Science Foundation and the Noyce Foundation, this program funds ten partnerships across the nation, connecting informal science educators with institutions of higher learning to foster innovative solutions to complex, real-life issues.

**W**e are excited to be a part of this competitive, national-level research project. We are engaged in a multifaceted project centered on the issue of invasive species and their impact on biodiversity and the health of the forests in the Glen. Through this lens, the project seeks, in part, to measure the impact of civic engagement activities on student learning at the Outdoor Education Center.

When schools establish the set of lessons that they would like us to cover during their visit, they have the option of selecting Environmental Problem Solving. For those that opt in, their fifth, sixth, or seventh graders participate in a two-hour lesson framed around invasive species and loss of biodiversity. Half of the students participate in a hands-on experience during the lesson, while the other half

[continued...](#)

...the project also exposes Antioch College students to informal science education as a potential career path.



do not. In the fall, students learn to identify and collect native spicebush seeds and acorns; students who visit in the winter or spring, plant previously collected seeds, which are then cared for by Antioch students until they are ready to be planted in our forest restoration demonstration area, located just behind the lodge.

The results from each group are then analyzed to determine the effect of their civic engagement on student learning and environmental attitudes. Before and after the experience, students complete a brief evaluation to assess their learning. In addition to assessing objective-based improve-

ments, the tool also addresses beliefs regarding the environment. While science education is our cornerstone, measuring our impact on a child's attitude toward the environment allows us to gauge progress toward our mission of fostering respect for the natural environment and empowering people to act in its interest. Preliminary results after the first year of implementation were positive.

In addition to enhancing and evaluating learning opportunities at the Outdoor Education Center, the project also exposes Antioch College students to informal science education as a potential career path.

**Above: Students compete for resources such as food, water, and space in an activity called "Every Tree For Itself."**

Antioch students from Dr. Kim Landsbergen's Introduction to Environmental Science class shadow a Glen Helen naturalist on a hike and write a reflection on their experience. Prior to the experience, some students were aware of informal science education, while others were not. Those who were aware reported that their experience shifted their understanding – "I never knew how amazing it was..." and "Before this hike I knew what informal science



Top left: In the fall, students collect and clean seeds from our native spicebush plants, which are then planted and propagated by students who visit in the spring, and are finally replanted in our forest restoration demo area behind the Outdoor Education Center lodge.

Below left: Preliminary results of our partnership were shared at the SENCER Summer Institute in August of 2014.

education was, but I never really considered it as one of the career paths..." "Looking back ... I can understand the importance of (the naturalist's) job and of other careers such as hers." Over 85% of students in the first project year expressed some level of interest in informal science education as a career, and recognized the impact that informal learning experiences had had on their own learning and development.

While it's still too early to describe the impact of civic engagement activities on our Outdoor School students, initial results have been positive, and have allowed us to improve the academic and experiential effectiveness of our programming. As an outcome of the program, the Outdoor Education Center is excited to have research-based data to support our curriculum and methods and we look forward to a successful third and final project year.

Using the resources provided by SENCER-ISE and knowledge and skill gained through the process, we are eager to carry forward hands-on civic engagement learning opportunities for students, both at the Outdoor Education Center and at Antioch College. 🍀

Janene Giuseffi (jgiuseffi@glenhelen.org)



## Informal Science Education and Forest Restoration in a Multi-Community of Practice

Linda Fowler, Antioch College, and Janene Giuseffi, Glen Helen Outdoor Education Center  
Yellow Springs, OH



### College Students as Informal Science Educators

- Scaffolding –**
  - Students participated in a naturalist hike with 6<sup>th</sup> graders at OEC.
  - Prepared an information sheet on a native plant as a graded assignment and practiced information presentation.
  - Each student taught at a separate "station" as an "expert" on their plant.
  - At local Senior Center.

### Students Increased Interest in Personal Connection

- Students in workshop
- Students interacting with
- Pre-workshop surveys show self-reported interest, knowledge and connection

Mean ratings to 15 post-workshop surveys increased by 10%.

Out of 14 participants age 18+ and more associated surveys. On a scale of 1 to 10, the mean rating for all statements was 8.5.

### Multigenerational Community of Practice

We describe the outcomes of the first year of a project designed to bring a multigenerational community group together to participate in forest restoration. We investigated the existing sense of community connection between Glen Helen, a 3000-acre forest preserve in Yellow Springs, to create native plant seed collection, propagation and planting in a demonstration restoration area.

Both grade students at the Outdoor Education Center (OEC) collected and started seeds and college students acted as informal science educators in informational workshops to plant propagation at a local senior center. We were specifically interested in documenting intergenerational relationships between college students and older adults and measuring knowledge about invasive species among 6<sup>th</sup> graders.

### Results

**Intergenerational connection sharing**  
In a workshop with 14 older adult participants, post-workshop surveys showed that on average, each student shared their knowledge of native plants with four participants.

Students reported that on average, three participants shared knowledge with them. The examples that students provided indicated that participants shared their knowledge of plants as well as general knowledge about a wide range of topics.

"One woman talked about the digestibility she had."  
"I saw how fast and different kinds of paw paw cultivation."  
"The seeds are long because they can be carried away by the wind."  
"I got a great book recommendation."  
"I feel like I learned a lot from those who visited my station."

**Sense of community**  
Student reflections revealed a positive sense of community connections. "It felt good to chat with community members and to see how they feel about." "I loved to meet members of the community ... and get to hear their stories."  
"I was able to make connections based on common interests."  
"It made me feel more connected and more open to the community."  
"I felt more strongly connected to both the Glen and the community, particularly because we took action to improve the Glen with the help of the community."

And several students indicated a desire to become more involved in the community.  
"Encourage me to reach out more to the community at large, they are awesome!"  
"I would like to ... be more involved with the Yellow Springs Community."

**Older Adults**  
The highest rated survey statements were "to what degree did you enjoy interacting with students" and "how much did this workshop increase your interest in getting involved further in Glen Helen restoration efforts?"

6<sup>th</sup> grade students' interest, knowledge and attitudes  
In a test group of 72 students from one school, overall post-test scores were higher than pre-test scores ( $d_f = 71, t = 4.749, p < 0.0001$ ) indicating increased knowledge and interest following the lesson. There was no naturalist effect ( $d_f = 6, F = 1.00, p = 0.367$ ) indicating that all naturalists were teaching the same material.

# 50 Years as a National

Quick – what does Glen Helen have in common with California’s San Andreas Fault, Florida’s Corkscrew Swamp Sanctuary, or Colorado’s Hanging Lake? Give up? The answer is that all these sites are designated as National Natural Landmarks – a nationwide network of natural areas administered by the National Park Service, the same federal agency that oversees our national parks from Acadia to Zion.

**T**he National Natural Landmark program began in 1962. (Yes, we know that “National Natural Landmark” is a bit of tongue twister. Perhaps that explains why the program is not more widely known?) The purpose of the program is to recognize and encourage the conservation of outstanding examples of America’s natural history. A designation represents that the site is one of the best examples of a particular biological or geological feature within a region. The National Park Service has designated 35 such regions – large geographic areas with similar biological communities, geologic history, structures, and landforms.

Particularly, the National Park Service connection is telling. Think of these lands as part of the same family tree as our national parks. Together, they tell the story of America’s ecological legacy. National Natural Landmarks may not be as well-known as the Grand Canyon or Yellowstone, but cumulatively, these lands share the burden and honor of sheltering all that is unique about our natural history.

Since its inception, the National Natural Landmark program has expanded to include 597 sites, spread throughout the United States, and expanded to American Samoa, Guam, Puerto Rico, and the Virgin Islands. Lands under almost all forms of ownership have been designated, including private lands like Glen Helen, plus many others with tribal, federal, state, local, or municipal administration. Ohio contains 23 landmarks, including the serpent mound and Clifton Gorge.

In fact, Glen Helen is one of the oldest National Natural Landmarks, having been designated in 1965. This year marks the 50th anniversary of our entry into the network.

## Becoming a Landmark

According to Heather Eggleston, acting manager of the program with the National Park Service, sites are closely examined while



National Natural Landmark status was conferred in 1965 as shown on the plaque between the parking lot and Trailside Museum.

considering multiple criteria, including the condition of the site, the rarity or diversity the area’s features, and the potential for scientific or educational pursuits. “When we select a site for evaluation, that site then goes through a pretty thorough scientific evaluation process, and part of that evaluation is the comparative assessment, looking at the site being considered against other sites that have similar features.”

So it was with Glen Helen. In October 1964, Glen Helen administrative assistant David Rock wrote to the National Park Service to request that the Glen be considered for inclusion in the National Registry of Natural Landmarks. The request set the wheels of federal bureaucracy in motion, and the Glen was visited twice from Park Service naturalist Kenny Dale.

Mr. Dale, in turn, prepared a detailed report. He found that “the natural area is rich in geologic and ecologic values. The valley of the Yellow Springs Creek supports a stand of old-growth hardwoods, primarily chinquapin oak, white oak, burr oak, sugar maple, basswood, and black walnut. The understory is largely redbud and spicebush. Limestone ledges rim

continued...

# Natural Landmark

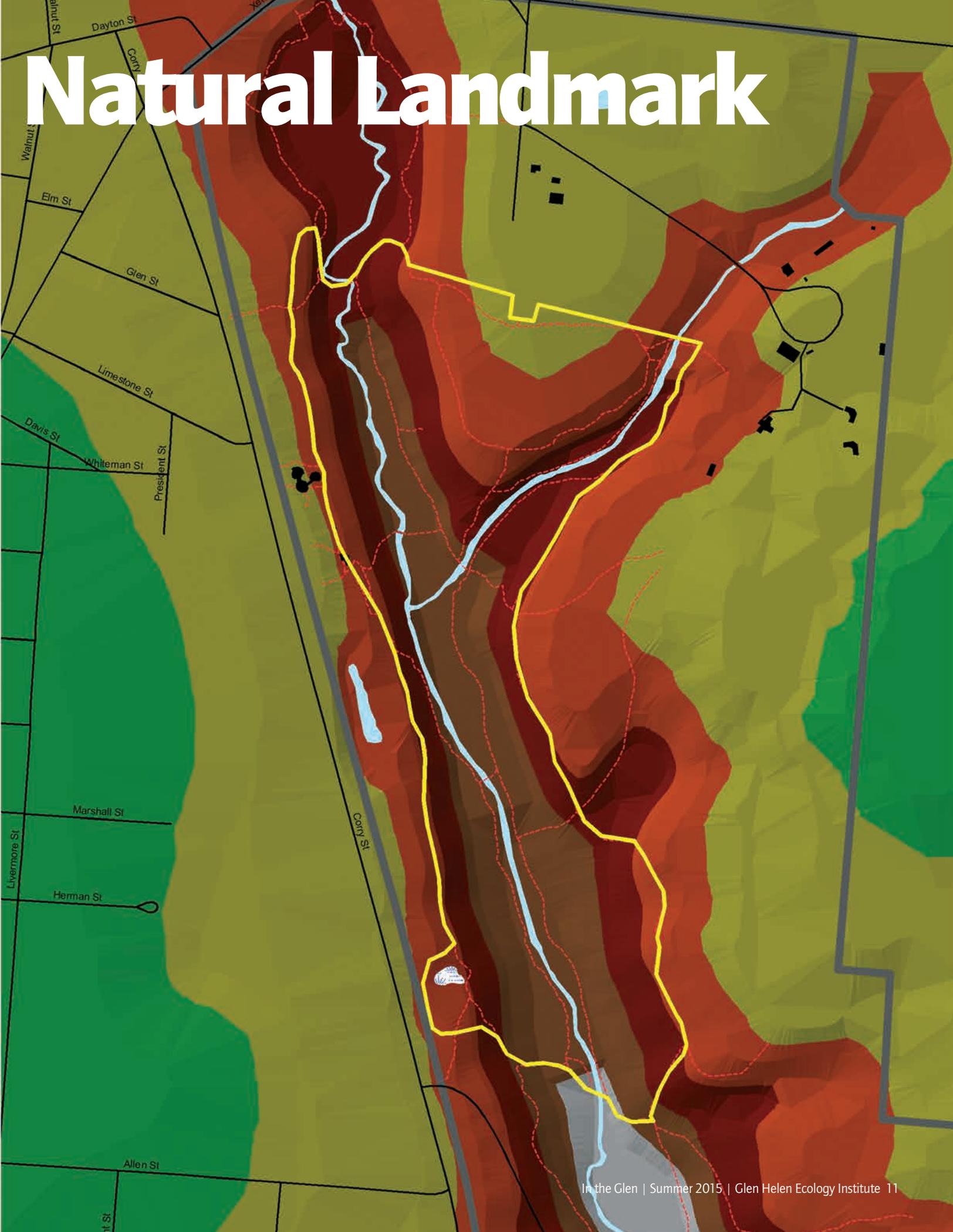




Photo: Claire Reynolds

the valley and from these seep numerous springs around which ferns and other moisture-loving plants grow in profusion.”

Interestingly, he continued, “probably the greatest significance of the Glen Helen natural area stems less from uniqueness or rarity of its resources than from the realization of the value of these resources for education and human enjoyment.”

Dale recommended Glen Helen for inclusion in the program, noting that the “natural area meets the criteria to a very high degree.”

### **The National Landmark at Glen Helen**

Not all of Glen Helen is included within the National Natural Landmark area. In 1965 when the landmark was established, farming still took place in the south Glen. 100 acres of the preserve were designated for horseback riding; another 100 acres were designated for educational forestry. Elsewhere, such as in the area around the Outdoor Education Center,

**The next time you're walking through the Glen, consider what it must have been like 50 years ago. Our task is to ensure that it remains in another 50 years – a national landmark, and a local treasure.**

agriculture had only recently ended, and young second-growth woodlands were beginning to recover the landscape.

Rather than proposing all of Glen Helen for landmark status, David Rock requested that a 96-acre area be included. At its northern edge, the landmark area follows the Castle Rock and Inman Trails past the Grotto, Yellow Spring, Orator's Mound, and Cascades on Birch Creek. It spans the Yellow Springs Creek valley down to the location of the old and former swinging bridge, and sways west to include the small wetland at the old quarry site below Corry St. along the Talus Trail.

To a Glen Helen visitor, the only visible sign that you have entered a landmark site is a bronze plaque found between the Corry St. parking area and Trailside Museum.

### **The Landmark Program Today**

Today the National Landmark continues to be the only federal program that



recognizes natural features under private and public ownership. It's also unique in that participation in the program is voluntary. The owner of the property can withdraw from the program at will.

For Glen Helen, participation in the program is, and will always be, a sense of great pride. In requesting the Glen Helen plaque in 1965, Jim Dixon, then the president of Antioch College, wrote that we were "aware of the high responsibility to the Nation that comes with the ownership and use of a property which has outstanding value in illustrating the natural history of the United States."

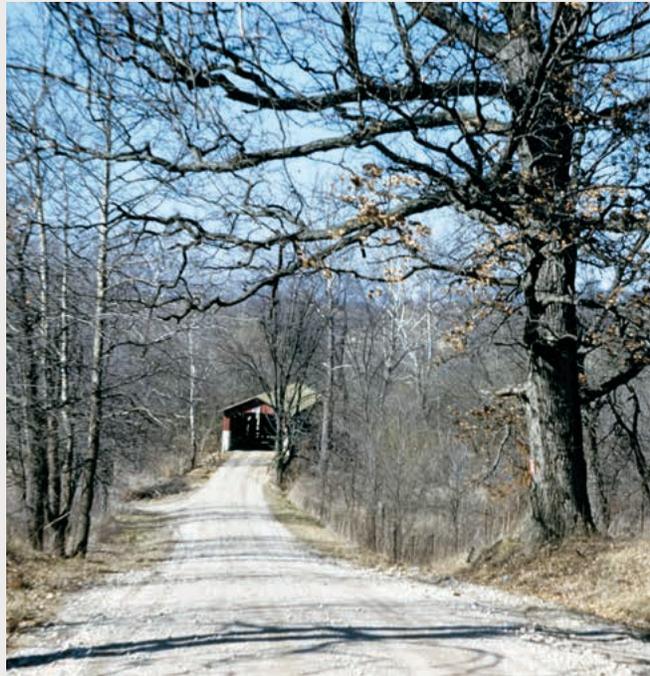
Those words remain true. Now that our National Natural Landmark area is further safeguarded by an environmental covenant with the Ohio EPA, we are proudly confident that the Glen is protected for good. 🌿

Nick Boutis, with Sean Allen (nboutis@glenhelen.org)



Learn more about the National Natural Landmarks Program at [nature.nps.gov](https://www.nature.nps.gov).

## From the Archives



Until it was torched by vandals in the late 1960s, this was the longest covered bridge in Greene County, and the easiest way to get from the east to the west side of the South Glen. Nearly fifty years later, the Jacoby Rd. Bridge has not been replaced.

The sign at the top of the bridge warns that the maximum safe weight is 6 tons. The sign on the right warns that the limit is 5 tons. Chose wisely.

## Announcements

### Submit images for our 2016 wall calendar!



The diversity of habitats and wildlife in Glen Helen provides outstanding photo opportunities for photographers at all levels of experience. We

invite both first time visitors and long time friends to send us photographs taken in the Glen for a chance to be featured in our wall calendar.

We hope for images that convey the different moods and seasons of Glen Helen – an iced-over spring, a flower or animal only found at a certain time of year, a lush green meadow on a summer day, a foggy morning sunrise in late fall – anything that captures what is special about Glen Helen.

Submission forms are available at [glenhelen.org](http://glenhelen.org). Proceeds from the calendar sales support the Glen.

### Support the Glen when you shop at [amazon.com](http://amazon.com)



Participating is very simple. All you have to do is go to “smile.amazon.com,” any time you’d like to make an

Amazon.com purchase. When you are prompted to select your charity, select “Glen Helen Association.” Everything else about your Amazon shopping

experience stays the same – the shopping cart, wish lists, shipping options and prices. You shop. Amazon donates 0.5% of your purchase to the Glen.

### Become an iNaturalist!

We need your help to develop a comprehensive inventory of animals, birds, wildflowers, insects, trees, and other organisms found at in Glen Helen.



Learn more about the flora and fauna that share the Glen by participating in our iNaturalist biodiversity projects. Bring your camera or mobile device and a sense of adventure! You can even record animal and insect sounds!

To join, follow these steps:

- ✦ Visit [www.iNaturalist.org](http://www.iNaturalist.org) or download the free iNaturalist app to your mobile device.
- ✦ Create an account.
- ✦ From the web, click on “Projects” to select one or more Glen Helen observation projects.
- ✦ From your mobile, click “Near By” to locate our projects while visiting the Glen.
- ✦ Click on an individual project to join it, then upload your photos/sounds. (To include sound, see Sound Cloud directions below on the page.)

**Note:** All observations must take place from designated trails within the bounds of Glen Helen. Please stay on the trails at all times.

## Order a Glen Helen license plate today!



The Glen Helen license plate is a way to show the world that you love the Glen. Plus, as a bonus, you get to drive with a beautiful Charley Harper sapsucker affixed to your bumper. Any Ohio car owner can acquire the tag, either from your local Bureau of Motor Vehicles office, or by visiting [oplates.com](http://oplates.com). No need to wait until your regular renewal date on your birthday – you can order your plates at any time. For each driver who purchases these specialty plates, Glen Helen receives \$15.

## “Who Cooks for You?” returns September 13



When the barred owl sounds its call, “Who Cooks for You,” Glen Helen answers. Celebrated chefs from Dorothy Lane Market, Fresco, Meadowlark, Rue Dumaine, Season’s Bistro, and Wheatpenny will cook for you at the sixth

annual benefit dinner for the Raptor Center on Sunday, September 13.

Dinner will be a bountiful six-course meal created by chefs who truly believe in good food and good relationships with local providers. Enjoy great music, a silent auction, Ohio wine and beer, and close encounters with our raptors.

Proceeds support the education and rehabilitation work of the Raptor Center. Tickets are available online at [glenhelen.org](http://glenhelen.org). Participation is limited, and we expect to sell out again this year, so make your plans now!

## Our Wish List

We are always in need of miscellaneous items for our educational programs, staff houses, and land stewardship work. Do you have a set of quality gardening tools that you’re no longer using? How about a gift card to Lowe’s or Home Depot that you don’t see yourself using?

Perhaps you’ve been wondering what you should do with those seven bolts of fabric that once seemed like the perfect material for curtains on the veranda? We can use items like these, and your donations allow us to save crucial dollars.

Here are just a few of our current needs:

- ✦ Nature-related children’s storybooks
- ✦ Plastic storage bins with sealable lids
- ✦ Craft supplies: crayons, markers, nature magazines or calendars, etc.
- ✦ CD player
- ✦ Petsmart gift card

Our full wish list can be found at [glenhelen.org](http://glenhelen.org) – click on the “giving” tab at the upper right of the page. ✦





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Fax 937.769.1910  
[www.glenhelen.org](http://www.glenhelen.org)

"Adopt the pace of nature:  
her secret is patience."  
— Ralph Waldo Emerson

Members provide direct support to Glen Helen's land, trails, and programs.  
You hike it. You love it. Support it. [www.glenhelen.org/membership](http://www.glenhelen.org/membership)

Photo: Howard Fox