

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

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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. Spring hours: 9am-6pm. 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

Antioch College Mission

The mission of Antioch College is to provide a rigorous liberal arts education on the belief that scholarship and life experience are strengthened when linked, that diversity in all its manifestations is a fundamental component of excellence in education, and that authentic social and community engagement is vital for those who strive to win victories for humanity.

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

Emily Foubert, Bethany Gray, Dan Halm, Richard Heil, Allen Hunt, Ron Lewis, Kevin Lydy, Robbie Marion, Craig Mesure, Bob Moore, John Riggins, Betty Ross, Chad Runyon, Paul Sampson, Jay Smithburger, John Stireman, Mary White, Jo Wilson

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Cover photo: Scott Stolsenberg

From the Director

A Fresh Look at Old Trails

Fall is a wonderful time to take a walk through the Glen. (Although, truth be told, I say that also about the other seasons.) The other day, as I made my way down the Stepping Stones Trail, I was feeling reminiscent, and thinking that it had been almost exactly thirty years since I first walked the trails of the Glen. My first year here, I was an intern at the Outdoor Education Center. I was out in the Glen every day, and got to know the trails so well that I was totally at ease leading groups of kids through the preserve on moonless summer nights when the tree leaves blocked the stars and I had nothing but a mental map and severely dilated pupils to guide the way.

Yet, now when I look back at my first year in the Glen, I reflect on how little I knew. Sure, I could get a group of kids down a trail without anyone walking into a tree, but I see now how early I was in my education.

I knew so little about wildlife and their habitat needs. For example, bird sightings seemed almost random to me then. A sparrow here, a warbler there. Birds had wings, and they could appear anywhere, at any time, right? After thirty years of birdwatching, I know better that juncos will show up in winter to catch a meal under our bird feeders, but you'd be hard pressed to find them in deep woods. Or, Louisiana waterthrush will dance along the creeks in summertime, but you'll never find them at the bird blind.

I knew so little about invasive species. (This is a particularly pathetic anecdote.) We would occasionally find garlic mustard along the trail. Awful, virulent, garlic mustard. And yet, I would ask schoolchildren to approach it with an eye toward conservation. "Let's pick a leaf that we can



share and taste, but not pick so much that we hurt the plant." Thirty years later, I think of how much more ecologically intact the preserve would be, had we kept that species from gaining a foothold. Oops, sorry.

At least now, maybe I recognize more of how much I don't know.

This is partly why I find Ben Silliman's article in this issue of *In the Glen* to be so fascinating. He unpacks the history of the how the land in Glen Helen was used and disturbed, and how those impacts – sometimes over a hundred years removed – still influence the habitats we observe and experience today.

Which brings me back to my recent walk on the Stepping Stones Trail. Even though I'd walked it many (many) times over the years, I still found myself seeing things I hadn't previously focused on. How was it that I never noticed that grove of paw paw trees, or the profusion of young hickories moving into the gaps vacated by falling ash trees, or the abrupt lines that separate zones of thick honeysuckle from those where native spicebush was the dominant understory shrub.

An anthropologist friend describes this as taking something familiar, and finding what's strange about it. I like that concept. On one hand, the Glen is here for you as a source of familiarity and stability in an often hectic world. On the other hand the Glen is big enough and complex enough that it can offer new inspiration even to those who (think we) know every inch of it.

✱

Rich Boutin

Top Ten Reasons Why It Was an Amazing Year in Glen Helen

1304 donors to Glen Helen (and we are profoundly grateful to each of you)

334 schoolchildren had a life-shaping week at the Outdoor Education Center, thanks to funds donated for their benefit.

We cleared **24.1 acres of invasive honeysuckle** from the Glen.

Staff and volunteers **planted 234 trees** as part of our restoration efforts at the David and Barbara Woods

The Raptor Center **took in 185 birds** for rehabilitation

5,340 people attended one of our educational hikes or programs

Volunteer reported **4,767 hours of work** in support of our work.

107 bird species were found in Glen Helen on May 5, 2018, during our Make it Count for the Birds fundraiser

The new Yellow Springs Creek Dam bridge spans **206 feet across**

19 couples got married in the Glen ✱

State of Change: Habitat

For the past 100 years, the Glen has made a great recovery from the denuded landscape that it once was.

In the eastern United States, when land is left undisturbed by human activities, woody plants take over. In a sense, you could essentially define an Ohio forest as “land that has not been disturbed by people.” Yet in Ohio, all forests have, to one degree or another, been influenced by anthropogenic forces over the past several hundred years. Consider a contrast: while people are understandably impressed by the size of the great Coastal Redwoods of the western United States – some of which grow to more than 350 feet tall – it is their age that I find most impressive. Some redwoods are 1,500 years old, signaling that their habitat has not been substantially disturbed by humans for many, many generations.

It is important here to make a distinction between natural disturbance and human-caused disturbance. All forests are subject to some degree of natural

disturbance, such as from fire, flood, ice, wind, or extreme temperature. The type of disturbance, along with its timing and intensity, acts to sculpt the type of forest you’d find in any given area. These natural disturbances also drive the regeneration of forests, keeping them healthy, alive, and able to provide the ecosystem services we rely on.

For example, eastern deciduous forests naturally have what is called gap disturbance. This is when a large canopy dominant tree falls, and takes out other smaller trees, creating a gap in the canopy. This opening allows sunlight to reach the understory releasing a new crop of trees. This type of disturbance creates a forest with various age classes spread across the landscape like a mosaic, with old trees and young ones, and an opportunity for high biodiversity.

Low intensity ground fires were another important, if lesser known, natural disturbance in our eastern forests. Before European settlement, it is thought that fires burned on dry ridges every six to eight years. This type of natural disturbance helped drive species across communities, and preferred species that were adapted



Figure 4: Low intensity ground fire burning through white oak leaves. The reintroduction of this type of disturbance helps move the Glen back toward pre-settlement conditions and makes the ecosystem more resilient.

to low intensity fires (Figure 4) like white oak, instead of thin-barked trees like maples. Combined, natural disturbances shaped what our forest looked like before human intervention.

Now consider human-caused disturbance. By removing the natural disturbance of low intensity fire, and by adding in large scale harvest techniques that didn’t mimic natural disturbances, we altered the natural ecosystem processes. (Compare clear cutting of a forest to the smaller scale of selective harvest where just one or two trees are removed.) These disturbances shift

forests out of the equilibrium maintained by natural ecosystem processes, and create a new type of forest that is less diverse, less resilient, and frequently more susceptible to invasion by pioneering invasive species.

Glen Helen has experienced myriad human disturbances over the past 200 years. These disturbances have created a mix of forest types with various quality levels. When we read the current forest in Glen Helen, we are able to observe and diagnose these past human disturbances. Even though the Glen has existed as a nature preserve for nearly 90 years, we can still today find clues in the forest structure and species composition which suggest what type of disturbances and land management practices occurred in the past.

Disturbance in Glen Helen

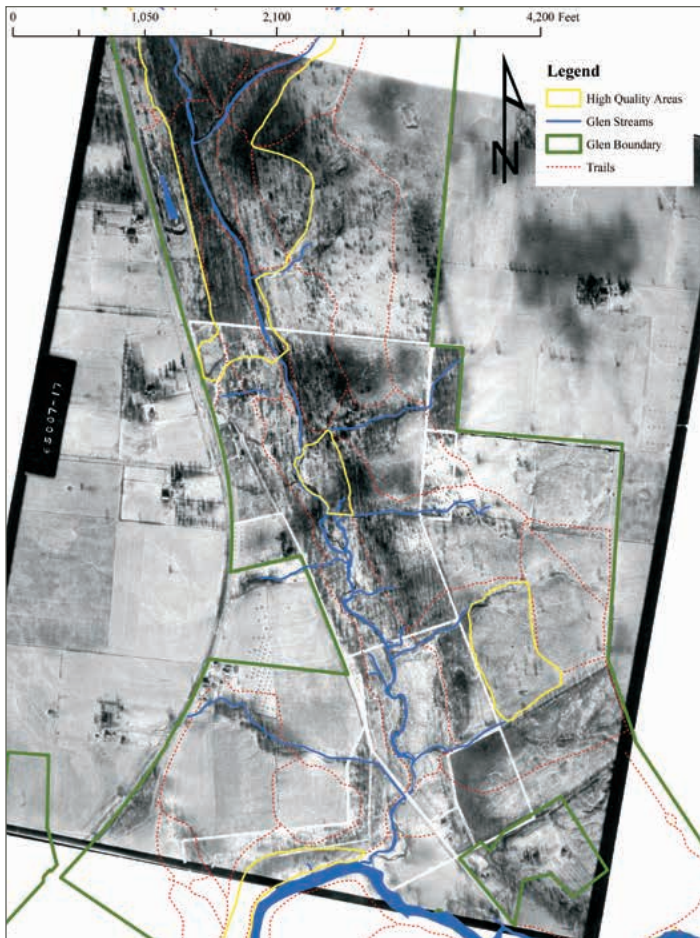


Figure 1: The southern end of what we now call the north Glen. The top white line separates the Neff Glen from the Shelden Glen. Note the difference in the amount of tree cover on each side of the line.

The northeast portion of the Glen, east of the Fire Road, is a fitting example. This area was completely open in 1926, as seen in Figures 1, 2 and 5. The current presence of standing dead Osage orange trees suggests that this area was pastured. Osage oranges were brought to the area to be planted as natural fence rows for livestock operations, and the trees

migrated into the pasture because they aren't palatable to livestock. As the pasture was abandoned these scattered Osages were overtopped by a crop of maple, ash, and cherry trees, which shading them out and eventually killed them. Looking at that part of the Glen you can still see the Osage ghosts of the forest past.

Not only was this part of the Glen denuded of forest cover, the soil there was heavily disturbed by pasturing and grazing animals. This explains directly why today we find

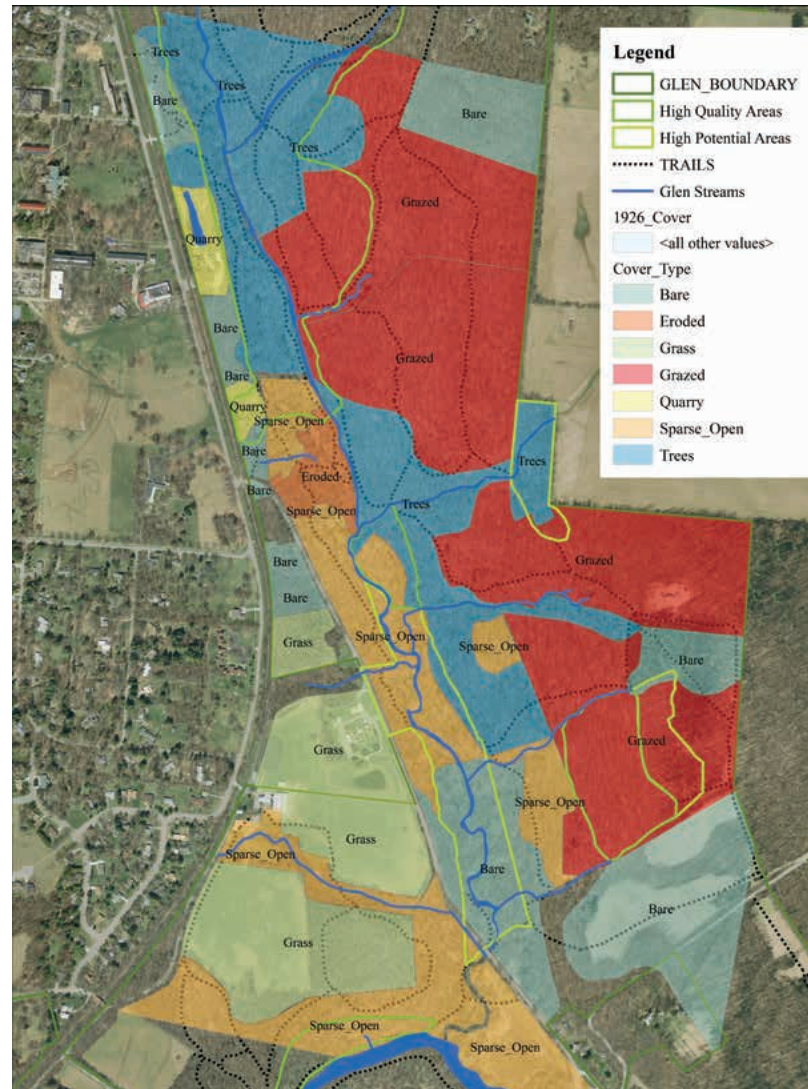


Figure 3: Land use/vegetation from the 1926 aerial over a 2014 aerial. Note the high quality/high potential areas correspond with tree cover in the past, riparian areas, and targeted reforestation.

no little to no herbaceous layer of wildflowers, but a strong presence of invasive bush honeysuckle. Even though it was 100 years ago, using that area for pasture disturbed the soil so much it essentially set the soil disturbance timeline back to zero, far from the thou-

sands of years that the soils of the west coast redwoods have been able to exist undisturbed.

Today, as you walk south along the Talus Trail, you can see how past management practices and disturbances created a stark contrast between what was the "Neff Glen" (the northernmost part of Glen Helen, near what is now US Route 68 and State Route 343) and the "Shelden Glen" (the

continued

area south of the Neff property, but north of Grinnell Road).

The northern portion of the Talus Trail has a tremendous herbaceous layer, along with many different species of trees and age classes ranging from one-year-old to over 200. There is also very little bush honeysuckle.

Once you cross the line into the Shelden Glen (white line shown in Figure 2) you can notice the dense layer of honeysuckle, and no herbaceous layer.



Figure 5 shows unknown location in Glen Helen in the early 1900s, note the absence of an overstory tree canopy and the presence of red cedars on the left of the photo. Under the closed tree canopy today you can see the standing dead remnants of red cedars from past open forest conditions.

Visit in winter when the leaves are off the honeysuckle and you can see farther into the woods, and it becomes obvious that there are no large canopy trees present, and there is less age diversity among the trees.

An aerial photo from 1926 (Figure 2) gives clues as to why these two adjacent areas are so different today. Below the old quarry at the corner of Corry St. and Grinnell Rd., you'll notice bare eroded ground, which appear to

be spoils from the quarry. That is a high soil disturbance which would lead directly to the poor conditions of the forest in that area today. However, when you look just north of the Neff-Shelden

line, you see darker grey indicating more tree cover and less disturbed soils. This where we find our amazing display of wildflowers in the spring. Activities (or lack thereof) from a century ago are driving current conditions!

Connecting these disturbances from the past to current forest conditions is important for a land manager. For the past 100 years, the Glen has made a great recovery from the denuded landscape that it once was. In some areas, purposeful recovery efforts like the planting of the red oak and poplar trees helped stabilize the soil and move the ecosystem toward equilibrium. But mostly, it was the removal of anthropogenic soil disturbance that allowed mother nature the time and space to recover.

This is not to say that there aren't unnatural disturbances still occurring in the Glen. These disturbances may not be as obvious as a clear cut or a forest



Figure 2: 1926 aerial photo, overlaid with the current Glen Helen boundary, trails, and creeks.

being converted to agriculture, but they are helping to create a less stable ecosystem. The overabundance of the white tail deer prevents new trees from growing into spaces left behind by dying old trees. A low diversity of invasive species occupy ecological niches that should be occupied by hundreds of native species. Uncorralled visitation leads to stream bank erosion as people stray from the trail and enter the creeks. Trails both sanctioned and rogue act as vectors for the

spread of invasive species.

A forest ecosystem is a complex web of life and death, with ebbs and flows of decay and growth. It is so complex that it is impossible for a human land manager to fully control its outcome. What I have learned, by understanding how past conditions have led to present conditions, is that the best thing I can do to ensure success is to remove myself as much as possible, let mother nature be my guide, and maintain as light a touch as possible. 🍀

– Ben Silliman (bsilliman@glenhelen.org)

From Program to Community:

Broadening an Understanding of Environmental Education

"The care of rivers is a not a question of rivers, but a question of the human heart." – Tanaka Shōzō, Japan's first environmentalist, ca. 1890

In a former job, I managed a community garden for several years. When I took over the responsibility for the garden, there was little connection between the folks working in their individual garden spots; everyone came and went, and it was clear they didn't really know each other very well. I resolved to change that. Over time, I introduced seasonal potluck dinners, work days, a mentorship program for new gardeners, a seed exchange, a tomato tasting. These were little programmatic elements to create what might be called "surface area" for community. (In the same way that a plant's leaves create surface area to collect light and moisture, good program design represents a kind of "surface area" to collect and focus the qualities and values that it hopes to develop.)

So, what had been a great little program started to become a great little community. This was all the more significant because half of the gardeners were international students and families, with children, often far from home and non-English speakers. When I turned the management of the garden over to a co-worker after I left, I wrote this message to her: "Try to remember that maybe the most important 'produce' of the garden isn't vegetables, but better healthier, happier people and stronger community. The garden is kind of an excuse to grow good relationships." Some years later, she told me that she had printed that email and kept it above her desk as a reminder as she had tended that garden of people and plants.

I've been director of the Glen Helen Outdoor Education Center for almost two years, and I'm sensing some little tendrils of that



Caption

deeper quality of community beginning to emerge in our work, and I'm hoping for more of them to flourish in the coming years.

We've re-instituted regular family programming at Trailside Museum on the west edge of the Glen. There are naturalist's workshops led by the community and for the community. (I highly recommend Emily Foubert's monthly life-changing Bird-Language Club.) Every Wednesday at 1:30pm we offer Wee Wander Wednesdays, a chance for parents and little kids to make friends as they explore the Glen.

After my second summer at Ecocamp, and seeing how many kids come week after week, sometimes for five or ten years in a row, a whole new horizon of connection seems possible. Next year, we will be strengthening our Leaders in Training offerings, and offering

more mentoring, engaging, and challenging experiences to older teens. Watch for ways that parents will be invited to participate in what can be important rites-of-passage events for families. These kids are the future of the Glen, sometimes I have a little hint of foresight and see some of them on the Glen Helen staff someday – perhaps even sitting in the Director's chair when I am long gone.

Speaking of future leaders, our new assistant director, Sarah Cline, is a native Ohioan, and we all had the pleasure of seeing her and her husband Scott celebrate their wedding in the Glen at Birch Manor this summer. If we're lucky, we'll keep them around a long time as they put down roots in our area.

Even Outdoor School, which brings 5th grade children to the Glen for 4-day residential environmental education experience, can be deepened by designing for community. This spring we had a coordinating teacher from Graham Elementary School retire. Not only had she brought her kids here for over twenty years, she had attended Outdoor School herself as fifth grader. Her principal asked us to be co-conspirators for her surprise retirement party. There were tears and laughter when she arrived and received a traditional Glen Helen naturalist's welcome at the Lodge from dozens of her family, friends, and colleagues. This year, we'll begin some outreach to young people from Springfield and Dayton city schools and hope to create supportive, multi-year mentoring and learning opportunities so they have a chance to feel at home in nature and in community here.

Which brings me around to the opening epigram and "...questions of the human heart." Environmental questions are not simply questions of ecology and science, although they are certainly partially that. In fact, the Greek word "oikos" is the source of our prefix "Eco" and it means "home," "house," or "family." This points to the need for our work to not only teach about nature and science, to not only protect land resources, but also to grow human health and connection, to create healing, community, and love, so that people can feel at home on the earth.

See you in the Glen! 🍀

– Michael Blackwell (mblackwell@glenhelen.org)

Meet the Ne

we need a lead-in sentence here about the tradition of the new naturalists or something like that.

Aidan Burdick, from Durham, North Carolina, graduated from Carleton College, where he majored in Geology, but also got a well-rounded liberal arts education! He came to Glen Helen to inspire kids to connect with nature and help them develop into great scientific thinkers.

Brian Crader, from Thornville, Ohio, is a graduate of Ohio University, Lancaster with a degree in Literary Studies and Human Relations. Brian is here to continue his journey as an explorer, a poet and a part-time pop philosopher.

Sarah Linnenkohl, from Centerville, Ohio, graduated from Miami University, where she studied Environmental Earth Science. She is here to promote environmental awareness in children and help them develop

a positive relationship that will help the future thrive.

Nicole Kabey is from Newbury Park, California and graduated Westmont College with a Biology degree. "I have found my two-year internship with the Raptor Center to be extremely valuable in preparing me for future endeavors. I hope to help make a positive impact that has a lasting effect for the Raptor Center."

Cindy Vandamas is from Loxahatchee, Florida, and a graduate of Florida Atlantic University, where she studied Geology. "I want to be able to help children connect to nature through hands on experience in the outdoors. It is amazing seeing students transform during their stay at Glen Helen."

Athena Kern, from Lexington, Kentucky, is a graduate of University of Chicago where she focused on Gender Studies and English Literature. Athena

came to Glen Helen because "I want to help kids feel the same love and awe that I do when I encounter everything from minnows to raptors here at the Glen."

Miranda Cain, of Stockport, Ohio has studied Wildlife and Fisheries Management. "I am at Glen Helen to get kids excited about nature! I want them to feel a special connection to the outdoors."

Karen Mitchel from Washington Court House, Ohio, went to Wright State University where she studied Earth Science with an Anthropology minor. "I want kids to understand the importance of nature conservation and preservation, and I want them to realize that there's more to life than their phones."

Jen Sleeman, from Coopersburg, Pennsylvania, graduated from Lees-McRae College where she studied Wildlife Biology and Wildlife Rehabilitation. She

w Naturalists



Need caption

is here to grow into a well-rounded educator, who hopes to share her passion for the natural world and make kids feel empowered about the environment.

Teresa Slonaker of Kettering, Ohio, went to Miami University, where she studied Zoology & Music performance. She has come to the Outdoor Education Center to revel in and to share the magic of the Glen.

Sara Beth Freytag, from Lexington, Kentucky, attained a BS in biology at Centre College and an MS in Forestry at the University of Kentucky. "I want to combine my scientific background with my recently-developed teaching skills to determine if I want to go into environmental education for my career. I am excited to share my enthusiasm for the environment

with the children in hopes that they will have a greater appreciation for nature by the time they leave."

Morgan Olson, who hails from both Nevada and Hawaii, and has a strong interest in geology, says, "I am here to inspire and encourage kids to pursue the sciences while immersing them in nature."

Emma Strick, from Berea, Ohio, went

to Marietta College where she studied Environmental Science with a minor in Leaders-hip. Emma wants to get more experience planning naturalist programs. "As a second-year intern and Lead Naturalist for Teaching and Learning, I want to help other naturalists grow and contribute to the future of Glen Helen."

Paul Reed from Zanesville, Ohio,

A graduate of Ohio University, where he studied Environmental Geography, Business Administration and Geographic Information Science. "I am at Glen Helen to help empower children to be more compassionately connected to the world around them."



Babies at the Raptor Center:

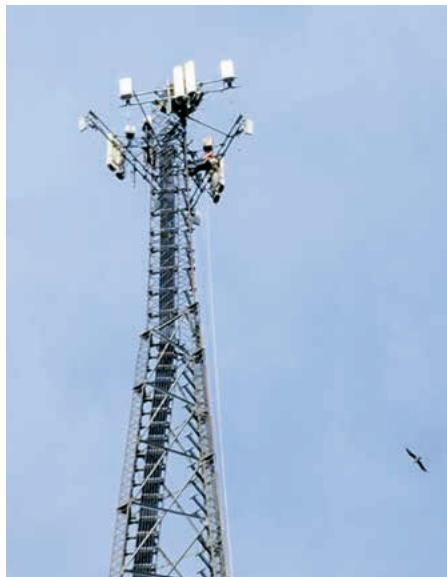
Giving Mother (and Father) Nature a Helping Hand

Why does the process of birds leaving the nest so thoroughly capture our imagination?

The image of a tiny moss bowl full of delicate pattered eggs, or hungry noisy gaping mouths begging for a tasty bite, or the old discarded sticks no longer needed by their one-time residents are beautifully portrayed in poems from Robert Frost, Emily Dickenson, William Wordsworth, and countless others.

Bird nests are used as metaphors in Hallmark cards, and eggs are found in religious images across the world. But what happens when nests don't provide the perfect protection for their feathered inhabitants? This is when wildlife rehabilitators step in to give Mother Nature a helping hand.

Throughout the late Spring and early Summer, the Raptor Center fields hundreds of calls regarding baby birds. Sometimes these birds are in need of intervention from a licensed wildlife rehabilitator, but often a bit of education is all that is necessary to ensure the caller that everything is going just the way nature intended. When a helping hand is called for, baby owls, hawks,



Osprey eggs were removed from a cell phone tower, protected and then returned.

falcons, eagles, and vultures find themselves in the Raptor Center nursery. When this happens, we have three options to ensure the bird is able to return to the wild when ready.

Option One: Renesting. Despite the popular belief, most birds have no sense of smell and will quite readily take a returned nestling back under its wing (no pun intended). (Well, maybe intended.) Once we provide a thorough medical examination, the youngster will be returned to the nest, if the nest is readily accessible. This reunion may take place hours or days or even weeks after their arrival with us if medical care is necessary. Once the bird is returned, the Raptor Center staff is careful to observe the nest to ensure the parents resume care.

In May, we used this very option to help Osprey that were nesting on a cell phone tower. Workers needed to conduct repairs on the tower, but the nest and its adult occupants were in the way. Unsure if we would find youngsters or eggs in the nest, we set out to help. We ended up finding three eggs, and kept them in a carefully calibrated incubator while the repairs were done, then returned the eggs and watched to make sure the



« A black vulture foster nesting at the Raptor Center

parents successfully resumed care. Mission success!

Option Two: Foster Nesting. Sometimes returning a youngster to its original nest is not an option. Perhaps the original nest is unable to be reached, or was destroyed. Perhaps something happened to the parents and they are no longer in the area. When this happens, our next option for a healthy youngster is to foster it into another wild nest. To do this, we must first locate a nest with young close in age. Careful consideration must be made to prevent undue disturbance or stress to the foster parents in taking on a new mouth to feed. Thankfully for us, birds are terrible at arithmetic, and do not seem to notice the difference between two mouths and three.

As with renesting, follow up observations is critical in the fostering process. Depending on the particular situation, we may choose to provide supplemental food to the foster adults to reduce their hunting stress. In June, we implemented this option with a young, and some may say adorable, black vulture. This vulture was unfortunately taken from his original nest by some well-meaning but ill-informed children. After a week in their care, the vulture made its way into our clinic. Thankfully, the vulture was in reasonably good condition and after a few days of good food and observation, he was ready to return to a wild nest.

While the location of the original nest was unknown, we had identified a perfect foster nest. The new nest had only one nestling and despite a slight age difference, they were close enough in age to give us hope in a successful foster situation. Working carefully with the property owner, we introduced the new nestling to the one currently in residence. A trail

continued

camera allowed us to observe from a distance and watched while both mom and dad came to care for both chicks. Mission success!

Option Three: Raising in Captivity.

If renesting is not a possibility, and no foster nest can be found, the last option is to raise the young bird in captivity in such a way that it is able to learn the skills necessary for a wild release. This is only an option for certain species of birds, but works exceptionally well for screech owls and kestrels. As soon as they are able to thermoregulate and stand with some confidence, the young birds are moved to an outdoor enclosure away from people. As they do in the wild, the young birds will learn to fly and begin hunting behavior through observing their peers and by following their own natural instincts. When ready, they get practice hunting live prey in what we lovingly refer to as “mouse school”, and upon graduation, they are released into a food rich natural habitat to begin their lives in the wild.

As with all rehabilitation, their long-term outcome will depend on each individual, but banding evidence over many years gives us confidence in this process as a viable option when renesting and fostering are not possible. The Raptor Center uses this option frequently with screech owls and in late June released four young owls raised at the Center. Watching them fly confidently into the surrounding woods, I wish them well. Mission success!

Wildlife rehabilitation is a constant process of evaluation, networking, and making educated guesses. Thankfully, we have many options at our disposal in order to give each individual that comes through our doors the best possible chance and a long, healthy and hopefully productive life where they belong – in the wild. 🌿

– Rebecca Jaramillo (rjaramillo@glenhelen.org)

In Her Own Words...

We welcome the new assistant director of the Outdoor Education Center, Sarah Cline

I came to Glen Helen in 2016 as an Outdoor School naturalist. During my internship I fell in love with the Glen, the work I took part in at the Outdoor Education Center, and the community that it created. I choose to stay on as an intern over the next year, and this past June took on the position of Assistant Director.

As a child, I spent most of my free time outside. Hiking, building forts, climbing trees, and getting as dirty as possible were some of my favorite past times. In college, I came to understand that many of my peers were not so fortunate to have those same childhood experiences. This realization, combined with a great dislike of calculus, prompted me to change my program of study from engineering to environmental policy and natural resource management.

As a university research assistant, I began to learn more about the practices of environmental education by evaluating and assessing a number of environmental education programs. Through my work I gained an understanding of the complexities of the field, the lack of understanding or execution of best practices, and the great potential that outdoor and environmental education experiences have to shape people and better enable them to address the host of issues today's society faces.

After graduation, I served as a Peace Corps Volunteer in Benin, West Africa. During this time I was challenged in ways I never expected; and, in overcoming these challenges, I gained dramatic and vital experience teaching environmental education, promoting gender equality, and supporting food security. I learned to be flexible, but persistent, and I left Benin with a profoundly ameliorated understanding of the importance of community, joy, and play.

Looking forward, I am grateful and excited. It is a gift to continue to do work I find challenging and rewarding in an inspiring community and a beautiful place. We've got big plans at the Outdoor Education Center: seeking to continuously improve as we design more intentional, transformative student experiences and support our naturalists as they become enthusiastic, skilled educators. Our days are full and delightfully chaotic; I wouldn't have it any other way. 🌿



Reflections on Trailside

Glisten

One fine forest afternoon I went searching for the sun,
In it I basked cold bones on decomposing pines,
Noticing all across the path spider webs spun

Stringed musical tapestries carefully arranged,
Silk setting sun fretting, the wind bends the notes,
Playing warm delicate phrases of breezy summer afternoon
symphonies

Valse Musette, Charmaine, Charmaine!
The graceful dance of the mathematician, master of precision,
Hopelessly devoted to its craft, timeless toiling unmatched

Exactness all in the uncertainty,
Whether will one of those bumbling, stumbling humans come
through to tear apart the great creation,
The seersucking liquidation of time

Though the web may come crashing down,
The itty bitty traveler will begin again on the forest road,
Where the trees never tire of the old songs.

By Brian Crader, Glen Helen Naturalist Intern 🍄



Brian Crader

From the Archives



The Swinging Bridge

Photographed by then-director Ralph Ramey around 1980, the swinging bridge across the Yellow Springs Creek was a signature element of a walk in Glen Helen. It was revered and reviled. Revered, because, well, it was wonderful. Rustic to the point of practically being improvisational. The east side terminated on high ground. The west side terminated 10 feet up a tree in the floodplain.

The bridge was a magical and required passage for every child visiting the Outdoor Education Center. And yet, it was reviled, because it wasn't built to last. However creative it might have been, its construction was far from what was needed to meet code or the exacting specifications of structural engineers. Destroyed at least twice by vandals, the bridge was ultimately deemed an attractive nuisance.

If you know where to look, you can still find the bridge site, including a foundation on the east side of the creek, and a tough old Osage orange on the west.

Announcements

Ecocamp Registration Is Now Live

Give your child a truly one-of-a-kind summer camp experience where they have the time of their lives, while learning about the natural world. Investigation and exploration is the focus as campers hike the trails of Glen Helen and discover the wildness and joy of nature. A variety of camps are offered for five to fifteen year olds by our qualified Naturalist staff. Ecocamp covers a wide variety of topics and offers a diversity of experiences, including day and overnight camps.

To learn more, or to register your child, visit glenhelen.org.

Save These Dates

Mark your calendar for these upcoming Glen Helen events coming during 2019:

- ✦ A Memberable Evening of Wine and Jazz: February 9
- ✦ Pancake Breakfast: March 9
- ✦ Earth Day Run/Walk: April 28
- ✦ Earth Day Raptor Center Program: April 28
- ✦ Make it Count for the Birds: May 4
- ✦ Glen Helen Association Annual Meeting: May 15
- ✦ Friends Music Camp Benefit Concert: July 27
- ✦ Whoo Cooks for You?: September 14
- ✦ Glen Helen Association bird seed sale: October 19
- ✦ Raptor Center fall open house: October 20

Watch for information on glenhelen.org

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. 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.



Support the Glen When You Shop

Participating in the Amazon Smile program to benefit the Glen 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.



Join Our Family of Volunteers



We depend on volunteers to carry out the programs, events, and initiatives that help preserve Glen Helen. From fundraisers, to mailings, to trail maintenance, volunteers at the Glen not only participate in our important efforts, they have fun while they do it! Whether you are a short-term volunteer with a service requirement, or seek a longer-term position, we may have an opportunity for you.

To learn more, and to join our family of volunteers, contact asimonson@glenhelen.org.

Go Green with Glen Helen

We want to stay in touch with you. We also want to save trees, and save costs that can support our mission. Will you help us decrease our paper usage? By opting in for digital mail, you'll receive an average of four email messages monthly, including In the Glen magazine, our quarterly calendars, and current news, events, and invitations. To receive these mailings in a digital format, simply send an email to tclevenger@glenhelen.org. Put "Go Green" in the subject field, and put your name in the message body.

Adopt a Raptor

When you "adopt" one of our resident hawks, owls, eagles, falcons, or vultures, you help us provide the specialized care needed for our resident and rehabilitating birds of prey. Plus, you have the pleasure and pride of helping care for our avian ambassadors! Give a unique gift to someone special, or pledge your support for our avian friends. Adopt a Raptor today!

To learn more, contact rjaramillo@glenhelen.org.



Check Out Our Wish List

We are regularly in need of new or gently used items for educational programs and staff houses. We currently need:

- ✦ Clothes for cold kids, including: winter gloves, hats
- ✦ Eco-friendly cleaning supplies, Vacuum Cleaner, Shop Vac, Swiffer dusters, rubber gloves
- ✦ First aid supplies, vet wrap, Pedialyte, non-stick bandage pads
- ✦ Garden supplies, including rakes, leather work gloves
- ✦ Gift cards, including Petsmart, Lowes
- ✦ Household supplies, new/lightly used pillowcases, sheets, & towels, new/lightly used curtains
- ✦ Kitchen supplies, 5 gallon food grade buckets, food grade plastic tubs, water bottles
- ✦ Project supplies, new/lightly used costumes (child & adult sizes), a squirrel pelt
- ✦ School supplies, any and all!

Please contact tclevenger@glenhelen.org before donating, to discuss your item(s) and arrange a time for pick up or drop off.



Follow us on Facebook: www.facebook.com/glenhelen



RETURN SERVICE REQUESTED

Nonprofit Organization
US Postage
PAID
Xenia, OH
Permit #260

405 Corry Street
Yellow Springs, Ohio 45387-1895
Phone 937.769.1902
Fax 937.769.1910
www.glenhelen.org

Glen Helen Annual Report

July 2017 to June 2018

Glen Helen Ecology Institute Operating Expenditures: \$883,000

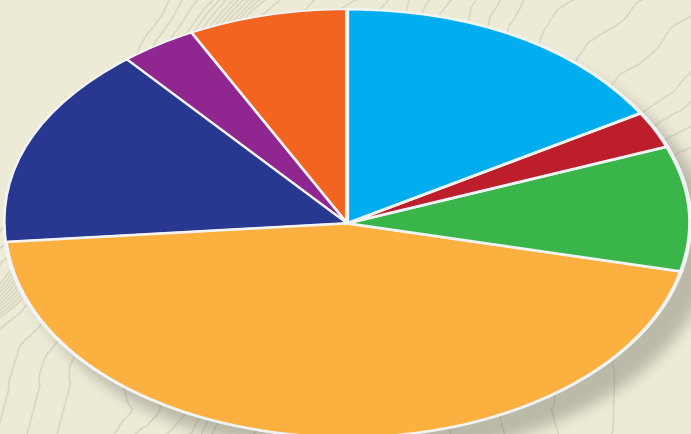
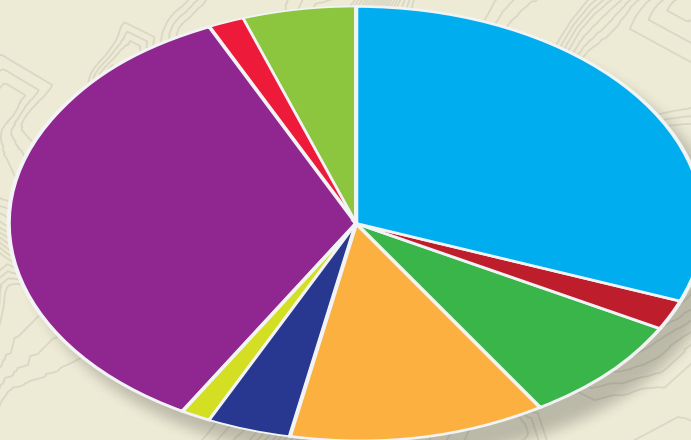
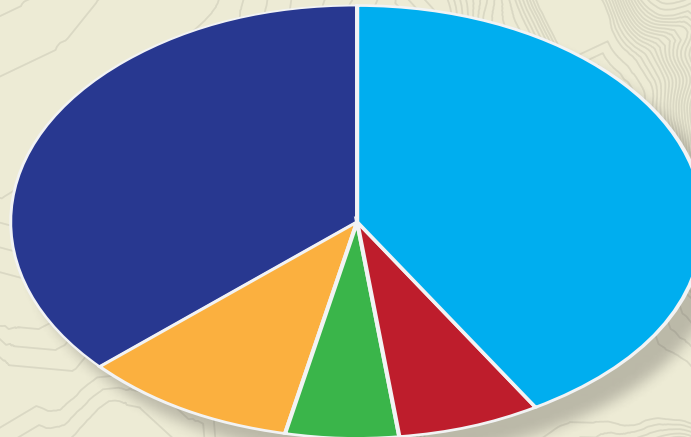
- Environmental Education Programs: 42.8%
- Raptor Center: 6.9%
- Land Management: 5.5%
- Facilities: 10.2%
- Administration: 37.7%

Glen Helen Ecology Institute Revenue

- Endowment and Interest Income: \$309,779
- Events: \$21,088
- Facility Rentals: \$80,924
- Gifts: \$120,615
- Grants: \$38,137
- Miscellaneous: \$12,631
- Program Fees: \$348,015
- Sales: \$16,786
- Visitor Fees: \$51,116

Glen Helen Association Revenue

- Endowment and Interest Income: \$65,080
- Events: \$11,750
- Facility Rentals: \$36,950
- Gifts: \$177,796
- Grants: \$60,633
- Miscellaneous: \$14,140
- Sales: \$28,827



Grantmakers

Thank you to the following grantmakers:

- Anonymous
- Della Selsor Trust
- Greene County Community Foundation
- Physicians' Charitable Foundation of the Miami Valley
- Springfield Foundation
- Vectren Corp.
- Virginia W. Kettering Foundation
- Yellow Springs Community Foundation

Gifts in Honor

We are grateful for gifts made in honor or in memory of the following friends of Glen Helen.

- Ginger Ballard
- Garrett Reece Barnett
- Olen and Gladys Byars
- Neil Dawson
- Michael P Denker
- Michael Finster
- Mike Fowler
- Bob George
- Tom Holyoke
- Jean and Tom Huston
- Katharine Wead Jones
- Allen London
- Margaret Roberds
- Richard Robertson
- Doris Jean Schauer
- Stephen D. Sommer
- James and Hazel Story
- Michael Struewing
- Edward Taras
- Don Wallis
- Jackson Webb
- George Wineburgh