



At Home in the World: A Student's Experience

The Alexandra Botanic Gardens, the H.H. Hunnewell Arboretum, and the Margaret C. Ferguson Greenhouses have been some of the few constants of my time at Wellesley. When I wandered into the greenhouses as a homesick first year with my first-year mentor group, I fell immediately in love with the Desert House. Having grown up in arid places (first New Mexico, then Nevada), not much was familiar about the muggy New England weather that fall, but the plants in the Desert House were. I made trips a few times that semester just to surround myself with succulents, and look at all the cacti whose names and shapes I already knew. As the weather got colder and the trees on campus began to shed their leaves for the winter, I retreated further inside the greenhouses to the permanently lush refuge of the tropical houses.

During the spring of my first year I took Environmental Horticulture—partially to fill a lab credit as a nervous intended English major—and fell even further in love with our campus's beautiful and varied collection of plant life. The class brought me into new rooms in the greenhouses where I grew plants for the first time since childhood. With classmates I explored and recorded data on the then-new Edible Ecosystem Teaching Garden. Some time that same semester I discovered the bench by Paramecium Pond and the notebook nestled in a post nearby (see the Fall 2015 Newsletter, pp. 6-7). The notebook holds a wide range of observations, sketches, and notes. Young children passing through campus excitedly describe the wildlife they've spotted; alumnae write about their time at Wellesley and how special the campus still is to them; current students write about classes or friends or home. This bench and its notebook remain my favorite place on campus.

Horticulture, combined with my growing involvement with Regeneration Student Farm (I'm currently the president), convinced me to apply to an internship opportunity in the Botanic Gardens for the following summer. My friends and family were



Chloe Williamson '16 (on the right) and friends experiment with uses for large basil leaves.

surprised, to say the least, when I told them that I would be applying to spend the bulk of a Massachusetts summer outdoors working in the dirt, but all of them celebrated with me when I was accepted into the internship. I learned a lot that summer. I learned about biochar—charcoal made from agricultural waste and used as a soil additive—and created a working biochar oven with another intern. I learned about invasive plant species and how best to remove each one. The other interns and I researched herbs and created a three-part herb garden, divided by culinary, medicinal, and dye purposes, in a small area that had become overgrown with mint. We saved the mint that we ripped out, dried it, and made iced tea with it all summer. We went on field trips to visit Wellesley alumnae and other college students engaged in agriculture and environmental stewardship. I had

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NOTES **from the Director**

Greetings from Wellesley! It's been a winter of wondering—when will it snow? Will it snow? Is that it!?! After last year's record snowfall, this winter we've had rain instead of snow in several of the storms that came through. As I write in late February, the first snowdrops and winter aconites are up and blooming. Last year they first bloomed on April 1, and I wasn't sure whether to believe it!



Snowdrops blooming in February!!!

Buds on many trees and shrubs started slipping during warm spells in January, but then we had an Arctic blast that took temperatures well below zero for a few days. Here's hoping not too many meristems got "nipped in the bud."

This is one of those years in which our spring show in the greenhouses—intended as a sneak preview of spring before the students leave for break in mid-March—is in a race with the awakening of the plants outside. We force bulbs and branches into bloom "early," but that's happening outside as well. Time to keep an eye out for the first primroses in Molly's Garden! In the Edible Ecosystem, chamomile and French sorrel already show new growth. They were two of the last perennials to go dormant in the fall as well, taking full advantage of the extended growing season.

With the relatively mild winter, we might have expected fewer visitors to the greenhouses this year. Instead, several mentions in the Boston Globe and a nice feature with lots of plant photos (properly identified!) brought in big pulses of visitors, particularly during the local school vacation week in mid-February. I don't think I've ever seen so many people in the greenhouses at once when there wasn't a special event happening. The Durant camellia rose to the occasion, putting on a nice blooming display.

Meanwhile, the Environmental Horticulture (BISC 108) class is taking great advantage of the greenhouses (see the sidebar on p. 6 on the new course format), since we can count on having a great variety of plants available any time of year. The new format enables students to spend more time in the collections during class, and they've each picked out two plants to get to know throughout the semester. When we discussed tissue types and adaptations, for example, they visited "their" plants and investigated the epidermal surfaces and vascular patterns, sketching and describing these in their plant journals. They also are capturing the essential features of a "plant of the week" in their journals, following protocols developed by Carol Govan for WCBG Friends courses in field sketching. A primary goal of the course is for students to become more active observers, shedding their "plant blindness," and as Carol and her students know well, having to sketch something really opens your eyes and makes you pay attention to it!

In addition to developing their powers of observation, BISC 108 students are working on scientific approaches and habits of mind as they take questions of general interest, narrow them down to testable hypotheses, then design experiments to test them. The student greenhouses currently are full of basil plants with holes punched in the leaves of some, tops lopped off of others, and some lucky ones left intact, as the class decided



The Durant camellia bloomed beautifully for all the visitors.

to compare how the plants would respond to the kinds of damage inflicted by insects vs. mammals. Then they designed an experiment to address this question. March 7 is harvest day, with chlorophyll content, height, and biomass measurements, along with blind taste tests. Basil is a great study plant, as all the measuring and data analyzing are then followed by a pesto-making (and eating) finale.

As spring approaches, one thing that keeps a regular rhythm for us is interview season. February is the peak

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Friends of
WCBG

WELLESLEY COLLEGE BOTANIC GARDENS

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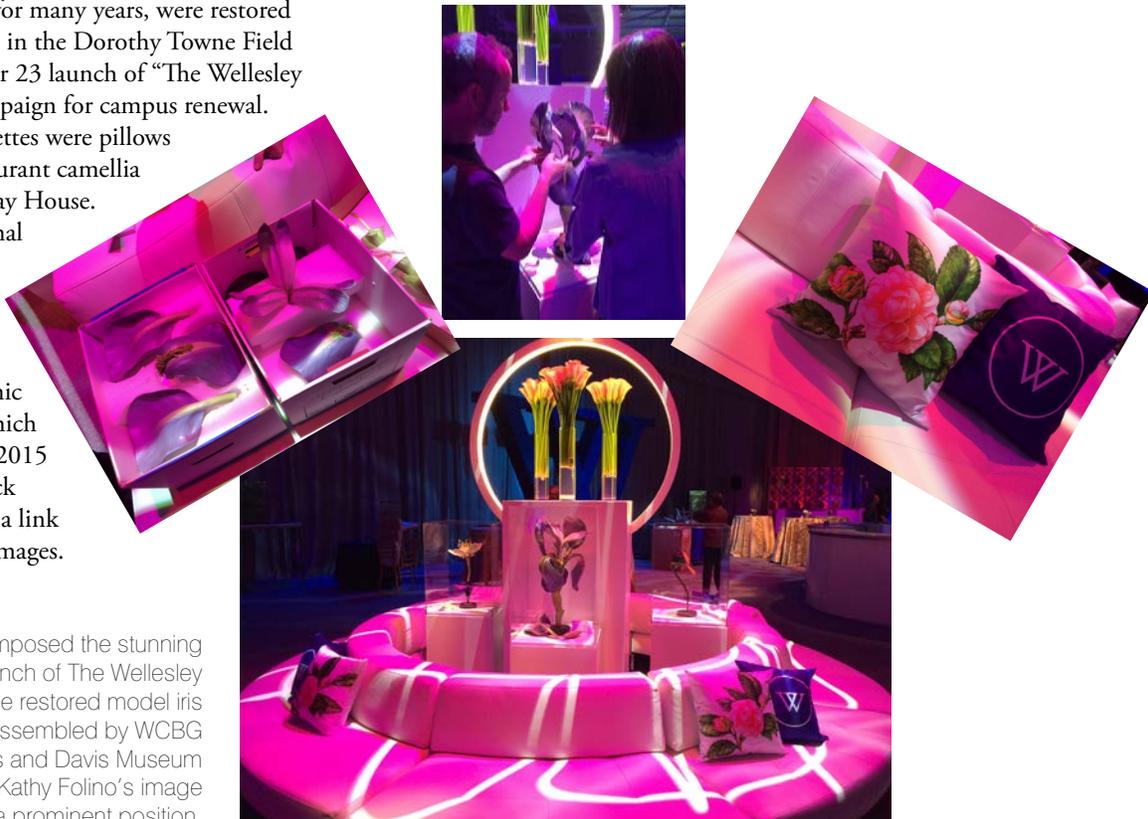
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Antique Flowers Glow Again

Antique botanical flower models from the Botanic Gardens' collection, purchased by Henry Durant and used to teach botany for many years, were restored and given center stage in the Dorothy Towne Field House for the October 23 launch of "The Wellesley Effect," the College's capital campaign for campus renewal. Below the models on the banquettes were pillows printed with the image of the Durant camellia that inhabits our Seasonal Display House. It was reproduced from an original painting by Kathy Folino, who holds a Certificate in Botanical Art and Illustration from the Friends. Kathy painted this watercolor artwork for the Botanic Gardens' Florilegium project, which was highlighted in the Summer 2015 issue of *Wellesley* magazine. Check out www.wellesley.edu/wcbg for a link to this article with its stunning images.

Many elements composed the stunning centerpiece for the launch of The Wellesley Effect capital campaign. The restored model iris arrived boxed and was assembled by WCBG Director Kristina Niovi Jones and Davis Museum staff member Craig Uram. Kathy Folino's image for the pillow held a prominent position.



A Student's Experience

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the best mint tea of my life at alum Sue Bridge's Wildside Gardens. Ultimately, I also learned that I am not cut out to be a full-time farmer or gardener, but my love for plants, natural ecosystems, and growing food only became deeper.

I spent the next two years developing my zeal for the gardens even though I was no longer interacting with them in any formal way. I brought everyone who would listen to the EETG to taste the wild sorrel that grows profusely there, and to the bench by Paramecium Pond to write a note, and to the small weeping cherry tree in the arboretum

that overlooks a narrow winding stream. Every time I retreat into the gardens myself, or bring a new person to explore them, I am reminded how grateful I am to have a resource like this available within walking distance. Even a short detour through the gardens or a brief stroll in the greenhouses never fails to function as the perfect study break—a chance to escape from what can be a very demanding academic environment and envelop myself in the complex and beautiful ecosystems outside and under glass.

Spending time in these places reminds me that I am part of something much larger than my seminars or the fellowships I may or may not receive. When I walk among the plants at Wellesley I am

reminded of my place within natural ecosystems. Of course, the botanic gardens are unique to Wellesley. Many of the trees bear the names of alumnae or friends and family of alumnae who have passed away. The bits and pieces of poetry in the gardens were placed there as part of a student's project. Some of the reflections in the journal at Paramecium Pond dwell on the meaning of this spot, in this campus, at this college. Still, despite all the particulars, the gardens have always reminded me of the universal, and of the small place we occupy in a much larger set of ecosystems.

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The Queen of the Night

On the evening of October 30 last fall, more than fifty visitors came to the greenhouses to see the flowering of the queen of the night cactus *Epiphyllum oxypetalum*, which blooms only at night, each blossom withering shortly after the next dawn. For years, horticulturalist David Sommers had come in especially to watch the cactus bloom and he was delighted to share this precious moment with others, though this meant opening the greenhouse long after normal hours. According to Sommers, you can tell that the flower is getting ready to bloom by observing the tip of the flower bud. “When the buds first start to develop, they point straight down,” says Sommers. “Then a few days before they bloom, they turn upwards. The tip of the bud has a point like a pencil. When the tip turns frizzy, somewhat like a paint brush, that night it will open.”

Despite the short notice and being the Friday evening before Halloween, a surprisingly large number of people showed up, including many students in costume on their way to parties, as well as faculty and other community members who saw the email announcement or the Facebook

post. Visitors marveled at the large white flowers and the strong fragrance, saying that they had never seen anything like that before. “It’s like a water lily without water,” someone commented.

Apart from its beautiful form and enchanting scent, the queen of the night appears in folklore in various countries. In India, it is believed that people who pray while the flowers are blooming will have their wishes granted. Many Chinese students were especially excited to see the flowers because of a Chinese expression, *tan hua yi xian*, “blooming of the queen of the night,” meaning the transience of something. For almost all of them, it was the first time they had seen the famous flower in person.

Carissa Sun ’16 said, “Before going to the greenhouse, my friend and I actually searched for queen of the night cactus on Google, because it was cold outside and we wanted to make sure it was worth going out. I had visited the greenhouse many times during the day, but going at night made it more thrilling since it added to the mystery of the flower. [We] had both grown up hearing stories about the blooming of the Tan flower (the Chinese



Students came to the greenhouse at night to witness the flowering of the queen of the night cactus.

name for it) and how it only opens for a few hours at a time for those who wait. Seeing the flower in real life was surprising as it was larger and less delicate than I expected, but what made the experience was the scent. It’s hard to describe--it was like a mix of lotus and other fragrances that filled the room.”

by Ningyi Xi ’17
Thorndike Intern

A Student’s Experience

Continued from page 3

Last summer I had the opportunity, through the Madeleine Korbel Albright Institute for Global Development, to travel to Cape Town, South Africa where I interned in the fund raising department of FoodBank South Africa. Cape Town is an undeniably beautiful city for many reasons, but the things that caught my attention were almost always plants. On a walk in one of the city’s parks I spotted trees and flowers that I had only ever seen before in the greenhouses at Wellesley. At Kirstenbosch Botanic Garden I saw living stone plants. I had first fallen in love with these small and slightly strange



Chloe found familiar philodendrons and screw pines growing in the parks in Capetown.

succulents when I sketched them for a horticulture class project. Now I was seeing them in their native country. Every time I recognized plants that I had first seen at Wellesley I felt the same way I had my first year when I happened upon the Desert House: that I had found something familiar in a very new place. Thanks to Wellesley’s collection of truly global flora, I imagine I will be able to find something that reminds me of this home almost anywhere I go in the world.

by Chloe Williamson ’16

What's in a Name?

There are many stunning members of the *Araceae* or arum family in the Wellesley greenhouses. Some have inconspicuous flowers clustered around a protruding fleshy stalk, the spadix, and often surrounded by a protective leaf-like bract called a spathe. Think of that common spring plant, the jack-in-the-pulpit. Jack is the spadix and the pulpit is the spathe. These are sometimes called aroids to distinguish them from other arums which may look completely different; for instance duckweed, the tiny green plants you find on woodland ponds and even on the in the pool in the Hydrophyte House. It's a non-aroid member of the arum family. Note the words "often," "usually," "may be" and "might be" that must be used to describe this numerous and diverse family.

Monoecious aroids have separate male and female flowers, both present on one plant, with the female flowers below the male flowers on a single spadix. To prevent self-fertilization, the stigmas—the parts of the ovary that receive the pollen—are no longer receptive when the pollen is ready to be released. Often with large, striking-looking, long-petioled (stalked) leaves these monocots grow from underground rhizomes (storage stems) that may provide starches we can eat, for example taro, or contain poisonous oxalate crystals as the jack-in-the-pulpit does. Several temperate and tropical aroids have descriptive common names that reflect the male and female flowers, the bracts, the toxicity, or the interesting leaves: lords and ladies, Adam and Eve, dumb cane, Swiss cheese plant, angel wings. And consider the very descriptive Latin name of one of the largest flowering aroids, the titan arum: *Amorphophallus*.

I am being so general in describing this family because I am not completely sure of the name of the plant I have chosen to draw. It was bought for the greenhouses over 10 years ago because of its beauty and interest although the seller did not know exactly what it was. It is very happy in our



© Carol Govan

A leafy aroid, almost surely *Alocasia portora*. The inset shows the spathe and spadix as they mature.

greenhouses with its swollen bases typical of monocots, and leaves that continue to unfurl every time I visit. Look again, and among the leaves, you can often find aroid flowers as described above. Like many of the aroids scattered through the Tropic House, the flowers, dramatic in shape as they are, don't have bright colors and are not easy to see among the foliage.

Recently I learned more about the identity of my plant. I went to The Kampong, the outpost of the National Tropical Botanical Garden in Coconut Grove, Florida for a painting course sponsored by the Friends. There, Craig Morell, the Curator of Living Collections, helped me identify the plant from a photograph and my painting. He is 99 percent confident it is an alocasia, most

likely a variant of *Alocasia portora*. Craig said if it were well fertilized the leaves would grow much larger and broader, as suits a plant often called elephant ears. If you look up pictures of it online you can see what he means. It might grow right through the greenhouse ceiling. In any case not knowing the name has not stopped me from drawing and enjoying it. And tracking down the name is fun too.

by Carol Govan
WCBG Friends Instructor

Environmental Horticulture Has a New Format

Environmental Horticulture (BISC 108), the introductory botany course that has evolved under several faculty across many decades, now is being taught in a new (old?*) way. Instead of twice-weekly lecture/discussion sessions taught by Kristina Jones and separate weekly lab sections with instructors Janet McDonough and Marcy Thomas, this year class discussion time and lab work both take place during two 3-hour sessions per week. On Monday and Thursday afternoons, the Visitor Center hosts the 48 students in the class. Instruction also takes place in the greenhouses and student potting room as well as the botany laboratory connected to the Research House, in a lively “three-ring circus” of student groups flowing from one to the other location. The class still has a “flipped” format (described in the Friends Spring 2013 newsletter), where the day’s lecture topic is learned by students before coming to class, leaving class time for discussion and hands-on exploration of the material. As part of President Kim Bottomly’s introductory science initiative, the goal is for courses like BISC 108 to be simultaneously rigorous and accessible to all Wellesley students, and to include authentic, open-ended research experiences so that all Wellesley students actually do science (not just learn about it) before they graduate. By mixing “lab” into the other aspects of the class, students become accustomed to asking questions and learning which kinds of answers can be looked up and which need to be figured out for themselves—and they learn a lot of botany along the way.

* See the article on Susan Hollowell on this page.

Susan Hollowell: Wellesley’s First Botanist

She was dubbed “Our Lady of the Flowers” by a member of Wellesley’s first graduating class. Another student called her a favorite little professor who lectured after careful preparation and in a manner “not so dry” as other professors – sometimes “even humorous.” Yet another named her an unforgettable figure, and the botany laboratory a cheerful place in which “I had my first experience of the joy of original research, my first glimpse of the intimate relation of man to nature.” She described her professor’s “quiet way of directing our work, her eyes twinkling with suppressed excitement over the many wonderful secrets she knew and that we were learning.” In an era where college commencement began to include a display of pageantry, she eschewed academic regalia and walked in procession wearing her distinctive little bonnet. She was depicted as gentle, serene, devoted to the College and its ideals, and a true scholar. From such tidbits in old books and papers, we get a sense of Susan Hollowell, the first Professor of Botany at Wellesley College.

Hollowell taught botany at Wellesley at a time when “botanical instruction in American liberal arts colleges was the exception rather than the rule, and when professors of botany were almost as scarce as blue roses.” She did not arrive at Wellesley with an advanced degree in botany; at the time, there were

few opportunities available to women for advanced study in science. During her 20 years teaching at Bangor High School and even after she took her position at Wellesley,



Susan Hollowell taught her students how to acquire knowledge and how to think.

Hollowell continued her education during the summer months. She was a student in the Summer School of Botany taught by the prominent botanist Asa Gray at Harvard, which attracted students and teachers from across the country. During the month of July, this course met from 9 a.m. to 4 p.m. six days a week and encompassed lectures and laboratory practice. Women worked alongside men; at a time when Harvard University was all-male, the summer school gave these women access to Harvard faculty, libraries, collections and other resources.

Even more influential to Hollowell was the time she spent on Penikese Island, MA at the Anderson School of Natural History, the residential summer school for teachers and educators run by renowned marine biologist Louis Agassiz of the Harvard Museum of Comparative Zoology. Agassiz founded the school as a way to teach science in the way he thought it should be taught: not through lectures, but by hands-on observation and experimentation.

In introducing his students to the principles of scientific methodology, he hoped to increase their understanding of science and expose them to the power of experimentation as an instructional tool. Although initially hesitant to accept women teachers as students, Agassiz came to see that they were a constituency eager for post-baccalaureate education, and on a

.....
*“she was depicted
as gentle, serene,
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and its ideals, and
a true scholar”*
.....

Learn With Us

- * All classes are held in the WCBG Visitor Center unless otherwise noted.
- * For classes over the lunch hour, bring your own lunch or walk to local shops.
- * Full course descriptions and material lists may be found on our website.
- * Parking on campus is restricted. Use of the Davis Parking Garage or car pooling from off campus is encouraged.

Pre-registration is required. Use the registration form on page 11 or print a form online: www.wellesley.edu/wcbg/learn.

Discover Dwarf Conifers

HOR 16 060

Learn about the different kinds of these four-season plants as you explore the extensive collection in the Conifer Reference Garden with Dr. Mary Coyne, designer of the garden. Wednesday, April 20 1:30 - 3:00 p.m. Members Free | Non-Members \$10



Agroecology in Cuba and Beyond

HOR 16 070

WCBG Botany Fellow Katie Goodall relates her experiences at the International Agroecology Conference in Güira de Melena, Cuba, which brought together farmers, peasants, agroecology promoters, facilitators, scientists, and students. Location: Wellesley College Science Center, Room SCI-278 Thursday, April 28 12:30 - 1:30 p.m. Members \$15 | Non-Members \$20 Price includes lunch



Herbs and Wild Edibles of the Spring Season

HOR 16 080

In this workshop with herbalist Steph Zabel, we'll harvest and sample some of the first emerging plants of the season. There will also be a demonstration on how to make an herbal-infused vinegar. Please dress appropriately for the weather as we'll be outside for part of the class. Friday, May 6 1:00 - 3:00 p.m. Members \$20 | Non-Members \$30

Mary Vaux Walcott: The Audubon of Botany

HOR 17 010

Biographer Marjorie Jones reveals the life and works of Mary Morris Vaux Walcott (1860–1940), a gifted artist whose stunning watercolors comprise a catalog of North American wildflowers. View the “Woody Plants” exhibition by the New England Society of Botanical Artists, on display July 8–Sept. 11 in the Hunnewell Building lecture hall. Location: Arnold Arboretum’s Hunnewell Building, 125 Arborway, Boston. Free parking. Wednesday, July 13 7:00 - 8:15 p.m. Offered in collaboration with the Arnold Arboretum of Harvard University and New England Wild Flower Society Members Free | Non-Members \$5

Drawing and Painting for the Petrified

BAC 16 010

All abilities welcome. In this relaxed, informative seminar with plenty of helpful demonstrations, you will work towards developing your drawing and painting skills. Sarah Roche encourages your observational skills to grow as you experiment with line drawings and the accurate representations of botanical forms. Leap into watercolor painting as Sarah guides you through a series of fun beginning botanical watercolor exercises. 4 Wednesdays: May 4, 11, 18, 25 9:30 a.m. - 12:30 p.m. Members \$125 | Non-Members \$150



© Sarah Roche

Watercolor Landscapes

WCC 16 203

Susan Swinand teaches adults at all levels of experience to solve the problems of painting on location. Follow your own interests in the classroom or work on site in the gardens. One-on-one instruction and group critiques help you develop skills and explore what works. 7 Thursdays: May 5, 12, 19, 26; June 2, 9, 16 1:00 p.m. - 4:00 p.m. Members \$200 | Non-Members \$250

Favorite Flowers in a Day

BAC 16 061

Do you have any drawings in your sketchbook that you really like, but they never got past being a sketch? Bring these little buds of inspiration to fruition under the guidance of Ellen Duarte. Students will each make a small composition using bits from their drawings. These compositions will then be finished with a combination of graphite, pen, and wash. All experience levels welcome. Wednesday, June 1 9:30 a.m. - 3:30 p.m. Members \$75 | Non-Members \$95



© Ellen Duarte

Introduction to Botanical Art Foundations in a Week
BAC 16 101A

Explore the world of botanical art over

five days in this course designed especially for you - the beginner. Sarah Roche exposes you to the basic techniques



and methods of botanical drawing and watercolor painting. If you have an interest in plants and a yearning to record what you see on paper, then this class is for you. All experience levels welcome.

5 days:

Monday, June 13 - Wednesday, June 15:

9:30 a.m. - 3:30 p.m.

Thursday, June 16 and Friday, June 17:

9:30 a.m. - 12:30 p.m.

Members \$275 | Non-Members \$325

Calligraphy for the Botanical Artist
BAC 17 123

Through demonstrations, handouts, guided exercises, classroom projects, and homework critiques, professional calligrapher Nancy Galligan will introduce you to the stately, majestic, and versatile Roman Capital alphabet and its lowercase accompaniment Foundational. No previous experience required. All materials will be provided.

4 Thursdays: July 7, 14, 21, 28

9:30 a.m. - 12:30 p.m.

Members \$150 | Non-Members \$200

Children's and Family Programs:

**Arts Exploration:
 Ages 7-12
 CHP 16 102**

Learn the fundamental techniques of drawing and painting in this stimulating class for aspiring young artists. Under the direction of experienced children's art instructor and Wellesley College staff member Lynda Davis Jeha, students will have fun creating a different project each week using a wide variety of media and unexpected materials. All materials will be provided.



5 Sundays: April 3, 10, 24; May 1, 15

3:15 - 4:15 p.m.

Members \$65 | Non-Members \$85

Carnivorous Plant Mini Bog Workshop
HOR 16 090

Members of the New England Carnivorous Plant Society lead this workshop in which you will make a miniature bog garden of carnivorous plants to take home. The workshop price is for one mini bog garden which includes four carnivorous plants, a pot, growing medium, and a care sheet. Multiple people are welcome to come learn about carnivorous plants and help with the planting of each mini bog. All children must be accompanied by an adult.

Sunday, May 1, 1:00 - 2:30 p.m.

Per mini bog garden:

Members \$50 | Non-Members \$65

Print a children's art class registration form at www.wellesley.edu/wcbg/learn/families_kids

**Travel On the Road with the Friends:
 Private Conifer Gardens of Metro-West Boston**
TVL 16 101

Day trip from Wellesley College to visit American Conifer Society members' gardens and finish the day visiting the Walter Hunnewell Estate on Lake Waban – an historic property with unique horticultural and botanical features including the 350 specimen conifers in the Pinetum.

Wednesday, June 22

9:00 a.m. - 4:00 p.m.

Members \$85 | Non-Members \$110, Price includes box lunch and transportation



Certificate in Botanic Art and Illustration

2016 Awards Ceremony — Monday, June 6

3:00 p.m. reception, 4:00 p.m. ceremony

The awards ceremony will be preceded by a lecture, subject TBD. Free; please call 781-283-3094 or email wcbgfriends@wellesley.edu to let us know you are attending, so we will have enough seating.

CBA Artist Exhibition: May 16 – June 7 / WCBG Visitor Center

For more details on these and other programs contact the Friends office for the Spring/Summer Brochure or visit our website: www.wellesley.edu/wcbg/learn

Hallowell *Continued from page 7*

observations. To secure this end, they are instructed in the best methods of study and observation.

“The thronging classes in the department of botany, over which Miss Hallowell presided, found the requisite tools at hand for individual investigation, including valuable microscopes and models,” wrote Louise North, Class of 1879. “The fields and woods of the College yielded abundant and even rare specimens for the required herbaria. Art also was summoned as a handmaid of science; to each student of botany was offered, by a course of instruction in the watercolor painting of flowers. Quickened powers of observation resulted—no doubt the purpose of the course.” Florence Converse, Class of 1892, wrote of her own



The Botany Library in Miss Hallowell's day.

experiences: “Professor Hallowell's delightful combination of lecture and laboratory methods, so new to many of us, held me enthralled for a year. But lack of artistic sensitiveness and manual dexterity rendered me slow with my drawings.”

Hallowell retired in 1902 at the age of 67. Upon her death in 1911, her student Margaret Ferguson wrote, “Professor Hallowell was a pioneer in the higher education of women” and described how, in the intervening years, little had to be changed in the course structure and content she had established. In 1927 at the dedication of the new Botany Building (the first half of the building that would later be known as Sage Hall), Brooklyn Botanic Garden Director C. Stuart Gager recognized that Professor Hallowell had led the way, not simply in the teaching of botany, but in education through botany—“teaching people how to acquire knowledge, and how to think”—the hallmark of a liberal arts education.

By Gail Kahn

Assistant Director, WCBG

Environmental Horticulture *Continued from page 7*

BISC108 students simulate insect or mammal damage to the leaves of their basil plants.



In the greenhouses, students care for their plants.

Director's Notes *Continued from page 2*

time when students seek and apply for summer internships, so we put out the call for applications for our Environmental Horticulture and Sustainable Agriculture (EHSA) internships. The Botanistas held a recent meeting focused on botanical opportunities, sharing experiences and getting excited for summer. The two Dorothy Thorndike Interns who lead the Botanistas, Ningyi Xi '17 and Virginia White '17, had great experiences as EHSA interns themselves a couple of summers ago, so we're preparing to interview a lot of applicants!

Happy spring!



Kristina Niovi Jones, Director
 Wellesley College Botanic Gardens
 kjones@wellesley.edu 781.283.3027



We're waiting for real spring—
 Wellesley in April..

REGISTRATION FORM

NAME: _____
 ADDRESS: _____
 PHONE: Home _____ Work/Cell _____
 EMAIL: _____
 If applicable, Wellesley College Class _____ CBA student? _____
 Mail this completed form and your payment to: **Friends of Wellesley College Botanic Gardens, 106 Central Street, Wellesley, MA 02481-8203**

COURSE REGISTRATION

(See Programs and Classes Information and Cancellation Policy.)

Course ID #	Class title	Fee
_____	_____	_____
_____	_____	_____
_____	_____	_____

SEPARATE CHECK FOR PROGRAM FEES

made payable to: **Friends of Wellesley College Botanic Gardens** \$ _____
Friends of WCBG cannot accept credit cards for course fees. Checks or cash only please.

MEMBERSHIP IN WCBG FRIENDS

A membership level of \$50 or above entitles you to discounts on WCBG Friends programs and discount admission to botanical gardens across the U.S. through the American Horticultural Society's Reciprocal Admissions Program.
Your membership is valid for a full calendar year.

My membership gift: \$ _____
 Membership Gift Payment Type (*circle one*): CHECK or MasterCard / Visa / AMEX
 Acct. # _____
 Expiration date: Month: _____ Year: _____ C V V # _____

Or SEPARATE CHECK FOR MEMBERSHIP GIFT

made payable to: **Friends of Wellesley College Botanic Gardens**
 Or send your membership gift to the Friends online via www.wellesley.edu/give

LOGO ITEMS FOR SALE (more details online)

WCBG Black Tote Bags (recycled materials) _____ bags at \$5 = \$ _____
 Shipping/Handling at \$2.50 for up to 10 tote bags = \$ _____
 WCBG Mugs _____ Pair(s) of mugs at \$15 = \$ _____
 WCBG Recycled Fleece Vest _____ at \$40 each = \$ _____
 _____ Women's Medium _____ Men's Medium
 _____ Women's Large _____ Men's Large
 _____ Women's X-Large _____ Men's X-Large
 Shipping / Handling at \$5 for each vest / pair of mugs = \$ _____

SEPARATE CHECK FOR LOGO ITEMS

made payable to: **Friends of Wellesley College Botanic Gardens** \$ _____
Friends of WCBG cannot accept credit cards for merchandise. Checks or cash only please.



Remembering Al Henick



It was with sadness that the Friends learned of the death of long-time volunteer Al Henick, aged 96, in December. Al joined the Friends as a docent and volunteer in 1991, giving tours of greenhouses and gardens to visitors of all ages. He shared his love of plants and nature and his skills as a tour guide at the Arnold Arboretum as well, enriching his tours by bringing the things he learned from garden to garden. Docent trainer Carol Govan says, “Al

Al Henick in the Desert House, probably sharing a story with visitors.

Henick was my favorite role model for docents. He was really interested in the science, but knew his audience. He had a lot of information to

share but realized that most people just wanted to go for a nice walk. So he would pick his favorite stories and tell just a few of them, again according to his audience.” Al would tell his visitors, “I know the Latin names of all the plants in the greenhouses,” and then after a short, pithy pause he would continue, “that have labels on them.” His relaxed, engaging manner and his passion for his subject made his tours memorable. In a final touching tribute to his love of plants and place, Wellesley College Botanic Gardens was listed as an organization where friends and family could make donations in his memory.

Volunteer With the Friends

Share your love of nature, plants and gardens with others by becoming a volunteer for the outdoor gardens. Training sessions are free. New volunteers are encouraged to attend as many sessions as possible. Pre-registration is required.

For more information, contact us!
Fridays: April 29; May 6, 13, 20
9:30 a.m. - 12:00 noon