Friends of WCBG
WELLESLEY COLLEGE BOTANIC GARDENS

Fall Newsletter, 2017

WELLESLEY COLLEGE

The Global Flora Project: Greenhouse Trees on the Move

This was the summer of the great move. In order to clear our old greenhouses so that they can be removed in preparation for next spring's building project, we had to find places for all the old, large and rare plants we had decided to bring over to Global Flora, the new greenhouses. Luckily, the Science Center, with its high ceilings in the Focus and outside the penthouse, could provide a temporary home for many. But that was only the first step in the saga of creative problem-solving that characterized our enterprise.

What kind of root ball might a subtropical tree have if it has been growing in the ground in a conservatory for decades? How about a century-old cycad? A screw pine, with its crazy prop roots? All of these were growing in the big central oval of the Tropical House, with bananas, gingers, and more among them. How could we separate them for the big move out? Some were isolated enough to root prune ahead of time, to encourage the formation of feeder roots near the trunk well before the move. Others had to wait until everything else got moved out and we started digging.

We had a great partner in this adventure: Matt Foti and his team of expert tree movers. Their experience, equipment and teamwork were invaluable. We knew the needs of each of the seven trees–species Matt and his crew had never moved before–and they knew the mechanics of moving trees. Together we tackled the daunting task of getting each unique tree from its plot in the old greenhouse into some kind of stabilized pot inside the Science Center, where it would need to live for at least a year before moving to the new Global Flora greenhouse.

After all of the smaller potted plants had been cleared off the benches, a large exit hole was opened in the south wall of the Tropical House. If you look closely at the base of each curved support beam, you can see the wooden supports designed by a structural engineer to get us through the winds of last winter.

The largest doorway into the Science Center measures six feet wide, so that was the maximum width allowed for a root ball, even for the tall screw pine. Initial excavations by the tree movers enabled them to explore just where the roots went and to eventually capture them in burlap. Follow their journey in the photographs on pages 3, 5 and 7.

The hole created in the south wall of the Tropical House provided an exit for the larger trees.

Continued on page 3

NOTES **from the Director**

For a summer that saw devastating flooding in Houston and temperatures soaring over 100° F in San Francisco, the Boston area was fortunate to have a relatively uneventful time of it. After the prolonged drought of last year, a wet spring and continued regular rainfall through a fairly cool summer were especially welcome.

Gypsy moths are making a comeback through the region and were noticeable on campus, but the slow, wet growing season may enable the fungus that can control the moth populations to limit the magnitude of the outbreak. Winter moth populations seemed lower this year, perhaps due to the parasitoid fly *Cyzenis albicans*, known to control winter moths, and released in the town of Wellesley over the past few years by Dr. Joseph Elkinton of UMass. Using our WCBG facilities as home base, Dr. Elkinton and colleagues have tracked the spread of the fly from the initial release point, finding many parasitized winter moth caterpillars on campus and beyond over the past three years.

This growing season has been a good one for fruit production, including in the edible ecosystem garden. Several trees set fruit for the first time, including the chickasaw plum and american chinkapin. The blueberries were loaded with berries, but once again mostly fed birds despite the best efforts of summer interns Taylor Jais '17, Evelyn Vivar '20, and Angela Wang '20 to fend them off. A beautiful arched gateway, designed and built by Andrew Mowbray's 3D Design class in Studio Art, from bamboo harvested near the Lulu Chow Wang student center, brought even more students in off the paved path to discover the edible ecosystem.

While there was plenty happening outside, most of our attention this year has been focused on transitioning out of the old greenhouses and planning for the new. To be included in the Global Flora collection, to have a precious spot in the carefully designed indoor landscapes of the Dry House or Wet House, a greenhouse plant has to meet two key criteria: 1. the species contributes to the collection's focus on diversity of form, and 2. the specimen is healthy and of good form. With interim greenhouse space at a premium, and botanic gardens around the country willing to help build the collection for the new space, only a small subset of the existing collections could be saved. Wheaton College, Salem State University, and Brown University each took many plants for their own collections, and several rounds of plant give-aways dispersed the rest to the college community. Thorndike Intern Mia Tuccillo '20 organized the adoption of several by dorms, where they will be

Some of the biggest trees took an aerial route by crane to the Science Center.

Interns Taylor Jais '17, Evelyn Vivar '20 and Angela Wang '20 explained their summer's work at the summer research poster session.

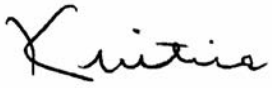
cared for by the dorms' house councils. Our wonderful neighbor Luisa Hunnewell (DS '94) and her son Walter agreed to house as many of our plants as we could fit in one of their beautiful old greenhouses, in exchange for our fixing it up a bit and providing heat, so that's where most of the Global Flora plants currently reside.

For much of the summer, our landscape crew of Tricia Diggins, Dunn Morgan, and Seong Tran joined Tony Antonucci and David Sommers to dig, propagate, pot up, and move greenhouse plants. Gail Kahn searched decades of plant records for stories that might raise a plant's chances of being kept in the collection, at least until Global Flora landscape plans are finalized, a process that will take several more months of research and design. It is at once thrilling and traumatic to see all of these changes happening, finally and rapidly. The Hunnewell greenhouse provided more than the minimum bench space needed, so some plants snuck in that might not have made the cut otherwise.

The biggest trees of course were the biggest challenge. Many have been cut back so many times to keep them in bounds that their natural architecture is difficult to discern. That's OK if their form has some other distinguishing feature–the buttress roots on the fiddle-leaf fig, or the amazing flowers on the bizarre inflorescences of the cannonball tree, or the category-defying woody supports of the banyan. A huge kapok at the New York Botanical Garden is an inspiration, as it gets topped every year yet has developed the trunk flare and buttressing typical of these trees in nature, anchoring a corner of the Haupt Conservatory. For our Global Flora trees that are too big for the Hunnewell greenhouse in the interim, the wide-open spaces of the Science Center atrium, especially the Faroll Focus, beckoned. Getting them there was quite an adventure (see p. 1).

As of this writing, the old greenhouses are still standing, although with large ragged openings for the big trees' exit. Utilities have been cut, and the largest steel benches removed–remarkably, they fit in the small temporary greenhouses from Costco that we're using to house experiments and plants grown for class work, until new "research and teaching" greenhouses are built as part of the big Science Center project. The old greenhouse site will be cleared before the snow flies, to enable groundbreaking for the Global Flora greenhouses in the spring.

Best wishes for a beautiful fall season.



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

Global Flora *continued from page 1*

There has been a huge positive response to the invasion of the Science Center by these spectacular plants. Looking into the canopies from the second floor and getting to know each tree individually is a real treat. You also realize just how large they are, and how exciting the Global Flora landscapes are sure to be!

The screw pine's roots were wrapped to fit through the doorways.

A bobcat lifted the tree from the bottom, tipped it sideways, and took it outside.

continued on page 5

Exploring the Ecological Niche of *Alliaria petiolata*

The concept of the ecological niche has long provided a framework in ecological studies for understanding the distribution and abundance of species. An ecological niche, or the range of environmental conditions allowing for a population to exist, is empirically quantified by relating these conditions (e.g. soil fertility, moisture, light) to a species' presence, absence or demographic success. Knowledge of the niche is a valuable tool for understanding and making predictions about an organism's abundance, growth, and survival.

The biennial *Alliaria petiolata* as a rosette in its first year (left) and a flowering and fruiting plant in its second year (right). Photos are of a population right outside the Wellesley College Science Center.

The non-native invasive plant species *Alliaria petiolata*, known colloquially as garlic mustard, poses a problem for native ecosystems of Southern New England. To gain insight to the aggressive invasion biology of garlic mustard, and possibly work to control its invasions, we must first understand the niche space it occupies in ecosystems and its demographic response to a range of changing environmental conditions.

In the first year of a long-term study to map the ecological niche and conditional demographic responses of *A. petiolata*, we have examined soil samples collected from existing populations in Connecticut, Massachusetts and New York. For each soil sample, we determined the pH and concentrations of 50 macronutrients and micronutrients, including those essential for biochemical and physiological functions (P, K, Ca, NO_3^-, NH_4^+, etc.). By examining different environments in terms of available soil nutrients and acidity, we could empirically compare soils associated with the presence of garlic mustard populations. With statistical analysis, we were able to map out our collected data by site, beginning to visually present the ecological niches of garlic mustard.

While we found that *A. petiolata's* niches in different locations overlap, our results also suggest it occupies a range of niche space. This variability speaks to its versatility to grow in a variety of environments. While our work is considered only a preliminary stage in this four-year study, results have confirmed soil analysis as an effective means of quantifying the ecological niche of *A. petiolata*. For the future years, we recommend (1) including spatial association with absence of *A. petiolata* to explain ecological niches in which it is omitted, and (2) adding measurements such as soil density, temperature, and moisture collected in the field.

Authors contributing to this research: Mia Tuccillo '20, Katie Livingston '19, Alden B. Griffith, Assistant Professor of Environmental Studies (faculty advisor)
Funding Source: Georgeanne Miller Mulhern Fund

by Mia Tuccillo '20
Thorndike Intern

Friends of WCBG
WELLESLEY COLLEGE BOTANIC GARDENS

106 Central Street
Wellesley, Massachusetts 02481-8203

781.283.3094
wcbgfriends@wellesley.edu
www.wellesley.edu/wcbgfriends

EDITORIAL COMMITTEE
Kristina Niovi Jones
Gail Kahn
Eileen Sprague
Vivi Leavy '62
Ray Pace, layout

Summer Conferences: Here's the GIS(t)

Did you ever ask Google Maps how to get to that event you are already 10 minutes late for? We have geographic Information systems (GIS) to thank for saving us in those times of lost direction. Thanks to the Friends of Wellesley College Botanic Gardens and the GIS faculty, I was among the 16,000 attendees at the 2017 Esri User conference where I learned about the importance of growing the GIS niche at Wellesley. Esri is a company that provides software to a variety of professional worlds ranging from emergency preparedness to city transportation. As you would expect, this area of interest permeates many professional worlds. With the ability to project information and data on a map we can predict, learn and interact with our environment in endlessly innovative ways. This year was particularly inspiring because the Women in GIS community was significantly larger than in previous years. As in many areas of the STEM field, women are extremely underrepresented in GIS jobs. It was amazing to see the effort that Esri and GIS professionals put into creating such a community.

To learn more about Esri, GIS and the challenges of women in the field see:

http://www.womeningis.org/
http://www.esri.com/about-esri#what-we-do
http://www.esri.com/what-is-gis
http://libguides.wellesley.edu/maps/learn

by Joy Price '17

The Edible Ecosystem Teaching Garden Reunion

The Edible Ecosystem Teaching Garden designed and monitored by Dave Jacke came into its own this year as trees set fruit for the first time. Reunion gave Jacke a chance to show it off to his mother Ellen '47 and sister Karen '74.

Global Flora *continued from page 3*

And on a journey around to the other side of the Science Center. . . .

. . . and in the door . . .

continued on page 7

The Conifer Reference Garden: Lessons from Ten Years

Today, in its tenth year, people walking by the Conifer Reference Garden at Wellesley say, "it looks great." Well, of course! When I started the garden, I thought it always would look great. It seemed like an easy project: build a wall, bring in new soil, pick out some plants, set in new dwarf and miniature trees, stand back and watch them grow. Nothing to it! Ten years later, I know better. And I think some of my experiences might be helpful and even amusing to other plant lovers.

The Conifer Reference Garden at its best!

The garden, which contains mostly dwarf and miniature conifers, is located on a dry slope extending up from a handsome 3-foot stone wall, and as you might expect, my first challenge was water. Although I had had two water lines installed at the top of the embankment, setting out hoses and sprinklers was taking our gardeners too much time, so I ordered a drip hose for the area from a local RainBird dealer. He warned me that water pressure to provide for the 60-foot extent of the garden might be an issue; and indeed, I had to divide the system into three sections. Only one section could be watered at a time, a 5-hour process. Garden workers often went home forgetting to turn the water off. To catch their eyes, I added three small sprays, elevated about a foot off the ground, so the workers could see if the water was still on before they left. That worked! Another challenge was that newly planted trees had to receive more frequent watering than the garden as a whole. While I oversee and maintain the garden mostly by myself with the help of intermittent volunteers, I am away most of the summer, so I have to depend on others then. In this case, the summer student interns were assigned the task of hand watering the new trees each year.

An issue that cropped up at the very beginning was the determined reappearance of a thriving yucca that had been ripped out of the embankment to make way for the conifers. About a month after it was removed I noticed some shoots erupting in the area. Since it was still unplanted, I dug down two or three feet and uncovered a massive root about three inches in diameter and 18 inches long. I was impressed and relieved that I had solved that problem. Ten years later I am still fighting that yucca! A few years ago, sprouts began appearing again along the edge of the planting bed. Accounts on Google were not encouraging, but I finally followed what appeared to be a successful procedure. I let one plant grow up somewhat, clipping off all the others. Then I wrapped the leaves of this plant with cotton batting soaked in Roundup®, bent the leaves over into a stainless steel pan with more Roundup® and sealed it with plastic. One month later that plant was still alive! Not good! A year ago, I let another sprout outside the garden, grow. I hoped that all the energy would go there and the other small sprigs would die out. It seemed that this was working. But last summer, there were the sprouts again. I now have a life-long job snipping yucca sprouts!

Then there were the sawflies. A good friend of mine in the American Conifer Society always told me not to buy 2-needle pines but never said why. Now I know why. Along the stairway through the garden there used to be four *Pinus densiflora x* 'Jane Kluis' growing quite well. One day one of the garden workers brought me over for a look at the front plant. Needles were missing and on closer inspection, I saw that it was covered with chewing caterpillars, sawfly larvae. We grabbed our gloves and pulled them off into a bucket of soapy water. This happened each year, until five years ago there were just brown branches left on one of the trees. Two years ago, the other three trees were in such bad shape, even though we had been pulling larvae off them each year, that they had to be replaced. Down the other end of the garden last year, I also found a dead chewed-up *Pinus banksiana,* another 2-needle pine. Two of my replacements along the stairway were *Pinus leucodermis* 'Banderica', a 2-needle pine, but one which was not supposed to be a primary sawfly target. Another 2-needle pine elsewhere in the garden is also good so far. The Botanic Gardens

is a pesticide-free environment so we'll see if our attentions are enough. However, last year's very dry summer took its toll on the three replacements in spite of sprinkler-watering plus hand watering.

Finally, normal attrition of plants and environment has taken a toll. The Reference Garden has about 76 living conifers, composed of 18 genera including *Gingko* and *Ephedra* and several species of *Chamaecyparis, Juniperus, Picea* and *Pinus*. Over the nine years, I have had to replace about 37 trees, either because they had died over the winter (23%) or they were not in good enough display condition (10%). Each conifer is labeled and every winter, a few labels disconnect from their stems and have to be found, cleaned, and reattached with superglue (my solution). Even the Reference Garden sign needed such repair, probably because children love to walk along the wall and may have knocked against it. Every other year new mulch is added to the garden, but it tends to wash down the slope and accumulate at the bottom by the end of the winter. This necessitates cleaning out around all the conifers in the spring so the trunks are not submerged in mulch. As you know, all the replacements, watering, and mulch require funds. Grants from the American Conifer Society have supported the conifer-related costs. Wellesley College Botanic Gardens provides additional funds for the non-conifer plants.

As a retiree, I have found that working in the garden provides a great social payback. On weekends, I often talk with local and international visitors, and during the week I may be called upon to give an extemporaneous presentation to student groups at all educational levels. College staff and faculty pass by and remark how much they enjoy seeing what is growing and blooming. It is satisfying to realize how many people enjoy the garden. On the other hand, it is a lot of work!

by Mary D. Coyne
Professor Emerita, Wellesley College

This article was extracted and condensed from "A Conifer Reference Garden – Behind the Scenes" in the Fall 2017 issue of the Conifer Quarterly*, a publication of the American Conifer Society.*

Photography: The photograph for this story and all the images for the Global Flora article were contributed by our gifted horticulturist David Sommers.

Global Flora *Continued from page 5*

. . . to its new position in a giant fabric pot sitting in a small hockey rink of stone, and braced by straps to the second floor railings.

by Kristina Niovi Jones
Director, Wellesley College Botanic Gardens

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 to the Gray Lot.

To register for classes, use the form on page 11 or visit www.wellesley.edu/wcbg/learn and print a registration form.

Global Flora

Spend a morning learning about our plans for the rehousing of our permanent greenhouse collection.

The Eden Project: Our Big Inspiration

Maureen Bovet begins the morning with images from her recent visit to the Eden Project in Cornwall, England.

Global Flora: We're On Our Way!

With a focus on diversity of form, Global Flora will be a unique resource for experiencing and studying botanical wonders. Botanic Gardens Director Kristina Jones goes over the details and answers questions.

HOR 18 040
Thursday, Nov. 9
10:00 a.m. – 12:00 p.m.
Members Free | Non-Members $10

Documenting the Pine Barrens

Southeastern Massachusetts has the second largest region of pine barrens remaining in the world. Botanical artist Kay Kopper describes the adventure and learning experience of painting their species.

HOR 18 030
Wednesday, Oct. 25
1:30 p.m.
Co-sponsored with the New England Society of Botanical Artists
Members Free | Non-Members $10


© Kay Kopper

Painting: A Beginner's Beginning II

Learn to refine your painting skills and techniques with Lynda Davis Jeha in this class designed for students who have taken her "Painting: A Beginner's Beginning" class or who have some painting experience.

WCC 18 101
4 Saturdays: Oct. 28; Nov. 4, 11, 18
1:00 – 4:00 p.m.
Members $135 | Non-Members $170

Introduction to English Roundhand

Learn English Roundhand (also familiar as Copperplate) with instructor and professional calligrapher Nancy Galligan. No previous lettering experience necessary!

BAC 18 112
4 Fridays: Oct. 27; Nov. 3, 10; Dec. 1
9:30 a.m. – 12:30 p.m.
Members $175 | Non-Members $210

Celebrating the Season: Holiday Card Workshop

BAC 18 075

With inspiration from the fruits and foliage of the holiday season, Sarah Roche guides you in creating a pen and ink painting suitable for your holiday cards, gift tags and notepaper. Suitable for Techniques and experienced Foundations students.

BAC 18 123

Note New Days and Times:
2 Wednesdays: Nov. 8 & 15
1:00 - 4:00 p.m.
Members $90 | Non-Members $110

History of Botanical Art Seminar

Be inspired by the works of many famous and unknown artists who created botanical images for early herbals and documented the discovery of new plants from around the world. This class with Carol Govan includes a private viewing of rare botanical art books in Wellesley College's Margaret Clapp Library Special Collections.

BAC 18 112

3 days: Tues., Jan. 16 – Thurs., Jan. 18
(snow date: Jan. 19)
9:30 a.m. – 12:30 p.m.
Members $120 | Non-Members $145

See Our Full Course Listing Online.

More classes of interest . . . complete details online, in our program brochures, or contact the Friends office.

Foundations of Botanical Drawing & Painting

Celebrate the colors of seasonal plants while learning how to realistically depict your subject matter in pencil and then watercolor with Sarah Roche. All abilities are welcome! This course is the core of WCBG Friends' botanical art program.

BAC 18 102

8 Wednesdays: Jan. 31; Feb. 7, 14, 21, 28; Mar. 7, 14, 21 (snow date: Apr. 4)
9:30 a.m. – 12:30 p.m.
Members $275 | Non-Members $325

Composition From the Start

Ellen Duarte leads an introduction to composition based on the writings of Molly Bang in her book *Picture This*. Learn how balance, harmony and emotional response are affected by the elements in the picture.

BAC 18 125

4 Thursdays: Feb. 1, 8, 15; Mar. 1
(snow date: Mar. 8)
9:30 a.m. – 12:30 p.m.
Members $150 | Non-Members $200

Family Programs

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

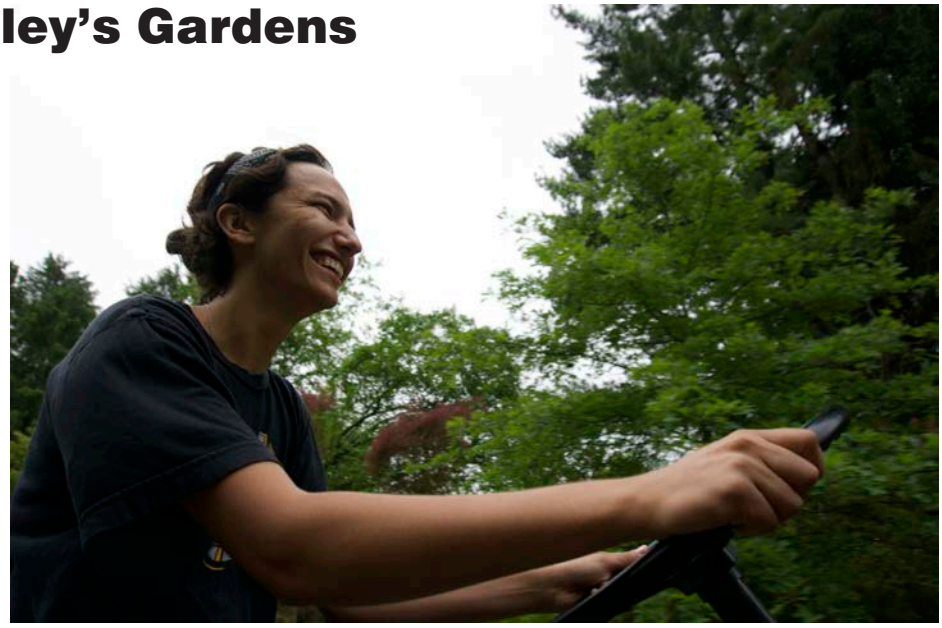
Art Alive at the Greenhouses Arts Exploration: Ages 7-12

Each week aspiring young artists will have fun creating a different project using acrylic paints, watercolors, oil pastels, markers, pencils, different types of paper and unexpected materials. All materials will be provided.

CHP 18 101

6 Sundays: Oct. 22, 29; Nov. 5, 12, 19; Dec. 3
3:00 – 4:00 p.m.
Members $75 / Non-Members $95

Hands-on in Wellesley's Gardens



Taylor Jais '17 learned to weed, prune, transplant and drive the tractor.

I am a recent graduate of Wellesley (Class of 2017). Although I waited until my senior year to take a horticulture lab course, I instantly fell in love with all things horticulture! Being an anthropology major, I didn't know how I could study horticulture or botany at a graduate level without an undergraduate degree in something like biology or environmental studies. Despite my discouragement, but fueled by the exciting thought that I had found what I wanted to do with my life, I applied for a summer internship with the Botanic Gardens. I was absolutely thrilled when I was accepted into the program!

Now in my last week as the Mildred Lane Kemper Intern, I am ecstatic to say that I gained more experience and knowledge than I could ever have anticipated. I worked five days a week from 7 a.m. to 4 p.m., with mornings spent in the gardens, the arboretum and the edible ecosystem learning how to weed, prune, transplant and ID plants native to the Massachusetts landscape, and afternoons spent developing and working on three more individualized projects.

In the mornings, I gained extremely valuable hands-on experience in garden maintenance and upkeep, and I was also able to give back to the campus and the botanic gardens by helping to keep them lovely so that other people could also enjoy them. I also spent time helping with plants in the greenhouses to support the transition they are currently undergoing. It has been totally fascinating to learn about the inner workings of the greenhouses and how much thought, planning and care it takes to have these systems operate smoothly.

In the afternoons, I have been given the space and guidance to apply some of the skills I've been honing during my hands-on mornings. With the help of two other interns I have worked on three separate projects. The first, ongoing throughout the summer, has been the planning, planting and maintenance of the Wellesley College Community Garden plot. The plot was incredibly overgrown when we started, but we've managed to weed it, create beds, plant, transplant and maintain our crops through the summer.

The second project emerged when we were weeding in the Edible Ecosystem Teaching Garden (EETG) one day and noticed some rabbits in the garden. We began to see evidence that the plants were being chewed on by the rabbits, deer and other small mammals that thrive on campus. So began our campaign to protect the garden and its berries and edible plants from the determined pests. We tried a variety of different methods of control, including creating structures to prevent entry to berry patches and using tennis balls filled with Deer Off at strategic points in the garden. I was delighted to be given the space to experiment with different ideas and to see if my applications were effective. Building a successful structure to keep birds and rabbits out of the blueberries was extremely rewarding and even empowering!

The third project, which has been an individual endeavor, has been working to make the EETG more accessible to students and visitors. I have continued a project started by other interns a few years ago to provide each polyculture in the ecosystem with ID cards. I've also created an 'alternative map' of the ecosystem (see p. 12) to help direct students towards plants they might be more familiar with or would want to eat or harvest. Making the map has allowed me to use my creative tendencies to synthesize what I've learned about the layout of the edible ecosystem into something simple, accessible and I hope fun. I can give it to my friends, who also have not majored in biology or environmental studies, so they can engage, enjoy and benefit from this garden.

The internship has given me so much experience, knowledge and passion. And I'm excited to say that for the next year I will be working as a Community Garden Intern at the Presidio National Park in San Francisco where I will take everything I learned this summer and apply it to create deeper community engagement and change there.

by Taylor Jais '17

This essay is extracted from Taylor's letter of thanks to her internship sponsor, Mildred Lane Kemper '44.

Remembering Marty Corneel

Long-time Friends volunteer Martha "Marty" Corneel passed away last May at the age of 93. A dedicated docent for many years, Marty especially loved leading children's groups. Scout troops were a particular favorite of hers. She also took a regular desk shift in the Visitor Center, greeting the many people who came to see the Ferguson Greenhouses. In addition to gardening and flower arranging, Marty also loved to paint in both oils and watercolors. Last fall, she and her daughter Katy Corneel Stromland enrolled in Sue Swinand's course, "Watercolor Painting in the Botanic Gardens," offered by the Friends. It was a pleasure to have Marty back in the Visitor Center, enjoying her art and the greenhouses once more.

© Carol Govan

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. For an up-to-date list of participating gardens and for details on how to enjoy benefits, see: www.ahs.org/gardening-programs/rap
Your membership is valid for a full calendar year.

My membership gift: $_____

Membership Gift Payment Type *(circle one)*:

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

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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.

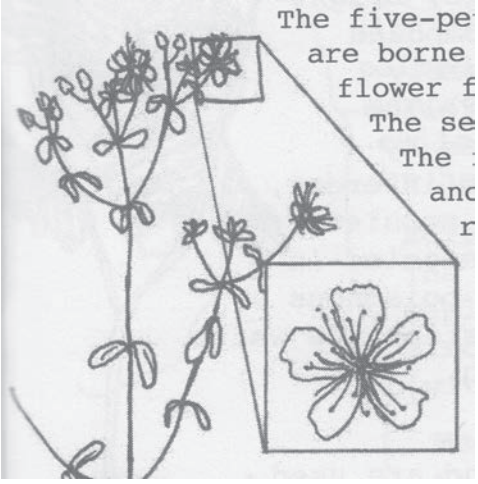
Friends of
WCBG
WELLESLEY COLLEGE BOTANIC GARDENS
Science Center
106 Central Street
Wellesley, MA 02481-8203



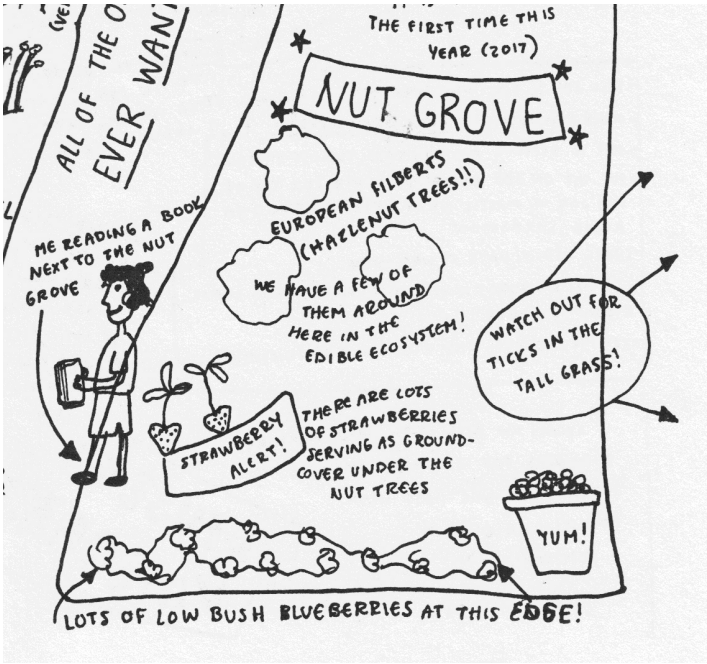


Students Use Artistic Talent for Ecology Projects

Taylor Jais '17 and Isaac Zerkle '17 each used their considerable artistic flair in summer projects this year. Jais created a hand-drawn 'alternative map' of the Edible Ecosystem Teaching Garden (see article on p. 10) and Zerkle created a handbook of edible and medicinal plants found on the Wellesley campus. Both are available to visitors to the Botanic Gardens.



An illustration of St. John's Wort by Isaac Zerkle '17



A portion of Taylor Jais' map of the EETG.