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LAWN CHAIRS  
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*cash for change*  
**The CVIDS Newsletter**

From the Cedar Valley Iris and Daylily Society

March 2004

## February Minutes

Jan called the meeting to order with a reminder about 2004 membership dues. Checks should be made out to CVIDS and sent to Gerald by the end of April.

Roll was called, with members responding by naming their favorite red daylily (or red companion plant). Suzanne Moffit presented an article written by Jill Gardner which appears later in this newsletter. Sylvia commented that perhaps it could be submitted to the Pioneer also.

Gerald presented a slide presentation from the AHS that gave us a chance to ooh and ahh over some nice daylily photos and may have given some members the incentive to order some new varieties for their gardens. He also made several educational comments regarding terms used to identify daylilies.

### Committee Reports

Sylvia reported that the Club Plant Order and Distribution Committee had placed the following orders:

- \$500 to Singing Oaks Nursery
- \$750 to Tim Bell
- \$450 to Stamiles
- \$750 to Moldovan
- \$500 to Darrell Apps

Suggestion lists were sent with all the orders except to Stamiles, in which case their Connoisseur's Collection was ordered. This consists of introductions

from the past 3 years, and hardy Northern plants were requested. Also, the Apps order requested all plants be in the \$30 to \$75 range. We don't know exactly how many plants we will receive, but we will have enough club plants so that any member wishing to grow one will receive a plant. Delivery was requested for the third week in May.

Gerald gave the Treasurer's report. Income from Eureka sales equaled \$104. Disbursements of \$15 for slide rental and \$2731 for club plants ordered left us with a balance of \$6,289.06.

Old Business included a discussion of chartering a bus to the National Convention in St. Louis. A tentative show of hands of interested members showed twelve. Jean made the point that some people might only be interested in riding the bus if it arrived the day before the National started so we could tour the Lindy farm.

The date of this year's club plant distribution is May 22 at the home of Kenneth & Betty Capps. We will meet at 9:30 a.m. The Capps request that everyone bring their own lawn chairs. Suzanne and Jill will talk to the Miller family regarding club members helping with the digging of Betty's plants in the afternoon.

### New Business

A memorial to the AHS in Betty's name was suggested as was doing something at the Region 1 level. After much discussion Barry moved we donate \$100 in memory

of Betty to AHS. Brenda seconded. The motion carried.

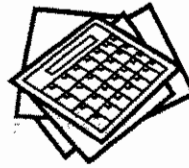
Jean moved we present a \$50 Betty Miller Photography Award for 5 years at the Region 1 annual meeting if approved by Region 1's governing body. Barry seconded. The motion passed. Jan will contact Mary Baker to see if this is possible.

We decided by a show of hands that we wanted to attend the Friends of Vander Veer Spring Sale again this year. Barb Papenhausen has since contacted the sale chairman. The sale will be held on May 2 from noon to 4:00.

Get well cards were signed for Sherry Moffit, who is recovering from a broken ankle, and Ken Messer, who is having a gall bladder procedure in March.

Gerald is planning to order more plant tags. Anyone wishing to buy a roll should contact him. Cost is \$21 for 1000 tags.

Bob Moore closed the meeting by relating an incident that proves what a small world we live in. He ordered some daylilies over the Internet and, after several e-mails regarding the order, discovered the seller was Betty Miller's sister in Michigan.



## UPCOMING EVENTS

**Symphony in Bloom** - Held at the Davenport River Center on March 5, 6 & 7. More information is available at [www.symphonyninbloom.com](http://www.symphonyninbloom.com).

**Next CVIDS meeting** - March 13 at 1:00 p.m. at the Washington Public Library, located 2 blocks north of the NE corner of the city square. Marj Stubbe will present a "Wildflower Extravaganza" program.

**Chicago Flower Show** - On March 16 the Monticello Garden Club will take a bus trip to the flower show held at Navy Pier. Cost is \$35. Contact Joy Adams if interested.

**2004 Pollen Dabbers Gathering** - March 20 at the Marshalltown Community College.

**The QCCA Lawn & Garden Show** - March 26-28 at the QCCA Expo Center, 2621 4<sup>th</sup> Ave., Rock Island, IL. Info at [www.qccaexpocenter.com](http://www.qccaexpocenter.com)

**Regional Covention** - July 23-25 in Chanhassen, MN.

"There are no mistakes in the garden, only composting opportunities. Some of us just have more expensive compost than others." -- Marianne Binetti

"A perfect summer day is when the sun is shining, the breeze is blowing, the birds are singing, and the lawnmower is broken." -- James Dent

## Gardening With Young Children By Jill Gardner

Growing up I never remember having a garden of my own- being an Air Force brat you never knew how long you would be in one place. Mom and dad always kept a nice looking lawn, mowed and well trimmed. In our last assignment we were stationed at Holloman Air Force Base, New Mexico. There our home won the "Home Beautiful Award" on several occasions. I remember mom planted zinnias by the front door.

This must be where it started because now that I have my own home I spend long hours tending the lawn and flower beds. I started out with one flower bed and then added another each year until I decided that was enough. Then Aunt Betty started me on day lilies. I only wanted one, but no she insisted I needed more. So a dozen plants later I was digging up another patch of my lovely green grass to make yet another flower bed. I have since filled up that bed until it has room for no more plants. Aunt Betty said I should just dig up all my grass in the backyard and plant day lilies with just paths to get around. I do like the green grass so that has not happened yet, but another flower bed is in the planning for a few more of her lilies. Who knows maybe some day she may get her way, and she'll smile down from one of those stars Aunt Suzanne talked about.

Since I have been bitten by this garden bug when I had the opportunity to attend the National Association for the Education of Young Children's annual conference in Chicago this past November I just had to attend a session entitled Garden Delights. Having always planted flower seeds in the spring with my preschool special education students in the classroom and watching their excitement of seeing their seeds grow, I hoped to get some more ideas for additional learning experiences that would help my students share my love of gardening. The teacher next door to me and I do some team teaching together so we both attended the session, and walked out more excited than when we walked in. We were going to replace the rock bed in our play ground with a garden. We will probably start on a small scale since we are awaiting the installation of playground equipment (with school budgets the way they are who knows how long that will take), and expand as time goes on.

Someone said to me why garden with such young children, what can they gain from this experience? First of all gardening lends itself well to the "Project Approach" where children can experience an indepth study of the garden cycle that will keep their interest over a period of time. They learn the underlying concepts that will be remembered instead of trivial facts that are soon forgotten. Learning becomes functional with a purpose where children make associations that help them retain information. Gardening also fits with children's natural love of the outdoors and of nature. It is a perfect match of how children learn best-

hands on, concrete, manipulative activities. It calls to all of a child's senses and children are sensory learners. Gardening is an integrated curriculum that contributes to the total development of the young child effecting physical development which effects cognitive development, which effects language development, which effects social development. Following is a brief list of possible outcomes to the various curricular areas.

- Science is one of the most obvious curricular areas developed. Children learn the scientific method, plant growth, and life cycles. They become aware of the garden's ecosystem- weeds, insufficient or over abundance of rainfall. They make observations of plants, bumble bees, birds, and worms. Connections are made between what is sold in supermarkets and the earth it comes from. Problem solving and questioning skills are developed as natural learning opportunities occur. (ex. how did holes get in the plant leaves and what can we do about it?)
- Language development is another benefit of the gardening experience. Children learn new vocabulary words- Latin names, gardening terms such as mulch, deadhead, dig, prune, etc. They also learn to communicate as they plan and complete tasks, make observations and record findings.
- Literacy skills are expanded as they use reference books on gardening. Children need to be exposed to nonfiction along with fiction books on the subject. Children practice prewriting skills as they label plants and make representations of what they see. They follow directions to recipes as they harvest foods from their garden or make bug spray.
- Math skills are also developed as children count seeds. One to one correspondence is learned as they plant seeds and plants in individual holes and containers. They observe growth and learn measurement as they do this. This provides a functional, meaningful experience with which to introduce rulers and scales. They can then graph their results. Classification skills as well as size concepts are also introduced.
- The area of the arts is touched as children construct images through drawing, painting, and modeling. Songs and fingerplays that go along with gardening help reinforce concepts. Creative movement and dramatic play experiences can also be extensions of gardening.
- Social studies is touched as children look beyond their own gardens to the gardens of others. Community awareness is established as children go on fieldtrips to garden related businesses.

- Gross motor skills (arms and legs) are developed with a purpose as children dig, move wheelbarrows of mulch and then spread it out, and use sprinklers or watering cans to water. Fine motor skills (fingers and hands) enter in as children pick up tiny seeds with their fingers, pull weeds, pick flowers with just the right amount of force, and use scissors to help pick the harvest.
- Social skills are learned as children work in groups with a sense of community developing. They learn to listen to each other and share what they know since each brings a different background knowledge to the experience. Turn taking, compromising, sharing, and negotiation skills develop when working together. Patience is practiced and the ability to tolerate delays. Children are very active by nature; gardening helps them slow down and carefully observe—a calming effect.
- Some additional benefits are that gardens can soften the outdoor classroom area (also indoor as flowers are brought in) which has traditionally been an institutional style building. There is something that will interest everyone—animals, plants, earth, and insects. Gardening is open to children with disabilities—there is something everyone can do and feel successful about increasing self-esteem. It is also responsive to children who are just learning to speak English. They can learn by actually doing even if words are unknown and concrete objects can be paired with words.

The children's interest should be your guide when planning the kind of garden you will plant. Listed below are some suggestions for kinds of gardens. Your imagination and creativity are your only limits.

- Bird and butterfly garden- includes plants that will attract these as well as bird baths, feeders, and houses.
- North American garden- contains plants native to North America continent, grown by native people before Columbus arrived. This includes native plants/flowers, corn, pumpkins, popcorn, squash, beans, and gourds.
- Kitchen garden- includes vegetables and herbs. Try to also include plants with edible roots, leaves, and fruits. Children are more likely to try new foods they have grown themselves.
- Sensory garden- has something that appeals to all the senses.
  - Taste- herbs, vegetables, berries, edible flowers.
  - Sound- bees, birds, plants that rattle when dry (Chinese lanterns), grasses that rustle, wind chimes.
  - Touch- include a variety of textures- fuzzy, prickly, spongy, bumpy.
  - Sight- bold bright cheery flowers.

Smell- high fragrant plants-herbs, scented geraniums, roses.

- Dinosaur garden- include plants with large leaves, tall plants, ferns, dinosaur stepping stones.
- Cultural themes- Chinese vegetable  
Foods specific to Mexican cooking  
Plants introduced to this country by African Americans  
Japanese gardens
- Rainbow garden- flowers of this garden are arranged by colors.
- Alphabet garden- include flowers whose names start with each letter of the alphabet.
- Pizza garden- include various ingredients for sauce and toppings.
- Color theme garden- include flowers in varying shades of one color.
- Children's story garden- for example grow all vegetables from Mr. McGregor's garden in the story of Peter Rabbit.
- Dye garden- include plants that can be used to make dyes.
- Patriotic garden- plants all have patriotic names or are red, white, and blue.

Remember that next time a youngster enters your garden not only is there fun to be had but lots of learning is emerging. When children are involved in gardening they are more likely to develop an appreciation for nature that will carry over into adulthood.

Sources of information-

Hollyhocks and Honeybees: Garden Projects for Young Children. Sara Starbuck, Marla Olthof, and Karen Midden. 2002. Red Leaf Press.

Notes and handouts from NAEYC Conference Chicago, Ill. 2003 Garden Delights presented by Joan Campbell, Mary Oliver-Marney, Dina Vouis. Santa Fe Community College Child Development Program- Gainesville, Fl.