

# STEWARDSHIP

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# news

## Getting Started on Stewardship

Membership in the Audubon Cooperative Sanctuary Program officially begins by registering in the program, but taking the next step may not seem so easy. Getting started on stewardship involves making decisions about *what* environmental stewardship activities to get involved in, *when* to start, and *who* will coordinate efforts. Even experienced members continually ask *what next? What new things can I do? What more can I accomplish?*

replaces the *Resource Inventory* and *Environmental Plan* that have been in use to date. As a first step in the program, the new form provides Audubon International staff with some basic details about the member's property and offers a quick assessment of current stewardship projects and practices. From there, people can more easily choose projects that they most want to do. In addition, the certification workbook has been revised to make it easier for people to document their efforts.

"Learning and having fun as a steward of the environment is what keeps most people motivated to continue practicing good stewardship," says Jean Mackay, Manager of Educational Services. The new educational materials give people guidance for getting started on simple things they can do to conserve resources, attract wildlife, improve water quality, and so on. Every step of the way, we want people to say, *I can do that,* and know that their actions made a difference.



Dan Dindelli

Now, new educational materials developed by Audubon International provide an improved framework for answering those questions and guiding members toward certification of their properties. Scheduled to be sent to golf course members this fall, and to business program members next spring, the new educational materials focus on helping people get started on stewardship.

A new *Site Assessment and Environmental Plan*



Kathy Hinson



Manilla Southwoods, Philippines

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INTERNATIONAL



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### Ready, Set, Go!

New ACSP educational materials make getting started on stewardship and applying for certification much easier.

#### Step 1: Site Assessment & Environmental Plan

Members review and assess existing conditions and management practices. Based on the results of the initial assessment, members choose stewardship projects or practices to implement, decide who will do what, and determine when to begin.

#### Step 2: Implementation

Members dig in and get started on the stewardship projects of their choice.

#### Step 3: Assessment and Documentation

Once projects are implemented, members can assess their progress and document results. Here's where *certification* comes in. We've revised our *Certification Workbook* to reduce the amount of writing members need to do. Checklists, photographs, and a short, narrative case study provide documentation to achieve designation as a *Certified Audubon Cooperative Sanctuary*.

# Audubon International Vision

## Teaching Kids To Care

I was recently asked by a school administrator, "What must be done to get kids to care about the environment?"

Before answering, several additional questions came to mind: "What must be done to get anyone to care about the environment? How do we get adults—who so often have turned their attention away from caring about the environment—to provide children with direct experiences in nature? And what should we teach kids to help them care?"

Two principle lessons provide a place to start.

First, we need to help kids to feel good about themselves. In my humble opinion, nobody, whether kid or adult, will care about the environment unless he, or she, feels a sense of personal self worth. There are stacks of books devoted to this topic and most boil down to this: people need to develop positive connections with other people and with places that can provide nurture and support.

Secondly, we need to give kids an opportunity to enjoy nature. Neither adults nor children will care about the environment—or anything else—if they have never experienced it, had some fun in it, and learned to respect it. Before we get into lessons about the ill state of water or air quality or shrinking habitats, we need to connect kids to the places they live and the people and other creatures who share those places with them.

My advice? Let kids have the chance to be kids and have some fun. Help them learn self-value and respect. Create opportunities for adults and children to experience nature together in a fun and educational setting. Get involved in stewardship projects that have a direct benefit to wildlife and the environment and reinforce the results with plenty of praise.

Thanks to the many people and organizations that have "adopted" schools and are involved with kids through the Audubon Cooperative Sanctuary Program, kids across the country are getting a chance to do just that. The results are extremely rewarding: the kids are enjoying themselves and learning to care about the environment. Schools are getting some help from people that may not have been so involved in the past. And, just maybe, a few adults are learning what it is like to loosen up and be a kid again. We are pleased to be a vehicle to help make all of that happen.



Ronald G. Dodson, President and CEO

## Inspiring Young Stewards

When it comes to educating young people to be stewards of the environment, ACSP members are achieving high marks. Not only are schools themselves doing an outstanding job, ACSP golf course and business members who have adopted schools also deserve much credit. They are providing essential community support to help schools get projects off the ground. Here are several examples of how ACSP members are working to inspire future stewards and improve the environment.

### Believing In Children

At **Western Heights Elementary**, a public school in Eufaula, Alabama, teachers believe that environmental education is an essential part of a child's development into a productive citizen. Thus, attaining certification as an Audubon Cooperative Sanctuary was right in line with both philosophy and practice at the school. To add to existing butterfly and hummingbird



Western Heights Elementary, AL

*Western Heights Elementary in Alabama was adopted by ACSP Business member American Buildings. Both are contributing to the city-wide Sustainable Eufaula campaign.*

gardens and a small pond, students naturalized unused portions of the school grounds and brought conservation efforts indoors as well. They planted red oaks, added a birdbath, built and mounted nest boxes, conducted an energy audit, and recycled more than 1000 pounds of paper and cans. With 95% of the students involved, the school has become a model of stewardship in action.

### Inviting Children In

Children need little encouragement to participate in nature-oriented activities. At **Safra Resort & Country Club** in Singapore, members' children were invited to participate in a planting project at the resort. The kids not only enjoyed the hands-on experience of planting, they also learned about the contributions of plants to the quality of the environment, taught by landscape supervisor, Victor M. Immanuel, and his team. The resort also invited students from the local primary



Safra Resort and Country Club, Singapore

*Safra Resort & Country Club, Singapore*

school for a guided tour of the resort's golf courses and nature trail. Students visited nesting grounds for various species of migratory birds, including herons and egrets, and learned the value of environmental conservation.

### Creating Habitats For Learning

Many schools have little more than grass and asphalt to inspire their students outdoors. **Newton Yost Elementary**, a public school in Porter, Indiana, took on the challenge of creating a more dynamic learning environment by planting a wildlife garden in the school courtyard. The 400-square-foot garden includes butterfly- and hummingbird-friendly plants, a small pond, and various feeders and nesting boxes. With financial support from Audubon International's Stewardship Fund and a local sponsor, Sand Creek Development, students in grades K through 5 participated in various aspects of the project, including preparing the site and selecting and planting native plants. To enhance and maintain

their garden year after year, students also initiated a project to compost cafeteria food waste. During the 1999/2000 school year, students composted 62 pounds of cafeteria waste.

Both projects are integrated into language arts, social studies, and science curricula. For instance, students read

locally. With the assistance of numerous grants and local supporters, they created a 1/2-acre wet meadow and 1/2-mile nature trail that became an outdoor environmental education lab. In addition, community and students worked together to install bird boxes and feeders and plant a butterfly and hummingbird prairie garden.

Environmental education is carefully woven into the curriculum at each grade level to help the school meet the State

Newton Yost Elementary School, IN



Newton Yost Elementary School in Indiana was adopted by Sand Creek Development.

literature about environmental issues and keep journals of project work. They study the food chain and decomposition, as well as lifecycles of plants and animals. More important, the project fostered positive self-esteem as students learned to take care of and be responsible for their sanctuary.

## Achieving High Goals

**Salem Elementary School**, a public school in rural Salem, Michigan, recently culminated years of environmental action and achievement by attaining designation as a certified Audubon Cooperative Sanctuary. Their goal: *All students will increase their knowledge and respect for their local and global environment.* The school's location at the headwaters of the Rouge River gave them a good focal point for starting



Salem Elementary School, MI

Salem Elementary School in Michigan was adopted by Fox Hills Country Club.

of Michigan's science benchmarks. Students in kindergarten through fifth grade have been given specific responsibilities to protect and enhance the environment through efforts such as water testing, recycling, and resource conservation awareness. We congratulate the staff, students, and community of Salem Elementary for their outstanding dedication, creativity, and environmental achievements.

## Thinking about adopting a school?

Adopting a school in your local community to help it participate in the ACSP can be rewarding for everyone involved. Individuals, businesses, golf courses, and associations are all successfully partnered with schools. If you're considering adopting a school and want to get actively involved in helping it with the program, consider these tips to make the most of your match.

### Tips for Success

- **Set up a team.** Invite colleagues or co-workers to adopt a school with you. When several superintendents or property managers are matched with a school, overall responsibility and time involved can be shared.
- **Go slow.** Don't take on too many schools or too many projects.
- **Call first.** Call the school principal to make an appointment to introduce yourself and the ACSP. He or she will connect you with an enthusiastic teacher to coordinate the program. Or ask Audubon International to make the first contact.
- **Use the *School Assessment and Environmental Plan* to guide your efforts.** The ACSP provides program materials to help the school get started. Begin with the *School Assessment and Environmental Plan* to assess resources and set goals. Review your plan often and revise it as needed.
- **Let schools know you're there to help.** You may be able to provide knowledge, materials, equipment, or manpower. The extent of involvement is up to you. Whether you spend two hours or 200, you'll be successful.
- **Use e-mail.** Teachers are pressed for time and hard to reach during the day. E-mail can facilitate communication and coordination.
- **Use Audubon International staff as a resource.** Information, ideas, and support are just a phone call or e-mail away. Take advantage of them!
- **Relax and have fun.** If you feel concerned about making a presentation or saying the wrong thing, you're not alone. Remember: kids love the break in their routine. They enjoy having a fresh face and hands-on activities as an alternative to their usual lessons.

## Schools + Golf Course Superintendents + Audubon International = Environmental Excellence

When Tim Hollowell, a superintendent and member of the Northeastern Golf Course Superintendents Association (NEGCSA), walked into Altamont Elementary School in Altamont, New York, to initiate a partnership in the Audubon Cooperative Sanctuary Program for Schools, he never imagined what lay in store: *He got kicked out of school.* Heightened security over nationwide school violence led officials to regard Hollowell as a suspicious-looking outsider. But that nerve-wracking first contact didn't deter him from trying again—only this time, he made an appointment first.

What followed from there also stretched beyond Tim's initial imagination of what the partnership between NEGCSA, local schools, and Audubon International could accomplish. NEGCSA members are now involved with five schools; they've hosted field trips, built and mounted nest boxes, cleared nature trails, planted gardens, and expanded composting and recycling programs. Best of all, they've discovered a profound sense of accomplishment in helping kids to be excited and eager learners.

### Getting Involved

Spurred by Audubon International's Cooperative Sanctuary Program (ACSP), NEGCSA members took on the challenge of getting involved with local schools. Their primary aim was to educate children about the environment, while also reversing negative stereotypes about golf courses as pristine playgrounds for the rich that use copious amounts of water and chemicals to attain perfect conditions. Through the ACSP for Schools, NEGCSA superintendents saw an opportunity to promote themselves as stewards of the environment who care about their community.

"Superintendents love to educate—even if they don't always see themselves as teachers," says Hollowell, superintendent at Van Schaick Island Country Club in Cohoes, New York. "We enjoy telling people about what we do. The ACSP for Schools takes us beyond member newsletters and conversations to one-on-one contact with a whole new audience."

After deciding to make a formal commitment to Audubon International's programs in 1998, NEGCSA wrote a vision statement and a series of goals to focus its efforts. Three successful fundraising tournaments organized by NEGCSA raised more than \$6,000 to sponsor local schools in the ACSP and cover project expenses. It donated event proceeds to Audubon International's *Stewardship Fund*—a grant fund used to help schools cover the cost of ACSP registration and environmental enhancement projects.



*Superintendents from the NEGCSA have been instrumental in raising funds and supporting schools in the ACSP. From Left: Tim Hollowell of Van Schaick Island Country Club, Jim Kurposka of Normanside Country Club, Dan Shaughnessy of Albany Country Club, Pat Blum of Colonial Acres, Chris Frielinghaus of Glens Falls Country Club, and Rob Bigley of Pinehaven Country Club.*

### Making Connections

With its mission and vision statement in hand, the next step for the NEGCSA was to make connections with schools and accomplish what it set out to do. Audubon International was instrumental in identifying schools in the NEGCSA territory that wanted to be adopted. NEGCSA narrowed down the list and carefully chose five that represented a full mix of public, private, urban, suburban, and rural schools. In addition, several member courses individually adopted local schools.

After an initial contact by Audubon International staff who introduced the ACSP and the role of the golf course association, the ball was in NEGCSA's court. The association paired a team of superintendents with each school and designated a primary contact to take the lead.

### Taking Action

Though Hollowell's fateful first day at school went badly awry, subsequent meetings proved nothing but positive. "The kids have really latched on to the program and they love it," reports Hollowell.

At St. Anne Institute, a private school for teenage girls who have a history of abuse and neglect, Hollowell and his team of superintendents have been especially impressed with the results of their involvement. The girls identified trees and shrubs on the school campus, found a sugar maple, and went on to make their own maple syrup. During another outdoor lesson in pruning apple trees, girls who were initially reluctant to climb a tree—“*I’m a city girl, I’m not going up.*”—got so involved they didn’t want to come back down.



Joellen Zeh

Students at Clarksville Elementary School planted a butterfly garden with the help of their ACSP sponsor, Pat Blum of Colonial Acres.

Whether cleaning up a trash heap at an inner-city magnet school, or planting a butterfly garden with elementary students from the suburbs, a range of ACSP activities can be chosen to match a school’s interests, resources, and faculty and student needs. Starting with the ACSP’s *School Assessment and Environmental Plan*, superintendents and the school choose projects and come up with a timeframe for implementing them.

Hollowell likens involvement in the ACSP to seeing a picture of the Grand Canyon versus actually standing on

## Excerpts from a letter from St. Anne Institute to the NEGCSA:

“[W]e are extremely grateful for all the skills the girls are acquiring and the academic knowledge being imparted to them, but it is the caring and the lessons in life and about the value of giving for which we are most thankful.

It has been my observation that Tim, Jim and Dan have brought manpower, materials, mulch and MAGIC to our campus. We look forward to many more endeavors in ecology in the days ahead.”

—Pat Leonard  
Coordinator of Community Relations  
St. Anne Institute

the edge of it. “We’ve got the plane, the kids just have to step onto it, and we will take them to see it,” he says. The program takes kids from second hand learning in the classroom, to direct experience with their subjects.

## Reaping Rewards

The benefits of NEGCSA’s involvement in the ACSP for Schools have gone well beyond its initial intentions. Learning by doing has empowered the kids to take an active role in environmental stewardship. Teachers and students have enhanced their school grounds with outdoor classrooms and wildlife habitat areas. And superintendents have seen that their message is far broader than just about golf courses and superintendents. By their example, these superintendents are giving the gift of good stewardship and making a significant difference in the lives of young people.

“Thank you letters have been wonderful,” Hollowell says. “When you read what they’re thinking, what they saw and felt, you know that the lesson is sinking in. You see their comprehension and their appreciation. Getting involved is one of the most gratifying things a superintendent can do.”

## Thanks!

*Many thanks to the NEGCSA for their support and involvement in the ACSP for Schools!*

Adopted School  
Albany School of the Humanities  
Altamont Elementary School  
Clarksville Elementary School  
Guilderland Elementary School  
Farnsworth Middle School  
Queensbury Elementary School  
St. Anne Institute

St. James Elementary School  
Vanderhyden Hall  
Livingston Middle School

NEGCSA Partner  
Rich Brumley, Colonie Country Club  
Pete Cure, Orchard Creek Golf Course  
Pat Blum, Colonial Acres  
Tim Hollowell, Van Schaick Island Country Club  
Rob Bigley, Pinehaven Country Club  
Chris Frielinghaus, Glens Falls Country Club  
Jim Kurposka, Normanside Country Club,  
Dan Shaughnessy, Albany Country Club  
Scott Gallup, Capital Hills Golf Course  
Tim Hollowell, Van Schaick Island Country Club  
TBD

# What's the Buzz?

*Find out how you can conserve beneficial native*

**T**o anyone who has ever been stung by a bee, the idea of actively attracting bees may raise hackles. But a closer look at bees proves that enhancing habitat for native species presents many benefits and poses no harm.

## Bees vs. Wasps

People are generally stung by wasps, like yellow jackets or hornets, or by honeybees, a non-native species brought to the New World by Spanish conquistadors. These species live in hives or colonies, so contact with them can create a swarm of trouble. In contrast, most of the more than 4000 species of native bees in the United States are solitary, non-threatening creatures. Our native bees play a critical role in pollinating the majority of flowering plants.

## Why Conserve Bees?

About two-thirds of plants need insects or other animals to pollinate them, and bees are the most important pollinators. On a typical foraging trip, a female bee may visit hundreds of flowers. She will eat the energy-rich nectar to power her flight muscles, and collect pollen and nectar to take back to her nest to provide food for her offspring. As the bees forage, pollen is moved between plants. Without this exchange of pollen female plant ovules will not be fertilized and neither seed nor fruit will develop.

Research evidence is overwhelming that wild pollinators are declining around the world. Chief causes include fragmentation and loss of habitat, pesticide use, and changes to plant communities from different land management or invasion by exotic species.

Fortunately, there are simple things you can do to help bees thrive on your property. Not only will habitat enhancements benefit bee species themselves, they will add beauty and diversity to your landscape and provide a valuable ecological asset to your community.

## Getting Started

To conserve native bees on your property, you must focus on providing two key aspects of bee habitat: *native plants for nectar and pollen*, and *nesting sites*. No special equipment or protective clothing is needed when working with

native bees—unlike honeybees—and encouraging native bees will not create any threat to people.

## Provide Food

Adding native plants that are rich in nectar and pollen is the best way to attract and sustain bees. Simply plant native flowers in existing gardens or borders. ACSP school and business members may consider adding native plants to their landscaping or in gardens for butterflies and hummingbirds. On golf courses, non-play areas are ideal sites for naturalizing and will provide larger foraging sites. As an added benefit, native plants will also attract wildlife like butterflies and birds, make your property more attractive, and reduce long-term maintenance.

## Tips

- **Plant container plants.** In most situations, the best way to enrich habitat is by planting pre-grown transplants. They establish much more easily than starting from seed. Controlling weeds and watering during the first growing season are particularly important.
- **Plant diversity.** Bees need nectar and pollen from early spring through fall, so try to ensure that there is a diversity of local native plants with a range of flowering times in the habitat.
- **Choose native flowers.** Some good bee-plants include: yarrow, aster, penstemon, evening primrose, mullein, lupine, goldenrod, milkweed, coneflowers, wild mint, rabbit brush, and fireweed. Shrubs to plant include: salmonberry, gooseberry, grape, wild rose, and willow. Consult the native plant list we sent you in your *New Member Packet* for more native species in your area. In addition to native plants, many non-native garden plants and herbs also attract bees. Apple trees may be visited by more than fifty species of bees, and herbs such as sage, rosemary, oregano, and lavender will enhance a bees' meal as well your own.

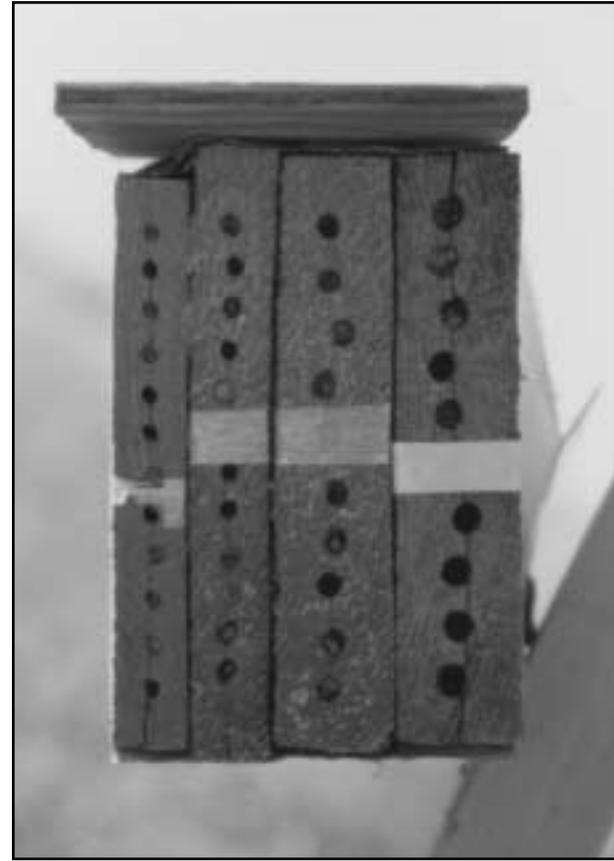
Ronald Dodson



*Native bees are fascinating and valuable neighbors. Taking action to conserve them provides a great opportunity to contribute to a healthier environment.*

## bees that pollinate flowers and food crops

Kim Erusha, USGA



You can easily make a bee nesting block by drilling 3/8-inch holes into blocks of 4"x4"x8" lumber. The block can be fixed to a stake or tree in a sunny, east-facing spot.

### Provide Nest Sites

There are several simple ways in which nesting sites can be made for bees. Many of these mimic natural features that bees prefer, though not all will be suitable for your site. There are two primary types of nests that you can make: *ground nests* and *wood nests*.

The location of your nest sites is important. Bees like warm conditions, especially in the morning so that they can become active earlier. For wood-nesting bees, shelter nests from the worst weather with entrance holes that face east-southeast. Choose dry, well-drained ground for ground-nesting bees.

### Tips and Techniques

- **Logs and Snags**—Get some logs or old stumps and place them in the wildlife garden or naturalized habitat patches you've

created. Drill holes at least 4" deep and 3/32" to 3/8" diameter into the logs. Leave dead tree snags standing when they don't pose a safety hazard, to keep natural nest sites for bees.

- **Nesting Blocks**—Bee nesting blocks can be made from blocks of lumber at least 4" by 4" and 8" long. In one side of the block, drill lots of holes 3/32" to 3/8" diameter and almost all the way through the block. This block can be fixed to a stake or tree in a sunny, preferably eastward facing spot.
- **Bare Ground**—Simply clear the vegetation from a small area (about 6' by 6') and compact the soil. A few rocks placed in the cleared area will improve it by adding basking places and help to warm the soil. Where possible, create bare areas on south facing slopes or banks.
- **Sand Pits and Sand Piles**—If you have lots of room, dig a sand pit about 12' square and 4' deep and fill it with fine-grained white sand. Or build up a sand pile about the same size.

Native bees are fascinating and valuable neighbors with which to share your property. Taking action to conserve them provides a great opportunity to contribute to a healthier environment.

## Bees on Golf Courses

Beginning in 1997, valuable research has been underway to study native pollinators on golf courses and explore methods to enrich out-of-play areas with native plants and nesting sites for bees. Carried out by the **Xerces Society**, an Oregon-based non-profit organization dedicated to the conservation of invertebrates and their habitat, with the help of the **USDA Bee Biology and Systematics Lab** in Utah, the research took place on three golf courses in eastern Washington and Oregon. This research was made possible by a grant from the **US Golf Association** and the **National Fish and Wildlife Foundation** through their **Wildlife Links Program**.

The study concluded that conservation of native bees and plants is a valuable way in which golf courses can contribute to a healthier environment and is a comparatively simple task to integrate into the management of a golf course. By improving bee foraging and nesting sites, golf courses can make a difference across the nation, forming a network of enhanced pollinator habitat to support the vital work of native bees.

Information for this article has been gratefully excerpted from publications of **The Xerces Society**, including *Native Pollinators On Your Golf Course*. For more information, contact Matthew Shepherd, Pollinator Program Director, The Xerces Society at 4828 SE Hawthorne Blvd, Portland, OR 97215, or [www.xerces.org](http://www.xerces.org).

## New Resource Helps Communities Evaluate Golf Course Proposals

With over 300 new golf courses developed yearly in the United States, local officials and planners are confronted with the decision whether to add a golf course without much knowledge of the impact that it would have on the environment and their community. Now, communities considering a golf course have a new resource to help them navigate the often-complex environmental issues involved with evaluating such projects. *Reviewing Golf Course Proposals: Materials for Local Officials* is an easy-



to-use, hands-on packet developed from the expertise and

experiences of golf course professionals, planners, and environmentalists, including Audubon International.

Funded by the USGA, Cook College's Center for Environmental Communication and the Office of Continuing Professional Education teamed up to collect relevant materials and examples of environmentally-sound golf course development from across the country. The packet is available from the USGA for \$5.00. To obtain

a copy, contact: USGA Order Department, P.O. Box 708, Far Hills, NJ 07931, (908) 234-2300 or (800) 336-4446.

## Conserving Biodiversity May Reduce Risk Of Lyme Disease

Biodiversity in natural ecosystems may reduce the risk of some diseases in humans, including Lyme disease. According to new research published in the June issue of the journal *Conservation Biology*, findings suggest a relationship between reduced biodiversity and the spread of animal borne diseases.

As humans and domestic animals push further and further into wild places, we significantly increase contact with new disease vectors. At the same time, when large ecosystems become more fragmented by human activities, the number of animals hosts for various diseases declines. Instead of causing a decrease in disease transmission, just the opposite may result.

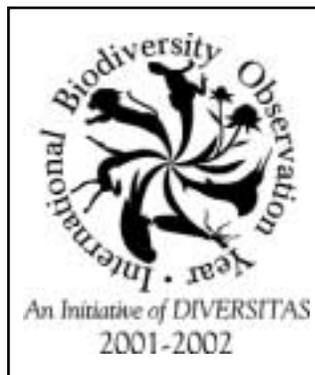
In the case of Lyme disease, researchers from the Institute

of Ecosystem Studies and Siena College in New York found that areas with a diversity of small mammals made transmission of the disease *less likely* than in areas populated mostly by white-footed mice—the primary carrier of the disease. Lyme disease is caused by a bacterium that is transmitted by deer ticks. The ticks contract the disease after feeding on blood from an infected host, such as white-footed mice, and then pass it on to their next meal. White-footed mice can comprise up to half the mammal population in degraded or fragmented forests. The authors suggest that less fragmented forests could reduce the incidence of Lyme disease, as well as other animal borne diseases, including plague, West Nile encephalitis, and leishmaniasis.

## International Biodiversity Observation Year Announced for 2001–2002

The year 2001–02 has been designated *The International Biodiversity Observation Year (IBOY)*—an unprecedented global effort by scientists, information specialists, and communicators to focus global attention on and promote understanding of biodiversity. IBOY is spearheaded by DIVERSITAS, an international umbrella organization created to coordinate biodiversity science.

In contrast to gaining attention only during times of crisis, the IBOY will provide a



sustained focus on the need for biodiversity conservation. The intent of IBOY is to provide accurate, science-based information to the public and make a compelling case for conservation. To date, 37 international research and education projects representing 41 countries will be contributing to the IBOY. During 2001–2002, Audubon International will be contributing to outreach and education efforts of IBOY by actively engaging people in stewardship projects that enhance and protect biodiversity.

### BI-O-DI-VER-SI-TY:

The spectacular variety of life on earth, and the essential interdependence among all living things.



Bonita Bay Club, FL

## Migratory Bird Act Promotes International Conservation

In a major victory for birds, President Clinton has signed into law the **Neotropical Migratory Bird Conservation Act**, the only bill in this Congress directed at helping songbirds. The law allows federal dollars to match or leverage non-federal dollars to fund partnership programs among businesses, non-governmental organizations, and foreign nations that will conserve bird habitat. Habitat destruction, on both wintering sites in Central and South America and breeding sites in North America, is a primary cause of songbird species decline. The law authorizes \$5 million per year for five years to be spent on bird habitat conservation efforts in the U.S., Latin America, and the Caribbean. (Source: *Environmental News Service*, July 21, 2000, Washington, D.C.)

## USGA Tournament Sites Showcase Environmental Accomplishments

Each year the US Golf Association (USGA) hosts some of the world's most prestigious championship tournaments, including the U.S. Open and the U.S. Women's U.S. Open. In addition to showcasing the talents of exceptional golfers and extraordinary golf courses, this year's tournaments featured the accomplishments of several Audubon Cooperative Sanctuary members. At the request of the USGA, Audubon International prepared media fact sheets to raise awareness about the stewardship activities and achievements of each tournament site. Congratulations to the following golf courses for their outstanding efforts to manage tournament quality courses with a high degree of environmental sensitivity: Pebble Beach Golf Links, CA—U.S. Open; Baltusrol Golf Course, NJ—U.S. Amateur; The Merit Club, IL—U.S. Women's Open; Heron Lakes Golf Course, OR—U.S. Amateur Public Links; and Pumpkin Ridge Golf Course, OR—U.S. Junior Amateur and U.S. Girls' Junior.

Women's U.S. Open. In addition to showcasing the talents of exceptional golfers and extraordinary golf courses, this year's tournaments featured the accomplishments of several Audubon Cooperative Sanctuary members. At the request of the USGA, Audubon International prepared media fact sheets to raise awareness about the stewardship activities and achievements of each tournament site. Congratulations to the following golf courses for their outstanding efforts to manage tournament quality courses with a high degree of environmental sensitivity: Pebble Beach Golf Links, CA—U.S. Open; Baltusrol Golf Course, NJ—U.S. Amateur; The Merit Club, IL—U.S. Women's



Pumpkin Ridge Golf Course, OR

*Pumpkin Ridge Golf Course in Oregon was among the USGA tournament sites highlighted for its environmental achievements.*

**Have you returned your 2000 Nest Box Survey?**  
 Any ACSP member who monitors a nest box for birds can participate in our yearly Nest Box Survey. Please send us your completed survey form and contribute to this valuable bird monitoring project. For more information, or to obtain another copy of the survey, visit our website at:  
<http://www.audubonintl.org/projects/nestbox>

# membership

## NEWS

### New Golf Members

#### CALIFORNIA

Jess Ranch Golf Course, Apple Valley  
Arcadia Par 3, Arcadia  
Camarillo Springs, Camarillo Springs  
Dominguez Hills, Carson  
David L. Baker Golf Course,  
Fountain Valley  
Fullerton Golf Course, Fullerton  
IGM at Silver Lakes, Helendale  
Meadowlark Golf Course,  
Huntington Beach  
Seacliff Country Club,  
Huntington Beach  
Rancho San Joaquin, Irvine  
La Mirada Golf Course, La Mirada  
Lake Forest, Lake Forest  
Lakewood Country Club, Lakewood  
El Dorado Park Golf Course, Long Beach  
Heartwell, Long Beach  
Recreation Park, Long Beach  
Skylinks Golf Course, Long Beach  
Chester Washington Golf Course,  
Los Angeles  
Westchester Golf Course, Los Angeles  
Casta Del Sol Golf Course, Mission Viejo  
El Camino Country Club, Oceanside  
Mountain Meadows, Pomona  
Los Verdes Golf Course,  
Rancho Los Verdes  
Paradise Knolls, Riverside  
Shandin Hills, San Bernardino  
Mission Trails Golf Course, San Diego  
San Dimas Golf Course, San Dimas  
Simi Hills Golf Course, Simi Valley  
Lomas Santa Fe Country Club,  
Solana Beach  
Upland Hills Country Club, Upland  
Vista Valencia, Valencia  
Saticoy Regional Golf Course, Ventura

#### COLORADO

Devils Thumb Golf Course, Delta

#### CONNECTICUT

Keney Golf Course, Hartford

#### FLORIDA

Wyndemere Country Club, Naples  
Hunter's Green Country Club, Tampa

#### ILLINOIS

Water's Edge Golf Club, Worth

#### KANSAS

Highlands Golf & Supper Club,  
Hutchinson  
Tallgrass Country Club, Wichita

#### MASSACHUSETTS

Needham Golf Club, Needham

#### MISSOURI

Keth Memorial Golf Course, Warrensburg

#### NEVADA

MGGI—Mountain SPA, Las Vegas

#### NEW YORK

Lake Placid Resort—Links Course,  
Lake Placid

#### OHIO

Cumberland Trail, Pataskala

#### PENNSYLVANIA

State College Elks Country Club,  
Boalsburg  
MGGI—Monroe Valley Golf Club,  
Jonestown  
MGGI—Walnut Lane Golf Course,  
Philadelphia

#### TENNESSEE

Pine Creek, Mt. Julet

#### TEXAS

Trails of Frisco, Frisco  
Bear Creek Golf World, Houston  
Sky Creek Ranch Golf Club, Keller  
The Club at Cimarron, Mission  
Sweetwater Country Club, Sugar Land

#### VIRGINIA

Virginia National Golf Club, Bluemont

#### WISCONSIN

Branch River Country Club, Cato

### Newly Certified Audubon Cooperative Sanctuary

#### Golf Courses

Forest Hills—Nicklaus Course  
Las Pinas City, Philippines

Sandy Hollow Golf Course  
Rockford, IL

The Gauntlet Club at St. James Plantation  
Southport, NC

Otesaga's Leatherstocking Golf Course  
Cooperstown, NY

Niagara Falls Country Club  
Lewiston, NY

Snoqualmie Ridge TPC  
Snoqualmie, WA

Greenwood Hills Country Club  
Wausau, WI

### New Business Members

#### CALIFORNIA

Foundry Wharf, Petaluma

#### FLORIDA

Shades of Green, Orlando  
Horticultural Systems, Inc, Parrish  
Dan Marino's Children Hospital, Weston

#### NEW YORK

Horizon Aerospace, Victor

### Newly Certified Audubon Cooperative Sanctuary

#### Businesses

Griffin Industries (Columbus)  
Columbus, IN

Griffin Industries (Bastrop)  
Bastrop, TX

### New School Members

#### CONNECTICUT

Mead School, Stamford

#### GEORGIA

Newnan Crossing Elementary, Newnan

#### MICHIGAN

Birney School, Southfield

### Newly Certified Audubon Cooperative Sanctuary

#### Schools

Western Heights Elementary  
Eufaula, AL

### New Backyard Members

#### ALABAMA

Mr. & Mrs. Bill & Abie Fleming, Eufaula

#### CONNECTICUT

Ms. Ellie Swiatek—Giannelli, Southington

#### DELAWARE

Ms. Laura Wolfe, Rehoboth Beach  
Mr. Robert F. Wilson, Rehoboth Beach  
Ms. Carroll Daly Giuliano,  
Rehoboth Beach  
Dr. & Mrs. Melvin Sandmeyer,  
Rehoboth Beach

#### GEORGIA

Ms. Michelle Shamasneh, Roswell

#### ILLINOIS

Ms. Therese M. Duke, Elmhurst  
Ms. Gail Miller, Glen Ellyn

#### NEW JERSEY

Ms. Mary E. Stanzilis, Clementon  
Mr. Jack Gavin, Edison

#### NEW YORK

Gerrie Shapiro, Irvington  
Mr. Peter Salinetti, Schenectady  
Ms. Tammy Cocuzzi, Walworth  
Ms. Alice Thomas, Conroe

### Newly Certified Audubon Cooperative Sanctuary

#### Backyards

Mr. & Mrs. Charles & Patricia Auman  
Ozark, AL

## From the Martin House

**Scott A. Martin**  
National Coordinator, ACSSC

Another summer has come and gone, and I hope you all took every chance to enjoy it. At the end of last summer, I realized that I had spent most of the season glued to the computer or with my nose buried in the latest naturalized gardening book. I was reading about what I should be seeing or doing in my yard, rather than actually getting out to do it. So, this year, I made a pact with myself to make the time, and then take the time to go outside to enjoy my yard and natural surroundings. In the end, I did a pretty good job at sticking to this plan, and because of it, I learned a lot about my own habitat that I would have otherwise missed.

In the early mornings, I saw the dew-covered wildflower blossoms open and watched as the bees and butterflies alit in their endless hunt for nectar. Throughout the day, I watched a pair of Northern Flickers carve out a nest cavity in my dead birch tree (I left this snag up with the hopes of attracting just such occupants). I watched them feed and raise their young, and was treated to the spectacle of five fledglings learning to fly.

In the evening, hummingbird moths visited my flowers before they closed up for the night. I was mesmerized by the flashing, floating dance of dozens of fireflies as they searched

for mates at the edge of the trees. During my nocturnal outings, I often heard a screech owl that was nesting in a nearby wood duck box,

Scott Martin



*Bird houses, bat boxes, and a variety of wildflowers provide habitat for a host of backyard wildlife.*

and marveled at the aerial acrobatics of my resident bats hunting for insects around the streetlight. Once, I was even surprised by a flying squirrel as it ran across my foot to get to some sunflower seeds the birds had so generously scattered on the ground.

I am quite lucky with the yard I have—it was somewhat natural when we bought it, and, even in the middle of town, it had a lot of potential. My wife and I have worked hard to further enhance our property so that it has become nature's yard—a place not only for my family, but for all of nature's families.

You, too, can achieve similar results, no matter where you live, work or play, and on any type or size of property. Take a good look at nature, and learn from it. Incorporate natural features and processes into your property, and wildlife will follow. Leave trunks of dead trees standing for nesting cavities, plant flowers and grasses that will provide food for birds and insects, provide clean water and shelter, or set up feeder stations.

Whether you think it's helping or not, any little thing you do will make a big difference to the wildlife around you. You just have to try it—and then study the results at different times of the day and throughout the seasons. Remember—*"Nobody made a greater mistake than he who did nothing because he could only do a little"*.

## Membership News

### New Golf Members

#### Alberta

Woodside Golf Course, Airdrie

#### British Columbia

Pender Island Golf and Country Club,  
Pender Island

The Squamish Valley Golf and Country  
Club, Squamish

#### Ontario

Pine Crest Golf and Country Club,  
Peterborough

Saugeen Golf Club, Sauble Beach  
Springfield Golf and Country Club,  
Guelph

#### Quebec

Club de Golf Godefroy, St-Grégoire  
Laurentian Golf and Country Club,  
Ste. Agathe des Monts

### New Backyard Members

#### Ontario

William Annandale, Bracebridge  
Richard and Martha Jarrell, Thornhill  
Jeremy Julie, Vineland  
Sally Shearman, Aurora

### New Business/ Corporate Property Members

#### Ontario

Guelph Turfgrass Institute, Guelph

### New School Members

#### Nova Scotia

Cape Smokey Elementary School, Ingonish

#### Ontario

"I Can" Therapeutic Equestrian Riding  
Centre, Ridgeway  
Ridgeway Public School, Ridgeway

### Newly Certified Audubon Cooperative Sanctuaries

#### Golf

Highlands Links Golf Course, Ingonish,  
Nova Scotia

#### Backyard

Michael and Jacqueline Baranowski,  
Markham, Ontario

## Fueling Migration

As birds begin to migrate south or prepare for a lean, cold winter in the North, they are on the lookout for places to feed and rest. The abundance of nature's harvest provides the bulk of their diet in the fall. But you can also



help by filling your bird feeder with nutritious seed. Provide black-oiled sunflower seed as your staple food, and offer white proso millet, safflower seed, crushed peanuts, and suet to add variety. Then watch as fall migrants and year-round residents descend upon your property to eat their fill.

# STEWARDSHIP news

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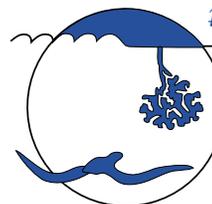
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