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Introduction

In response to new management, and the resulting opportunity to assess and evaluate, the Indiana Department of Natural Resources, Division of State Parks and Reservoirs has developed this Interpretive Master Plan for Chain O’ Lakes State Park.

The plan provides a resource overview of the park’s natural and cultural resources and a summary of existing conditions for interpretation. This is followed by interpretive recommendations based upon resources and conditions.

As Chain O’ Lakes celebrates its 50th birthday, the park is ready to move forward in interpretation. To do so, the plan recommendations address:

- A Nature Center that is accessible from the high use areas of the park
- Maximizing the schoolhouse for cultural interpretation
- The management issues of historic preservation, lake eutrophication, invasive plants and species protection.
- Expanding programming to year-round to reach underserved audiences, and
- Full-time staff to ensure program expansion, evaluation and long-term high quality with less turnover.

It is the intent of this plan to provide direction for the next several years. The next decade will be important for the interpretive program at Chain O’ Lakes State Park.
Resource Overview

The following resource overview is based largely on regional information. A Resource Management Plan will be developed to provide additional interpretive and management direction.

I. Natural History

A. Geology

1. Formation and Soils.

The soils, topography and hydrology of the park are related to the park’s ice age past. Roughly 13,000 – 14,000 years ago, the most recent Wisconsin glacial period ended. The Saginaw and Erie lobes of that glacier melted and receded from the area. Meltwater flowing below, through and on the surface of the glacier carried dislodged rocks and gravel that had been embedded within the ice. Heavier rocks were dropped first, followed by progressively smaller and lighter rocks. This resulted in an outwash plain of sorted sand and gravel. The plain makes up large portions of the park. Unsorted material, called till, covers other portions of the park. Till was deposited by the retreating glacier as it melted, rather than being carried by meltwater. Till is a mixture of sand, silt, clay, and boulders.

The park’s glacial origins create a landscape of rolling hills, ravines and low lake areas.

2. Kettle Lakes.

The park’s interconnected lakes are also of glacial origin. The lakes are kettle lakes, formed as large pieces of ice broke free from the glacier and were buried. The ice blocks gradually melted leaving deep water-filled depressions. Over time, natural erosion has filled in the lakes from the edges. Some smaller kettle lakes have completely filled in and are now low depressions. The organic-rich fill, differing from the gravel and sand of most of the park, defines the depression’s former depth and contours.

3. Esker.

Trail 8 between Bowen and Finster lakes follows an esker. An esker is a narrow ridge consisting of deposits from a stream running beneath a glacier.

4. Kame.

A conical hill lies between the two Finster Lakes on Trail 8. This feature formed as ice crevasses filled with sand and gravel. On older topo maps, a similarly formed rise near Long Lake is called Egan’s point.

5. Seeps.

A seep is on the east side of Long Lake. A seep results when groundwater oozes from a broad area. The water coming from the seep forms a small stream that is visible from the lake shore.

B. Water

1. Lakes

Chain O’ Lakes State Park includes 212 surface acres of water. The interconnected lakes are what give the park its name. Narrow wooded channels, some with steep slopes guide canoes between the lakes. Some of these channels appear to have been dredged. Spoil mounds line the channel between Bowen and Sand Lakes along Trail 7. If these are indeed spoil mounds, they probably pre-date the park as fairly large trees now grow on them.
Although naturally formed, the lake level is elevated by a small dam at the western edge of the park along Highway 9. The higher level improves boat access for fishing. The park permits only trolling motors on the lakes. Ice fishing is popular when the lakes freeze.

The park is surrounded by agricultural land. Nutrient run-off from surrounding properties is resulting in eutrophication and siltation of the lakes. Eutrophication is noticeable at Long Lake where water first enters the park from surrounding agricultural land. This issue will need to be addressed to ensure the health and longevity of the lakes.

2. Wetlands
In contrast to lakes outside the park boundaries, most of the park’s shorelines are undeveloped, allowing wetlands to exist. The steep slopes of the surrounding hills as well as lake depth limit wetlands to the immediate lake margins and channels. See wetland map Appendix A. Wetland identification is based on aerial map review only. A professional delineation is recommended.

C. Plant Communities
1. Historic communities
There are no available historic records of the original vegetation found in the park. The park itself lies within the Northern Lakes Region (Homoya). This region had oak and hickory forests on the uplands, and wetlands in lowlands. It is believed that the park had little prairie and was primarily forest with narrow wetlands around the lakes. Research into circa 1800s vegetation would be valuable for park management and interpretive direction.

2. Present Conditions
Today the park contains several communities.

a. Forest. Forest covers a large percentage of the park. Mature forests are seen in several locations of the park. Forests contain mature oak, hickory, maple and beech trees with little recent disturbance. Several locations are being evaluated for possible Nature Preserve dedication.

Other parts of the park have younger woods that are second or third growth. Some of these young woods are dotted with dead or dying apple trees. These areas were once orchards. The southeast corner of the park on Trail 6 offers a good example of this.

Timber stand improvement maintains oak stands. A slope near the beach will has had some of its under story removed allowing the oaks to regenerate.

A tree list from October 10-11, 2010 is found in Appendix B.

b. Old Field. Large portions of the park were farmed. Some have reverted to woods. Others are old field habitat.

One area is being maintained as old field to provide habitat for the Henslow’s sparrow. Other fields are dominated by autumn olive and other invasives.
c. Aquatic. The lakes contain submergent and emergent vegetation. Increased nutrient run-off from agriculture around the park has increased the amount of aquatic vegetation in the eastern end of Long Lake.

d. Listed Species. An up-to-date plant list compiled by Tony Fleming appears in Appendix C. The list identifies State listed species. Short’s aster and perfoliate bellwort are both state endangered species. Red baneberry is listed as rare in Indiana. Yellow ladyslipper is on a watch list.

3. Invasive Species

Much of the park’s acreage was agricultural land when acquired by the State. Once left to succession, introduced species such as autumn olive and multi-flora rose quickly flourished. Controlling these species will need to be addressed in a resource management plan.

In the 1980s, the DNR started a program called Energy Acres. Black locust was planted at the park to provide a source of firewood. This program is no longer supported. Unfortunately, the black locust trees have spread. Some parks have eradicated this aggressive species. Chain O’ Lakes has plans to do this as well.

Invasive species identified on October 10-11, 2010 include autumn olive, bush honeysuckle, multi-flora rose, privet and garlic mustard.

D. Fauna

The fauna of the park is representative of species found in northeastern Indiana. Raccoons, squirrels and other small mammals are prevalent. Birds include those dependent on forests, such as woodpeckers, those dependent on old field such as the Henslow’s sparrow and those that require aquatic habitat such as herons and wood ducks. Sand Lake is annually stocked with trout. A Fauna list from October 10-11 can be found in Appendix D.

Of particular note:

1. White-tailed Deer

Abundant edge habitat, absence of predators and hunting prohibitions at the park, have resulted in an unsustainable deer population. As with other parks, Chain O’ Lakes has a controlled hunt to manage the deer population. In 2009, 93 deer were taken from the park.

2. Beaver

Beaver were historically present in the region. Numbers were reduced during the fur trade of earlier centuries. Today, beaver are present again. Chain O’ Lakes provides ideal habitat for beaver. Dams and lodges are easily seen from trails. Trail 8 along Finster Lake is reinforced by beaver dams.

3. Emerald Ash Borer

Indiana State Parks is currently on alert for the emerald ash borer. This insect kills ash trees, a major component of forests at Chain O’ Lakes. Restrictions on transporting firewood are in place to prevent this insect’s spread.

4. Henslow’s Sparrow

The Henslow’s sparrow is a Federal Species of Concern and a State Endangered species in Indiana. It is a high priority for grassland bird conservation.

The Henslow’s sparrow prefers moist pastures and meadows. It is more commonly found in northern Indiana.
but can be locally common throughout the state. Henslow’s sparrows are summer residents and winter primarily along the Gulf Coast.

Chain O’ Lakes manages a field for Henslow’s sparrows. A mowing program maintains the old field habitat preferred by the sparrow.

5. *Turkey Vultures*
Roughly 50 turkey vultures were seen roosting near the junction of Trail 1 and Trail 2 between Bowen and Dock Lakes.

II. Cultural History

A. Native American

1. *Mounds*
There is a reported Indian mound on the property north of Bowen Lake. Very little survey work has been done.

2. *Village*
In addition to the mound, three numbered sites are recorded, plus an unnumbered site in Section 10, all within the park boundary. A village of 30 wigwams reportedly existed north of Bowen Lake. Bowen Lake was once called Indian Lake, which might lend credence to this. Temporary villages have been identified throughout Noble County.

Both Miami and Potawatomi tribes were present in Noble County, so either or both were present at the park.

The Potawatomi had large summer villages. These villages were along streams or rivers. In the winter, however, the village dispersed into smaller family camps. Families survived on dried and stored food, and on hunting and trapping. Ice fishing was a means of getting food.

The Potawatomi lived in wigwams. Wigwams were constructed of pole frames covered with bark or woven cattail mats. Bark canoes transported them through the lake region.

The Potawatomi had extensive corn fields in the summer. Grasslands were periodically burned. Ecologists speculate that the landscape first encountered during European settlement had been altered by Native Americans.

The land that includes Chain O’ Lakes was transferred for European settlement in the 1828 Treaty of Carey Mission. The treaty was with the Potawatomi and transferred lands south of present-day Highway 6 to Columbia City and the Eel River.

B. European Settlement
One of the first settlers on the property was William Bowen, who arrived in the 1830s. In 1840, he had a home on the north side of Bowen Lake.
1. Farming
The land that includes Chain O’ Lakes became part of Indiana in 1828. This opened the way for European settlement. The northern part of Indiana was settled last as it was the least accessible by river and road. Large swamps and wetlands hampered farming. Indians still took refuge until the 1830s, decades after southern Indiana was settled. Many settlers came to northern Indiana from Ohio, the Mid-Atlantic and some New England states.

When settlers arrived, forests were cleared and crops planted. Some of the cleared wood was used for fences and buildings. Most was burned.

Once roads and canals became established and further land was cleared, it became possible for farmers to sell surplus crops and livestock. An early road crossed Noble County and connected the county with Ft. Wayne and the Wabash and Erie Canal to the southeast, and South Bend and Lake Michigan to the northwest.

When Chain O’ Lakes was dedicated in 1960, much of its acreage was farmland, pastures and orchards. Some is maintained as old field habitat. Other areas are reverting back to forest.

2. Stanley Schoolhouse
A one-room schoolhouse resides on the property and serves as the nature center. The Stanley schoolhouse was built in 1915. This is the third schoolhouse at the site and was named for the landowner. The first schoolhouse was a log building. The second wood frame schoolhouse was burned down by an arsonist. The current 1915 structure is brick. The building includes one large classroom area, two walk-in closets and a basement. The classroom has the original blackboard, roll-down maps and desks. A bell tower with a bell is above the entrance.

The park has the original school bell. A hand pump, now gone, was immediately outside of the building. The building functioned as a schoolhouse until 1954. (See Appendix E)

In 1785, the Land Ordinance created the provision that the sixteenth section of land in each township be set aside to support schools. Following Indiana’s statehood in 1816, many local governments sold the sixteenth section and used those funds to build a schoolhouse. In some cases, land was donated for use as a schoolhouse site and the cost of constructing the schoolhouse came from public funds.

Prior to 1850, there was no statewide public school system in Indiana. Schools were locally controlled and financed. There was a huge disparity in the quality of education throughout the state. In 1852, the General Assembly passed a law that created a state property tax for education. The law was challenged and defeated as being unconstitutional. In 1867, it was passed again and has remained in place.

Following the 1867 law, log schools gave way to frame and brick schools. The school term increased from 68 days in 1866, to 136 days in 1879, to 149 in 1900. Enrollment also grew.

Rural schools still suffered with less money spent per pupil. Most rural children attended ungraded, one-room
schoolhouses with low paid and less experienced teachers. One-room schoolhouses became the symbol of poor education. In 1907, the legislature closed all schools with fewer than 12 students. Those students were provided transportation to larger schools at public expense. Between 1890 and 1920, nearly 4,000 one-room schoolhouses closed in Indiana.

Prior to the Civil War, most teachers were men, but a shortage of men and a willingness to work for low wages led to the shift from male to female teachers. In 1860 only 20% were female. By 1900, 50% were women and by World War I, the percentage was 66%.

The Stanley Schoolhouse is an extremely valuable historic site. It represents an era in rural Indiana when small, locally governed and located schools dotted the landscape.

3. Iron Bridge
Portions of Trail 4 once served as a county road and still function as a park service road. At one point, the trail crosses a stream via an iron bridge. The bridge has been altered and is in poor condition. Some of the supports are disintegrating.

An upper level of the truss appears to have had something attached to them. Brackets with threaded holes may have held a railing (see photo left).

The bridge is not registered with the state and there is no information about its age.

The truss pattern is a Warren Truss, which is made up of equilateral triangles. The Warren Truss was developed in Britain in 1848 and was soon after introduced in the United States.

Truss systems are a series of triangles that create a support structure. The structure distributes load weight across the bridge into the abutments and finally the ground.

Metal truss bridges were the most commonly built type of bridge between 1850 and 1925. They replaced wooden covered bridges, using the same truss styles as covered bridges. Metal bridges were better able to withstand the elements, so didn’t require being covered. Components of the bridges were prefabricated in factories, making them easier to produce.

4. Lake Homes
Several private homes were built along the shores of the park’s many lakes. Some of these were year-round dwellings, while others were seasonal lake cottages. Many of them were torn down in 1960 when the park was established. Some of the seasonal cottages were rented to park visitors before being torn down.

C. Park History
Chain O’ Lakes was created by the commissioners of Allen, Whitley and Noble counties. The counties raised enough to purchase 1200 acres. The state purchased an additional 300 acres and the park was dedicated in 1960.
References
Geologic Story of Chain O’ Lakes State Park, brochure, Indiana Geological Survey
Paddle into the Pleistocene at Chain O’ Lakes State Park, IGS website, http://igs.indiana.edu/geology/places/chainOLakes/index.cfm
Natural Regions of Indiana, Michael Homoya
The Sibley Guide to Birds, David Allen Sibley (Henslow’s sparrow)
Indiana DNR website, 2009 deer reduction report, Mike Mycroft
The Indiana Way, James H. Madison (treaty and education information)
Chain O’ Lakes State Park Map
Stanley School, Noble County Library web site, http://gen.nobleco.lib.in.us/Schools/StanleySchool.htm
Existing Conditions

I. Audiences

A. Nature Center Attendance
Demographic information comes from the 2009 Nature Center register. Signing in at the register is optional, so represents only a portion of total attendance.

B. Park Visitors
The majority of park visitors come from Ft. Wayne, which is located in the county east of Chain O’ Lakes. Visitors include a mix of day-use and overnight campers. Day-use visitors come for swimming at the beach, canoeing and family picnics. Campers are coming for longer family vacations.

C. Geography
1. Indiana
The highest visitation numbers are from Noble, Allen and Elkhart Counties. The park is located in Noble County. Allen and Elkhart are adjacent counties with large populations. Allen County, which includes Ft. Wayne, provided the most visitors. Fort Wayne is the second largest city in Indiana and is located in a county adjacent to the park.

The highest visitation came from the northeast corner of Indiana. Visitation diminishes as one gets further from the northeast corner.

Of interest is the high number of small towns represented on the guest registry. Almost 50% of the towns listed on the registry have populations under 5,000. Citizens of these towns represented 32% of the attendance.

2. Out-of-State
Eight states were represented on the 2009 Nature Center register. In order of highest to lowest attendance, they were: Michigan, Maine, Illinois, Ohio, Florida, Maryland, Arizona and Connecticut. The nation of Nepal was also represented.

D. Program Attendance
1. General Public Programs
Since the seasonal interpreter position is scheduled primarily during the summer, most of the programs are offered for the public park visitors. A variety of hikes, talks and activities are offered by the interpreter. According to the activity report for May and June of 2010, the most popular public programs in order of attendance were:
   a. Craft programs
   b. Animal-related hikes
   c. Night hikes
   d. Animal talks (including live animal programs)
II. Facilities

A. Stanley Schoolhouse
The 1915 schoolhouse serves as the nature center. Its history is covered in the Resource Overview. The building has a large classroom area with old-fashioned desks and current exhibits. Live animal exhibits line one wall. There is no modern restroom or water at the building.

The building is not located near high use areas of the park such as the beach or campgrounds. Visitors to the building either drive or bike. It is located at a trailhead for Trail 8 which links to other trails.

B. Trails
Eight trails connect the lakes to high use areas such as the beach and campgrounds in the eastern half of the park. Trails are listed as either moderate or easy. Only Trail 4 crosses into the western portion of the park.

C. Beach
The beach includes a concession stand and facilities that once served as a lifeguard station. Roving interpretive programs have been successful at this high use area. The canoe rental is located near the beach. Canoe programs originate at the rental.

D. Campgrounds
Chain O’ Lakes has a large campground with 413 sites. On busy weekends, the campgrounds fill to capacity. A large field in the campgrounds serves as a play field and performance area.

III. Staff
Interpretive staff at Chain O’ Lakes is currently limited to one 90-day position. The 90 days are scheduled primarily from Memorial Day through Labor Day with weekends in the spring and fall. Last summer, a YHCC worker was assigned to help the interpreter.

The park has been fortunate to have the same individual for several years. This has helped with program continuity, assessment, planning, and public relations.
IV. Programs
The limited number of staff days available limits the programming to the summer season and spring and fall weekends. Programs are largely geared to the general public. Schools, scouts and other organizations that schedule during the school year have almost no opportunity to schedule with the interpreter.

A variety of hikes, talks and activities are scheduled throughout the summer. Two to four programs are scheduled daily. Programs originate at the Nature Center, Campgrounds, Beach or Canoe Rental.

A. Successful Programs
Topics that have been proven successful in terms of attendance are fish dissection, beavers, live animals, and edible and medicinal plants.

B. Canoe Programs
A floating campfire program involves a floating platform on which a fire is built. The audience is in canoes which may be rented. A Poker Paddle involves canoeing to several locations and acquiring a card at each location. Once a full hand is achieved, the winning hand wins a prize.

C. Themed Weekends
A series of themed weekends are offered with three programs on Saturday and one on Sunday. Theme topics include: Smokey Celebration (with prescribed burns, Smokey the Bear, campfire program, etc.), Apples, Exercise and Heritage Skills.

D. Day Camp
A Junior Master Naturalist day camp was offered during the summer. This program was well received.
V. Self-Guided Media
A. Nature Center Exhibits
The Nature Center, located in the schoolhouse, uses the classroom area to house several exhibits. Some exhibits were developed at the park, others were donated from other parks. Live animals are displayed along one wall and there is a touch table. The exhibits are located along the periphery of the room. The center of the classroom has the original school desks, chalkboard and maps.

B. Self-guided Trail
A self-guided trail originates from the schoolhouse. The trail uses a brochure with corresponding numbered posts. The theme is general and includes plant, animal signs, ecology and geology stops. A few stops are confusing. Stop 8 refers to a dead tree that is no longer standing. There is a #15 post although the text only goes to 14 stops.

C. Wildflower Brochure
A wildflower brochure is being developed. This brochure is a comprehensive listing of flowering plants found in the park. More informational than interpretive, the brochure will be a useful tool for programs and hikes.

D. Signs
Two generic signs are located at the park. One is about deer management at the state parks and is located at the schoolhouse parking lot. The other covers park resource management and is located at the main beach.

E. Bulletin Boards
Several bulletin boards are located in the park including at the campground restrooms. Information and program schedules are posted on the bulletin boards. The campground bulletin boards are awkwardly placed. They face the exterior walls of the restroom/shower buildings equally distant from either end of the building, where entrances are located.

Stanley Schoolhouse interior
Partnerships

A. Black Pine Animal Sanctuary
This non-profit organization takes in exotic animals that were formerly pets, zoo animals or circus animals. The facility is located in Albion, Indiana, close to Chain O’ Lakes. The park and the sanctuary have conducted live animal program exchanges.

B. Columbia City SWAT
A triathlon was held at the park in September 2010 with 220 participants. The event was hosted by the Columbia City SWAT. Proceeds from the event went to the Indiana SWAT.

C. Noble Count Convention and Visitors Bureau
The Visitors Bureau publishes a guide to the county that includes park information.

D. Garret Boy Scouts
The scout troop assisted the interpreter with the fall Haunted Trail program.
Regional Offerings

Within 5 miles of the park
1. Albion, Indiana. Historic courthouse and Old Jail Museum

2. Merry Lea Environmental Education Center. The Center is a part of Goshen College, and is located in Noble County. The large property offers educational experience for college students and programs for school groups. Additionally, the property is open to the public and has trails through a variety of ecosystems.

3. Black Pine Animal Sanctuary. The sanctuary takes in exotic pets, zoo animals and circus animals. The organization offers programs for the public.


5. Bender Memorial Forest. ACRES Nature Preserve, 116 acres with parking and a 1.3 mile trail.

Within 10 miles of the park
1. Gene Stratton Porter State Historic Site. The 125 acres of natural area includes the author’s 1913 home and gravesite.

2. America Windmill Museum. The museum grounds have several windmills of different styles, an exhibit area and gift shop.


4. Detering Nature Preserve. ACRES Land Trust, 54 acres, .7 miles of trails

5. Lonidaw Nature Preserve. ACRES Land Trust, 30 acres, .8 miles of trails

Within 15 miles of the park
1. City of Ligonier. Ligonier has several buildings on the National Register of Historic Places.

2. Tri-County State Fish and Wildlife Area. The DNR managed property is 3,546 acres in size with 650 acres of lakes and impoundments. Activities include hunting, fishing and wildlife viewing.

3. Jennie Thompson Memorial Gardens, Ligonier. The gardens contain 12,000 annuals that are planted in late May. June to September provides the best viewing.

4. Spurgeon Woodland Reserve. ACRES Land Trust, 65 acres with trails

5. Dygert Nature Preserve (Whitley Co.). ACRES Land Trust, 134 acres, 2.2 miles of trails

6. Bicentennial Woods (Allen Co.). ACRES Land Trust, 79 acres, 2.6 miles of trails
Interpretive Theme

Chain O’ Lakes State Park Interpretive Theme
The resource-rich lakes at Chain O’ Lakes State Park have influenced humans both past and present.

Sub-themes and related topics:

1. The most recent ice age created the lakes and other geological features
   a. Lake formation
   b. Kames and eskers
   c. Soil for farms and orchards
   d. Seeps, wetlands and hydrology

2. The lakes have created conditions beneficial for species diversity
   a. Habitat diversity
   b. Aquatic life
   c. Wildlife diversity

3. The lakes have long attracted people for both survival and recreation
   a. Native Americans: mound, village site
   b. European settlement: farms, schoolhouse, iron bridge, vacation cottages
   c. Park History: creation of the park, early park years

4. Today, managing Chain O’ Lakes State Park includes managing the lakes for the future.
   a. Plants: invasive plants, timber stand improvement, listed species
   b. Water: eutrophication, water quality
   c. Wildlife: listed species, deer management, emerald ash borer
   d. People: fishing, boating, other recreation
Recommendations

I. Schoolhouse
The Stanley Schoolhouse is a treasure. It is an historic structure that is in relatively good condition. It offers a rare trip into the local past and contains many of the original artifacts such as chalkboards, maps and the school bell. One enters the building and is transported back into time.

Returning the schoolhouse to a 1915 classroom is recommended for the following reasons:

- It is a significant interpretive tool. Visitors walk into an exhibit and become part of the experience.
- The 1915 classroom ties nicely with the park setting. Many early classrooms focused on “nature study”. Children of this era were more in tune with their environment than children are today.
- For programming with local schools, this site has the potential to be extremely successful. Programs that meet curriculum requirements for history as well as math, science and reading can be marketed to the region.
- This site ties nicely with the nearby Gene Stratton Porter site which dates from the same era. Many of the author’s books were written about and for school-aged children of the early 1900s.

A. Building Structure Recommendations

Due to its lack of alterations, excellent condition and historic importance, the Stanley Schoolhouse should be nominated for the National Registry of Historic Places. Submitting an application requires contacting an Indiana Historic Preservation Officer. This position is within the Indiana DNR. Application information may be found at http://www.nationalregisterofhistoricplaces.com/forms.html

Receiving this designation would assist with future grant applications, donations, recruiting volunteers and other types of assistance.

2. Structural Improvements.
   a. Ceiling. The ceiling near the chimney is showing signs of water damage. It should be repaired before it becomes a structural problem. Perhaps with an historic designation, funding would be available for this project.

   b. Ramp. While the ramp is needed for access, the current ramp blocks the visual appeal of the building. An alternative would be a wheelchair lift.

B. Interior

1. Removing “modern” exhibits.
Natural history exhibits that fit in with the 1915 classroom setting include the taxidermy mounts, collections such as the arrowheads, and touch table items. The touch table could be a “Show and Tell” exhibit. The modern exhibits such as the park map, live animals and those donated from other parks should be moved to the beach “annex” (see later recommendation).

2. Restoring the classroom to 1915.
Many of the original classroom features exist: desks, maps and the chalkboard. These could be added to and enhanced. Possible additions: clock, globe, lantern, period books, teacher’s desk from the time period, portrait of Woodrow Wilson (or earlier president), a 48-star flag, individual slate boards, readers, lunch pails, or a pot belly stove.
The names of children from township families circa 1915 should be up on the chalkboard.

3. Roll-down maps.
The original roll-down maps are in the classroom. They are very fragile and should be evaluated. Based on an assessment, they may be restored or removed and archived.

C. Exterior
1. Building Exterior Tour.
During a recent visit, many visitors were observed at the schoolhouse looking at the building and strolling the grounds even though the building was closed. Since the schoolhouse is a draw, it would be good to offer something for people when the building is closed.

The exterior tour could be on a sign or a brochure with the opening line “Can You Find . . .?”. Features of the building would be briefly explained and visitors would try to find all of them. Possible features include: coal chute, bell, keystone over the doorway, flag holder and tie off, “what’s wrong with the date over the door?” (backwards 9).

2. Interpretive Sign.
An exterior sign would give the history of the Stanley Schoolhouse, its location in the township and the area farms whose children made up the student population. Interior photos of the schoolhouse would provide a glimpse inside the building during closed hours. Historical images and plat maps would provide additional images.

3. Outdoor Gathering Area.
There are several picnic tables outdoors near the schoolhouse. A small amphitheater area would create a better program space for groups. This could be located on the slope below the schoolhouse, facing the lake. This would leave the immediate school yard available for old-time games.

A hand pump once existed near the entrance to the schoolhouse. Restoring the pump would provide a more authentic appearance and provide an interactive feature.

D. Self-guided Trail
A trail brochure with corresponding numbered posts originates at the schoolhouse and follows Trail 8 around Finster Lake. The trail is short in length and works well for a self-guided tour. At present the trail brochure stops cover general nature topics.

Tying the trail to the schoolhouse would expand the site. The theme would center around “What every child knew in 1915.” Children of a century ago were much more attuned to the natural world and spent a lot more time in it. Children and youth helped on the farm, walked to school and were outdoors much of the day. Many of their chores involved being outdoors, able to identify plants and animals, and be skilled at hunting, fishing, cooking and tool use.
Possible topics/stops on the trail that could relate to the theme are:

- **Nut gathering.** This stop would be at the walnut grove. Children collected nuts for cooking. Walnuts were also a common dye plant.
- **Fishing.** This stop would be at the small pond. Children in 1915 went fishing not for sport, but to put food on the table.
- **Berry picking.** Located at the raspberry patch. Boys and girls would collect berries for pies and jams.
- **Duck hunting.** At an early age, boys were expected to be successful hunters. This stop would be located close to Lake Finster where waterfowl are frequently seen and heard.
- **Wetlands.** This stop, also located near Finster Lake, focuses on perceptions of wetlands in 1915 versus today.
- **Trapping.** Signs of beaver are abundant at the lake in the form of dams and a lodge. Children helped parents trap animals for their fur.
- **Grazing trees.** This stop would be located at the two oak trees that are larger and older than the surrounding trees. Trees like this may have provided shade for livestock or plow horses, or marked a property boundary. At an early age, children knew how to care, feed, and herd livestock as well as handle horses. Many rode horses to school.

E. Programs

1. **School Groups.**

   Schools are a perfect audience for the schoolhouse. Working with teachers, curriculum-based programs can touch on aspects of history, science, reading and math. Students would come in costume with a sack lunch and spend the day. Groups could rotate from the classroom to outdoor 1915 games, to the self-guided trail. The wigwam (see next recommendation) would also provide a stop during the program.

2. **Public Programs.**

   Short programs or themed weekends would touch on school day reenactments, school yard games, recipes from the era, and 1915 skills.

3. **Roving Interpretation.**

   The schoolhouse would be open at scheduled times for passive visits and tours. A costumed interpreter or volunteer would be able to answer questions and interpret the schoolhouse and the 1915 time period.

II. **Wigwam**

   The Native American story can be illustrated with the construction of a wigwam at the park. Ideally, this could be situated near the schoolhouse. At this location, it could extend the history theme illustrated by the schoolhouse. In addition to the wigwam, other village features such as a fish drying rack, fishing nets and garden could be at the sight.

   The wigwam and other features would serve as props for programs. Additionally, unobtrusive signs would interpret Native American history and wigwam construction during times when no programming is occurring.
III. Nature Center at the Beach

A. Location
A large percentage of park use centers at the Beach and Campground. Unfortunately, the current Nature Center, located at the schoolhouse, is distant from either of these two areas. Visitors must drive or cycle to the schoolhouse. It is recommended that a Nature Center be created at the former lifeguard station.

Reasons for the location:
1. Creating a Nature Center at the former lifeguard station places it in the center of activity. The Nature Center would be located where the people are rather than making people travel to the Nature Center. A greater number of walk-ins would visit.

2. The Beach is connected to the Campgrounds by a short trail, making the location even more ideal.

3. The location has easy access to several trails, providing hike options.

4. There is a staff presence at the beach allowing the interpreter to be away from the building without endangering the safety of the facility or exhibits.

B. Facility
The former lifeguard station is made up of small spaces, but removing walls would open it up. In addition, portions of the attached concession could be added to expand the space. The building has running water, something lacking at the schoolhouse.

C. Exhibits
Exhibits currently at the schoolhouse that don’t fit with the schoolhouse theme would be relocated at the Beach Nature Center. The lake relief map, donated interactive exhibits and the live animals are examples of exhibits that could be moved.

New exhibits would be considered for development. Exhibit topics would fit in with the Chain O’ Lakes theme. Examples would be an exhibit on the ice age formation of the lakes, the Henslow’s sparrow and fishing.

D. Program Area
Large grassy areas around the facility offer opportunities for program areas. This could begin with picnic tables,
followed by a future permanent amphitheater.

IV. New Facility
A facility designed to be an interpretive center is the best long-term solution. Such a facility would consider a strategic location, plus exhibit, program, office, storage and work space.

V. Canoe Trails
The interconnected lakes at the park provide an ideal opportunity for canoe trails. The trails would focus on the interpretive theme and sub-themes of the park.

Two trails would originate from the canoe rental. One would head west from the rental to Miller Lake via Weber, Mud and Rivir Lake. The second trail would head east from the canoe rental to Bowen, Dock and Long Lake. See Appendix F for trail locations.

Trail interpretation would be in the form of a waterproof brochure that can be picked up and returned to the canoe rental. The brochure could either be laminated, or printed on waterproof paper.

The brochure would include a map with points marked. Points could include the iron bridge, cypress trees, kettle lake formation, the seep and wetlands. Specific points could be identified with a marker that is easily found, but not easily removed.

VI. Other Trails
The park’s trail system emphasizes the lakes. Most of the trails circumnavigate the lakes. There are large portions of the park that have no trails, and few short loop trails as the park is a corridor.

Additional connected loop trails originating from key public areas would offer more interpretive hike options.

See Appendix G for trail locations.

Some possible locations:
- Beach concession south. This trail would head west toward the Canoe Camp. A cut-off to trail 5 would offer a shorter alternative.
- Campground loop heading south.
- Campground heading east. This trail would offer the option of connecting to Trail 6.

Specific locations will depend on topography, hydrology, natural buffers and other factors of trail design.

VII. Signs
Interpretive signs are needed to highlight the following park features:

A. Lake Formation.
This would be best at Sand Lake near the beach. The sign would discuss kettle lakes, wildlife and water quality issues.
B. Henslow’s Sparrow.
This sign would be located at the old field where the Henslow’s sparrow management is occurring. The sign would cover information about the sparrow, why it’s a listed species, and management actions taken by the park.

C. Iron Bridge.
A sign on Trail 4 at the bridge would interpret iron bridges (history, trusses) and the county roads that are now park trails.

VIII. Staff
Many of the recommendations can occur only with the creation of a full-time staff person. The position is important for the following reasons:

- New audiences. The development of new audiences such as schools and scouts requires a presence during the school year. Currently, the position is limited to the summer months and weekends in the fall and spring.
- Creation of an information archive. Very little continuity has occurred due to seasonal staff turnover. There are few photos, inventories, articles and artifacts at Chain O’ Lakes as compared with parks where a full-time presence exists.
- Resource manager. Full-time interpreters frequently work closely with resource management planning and implementation. They are also qualified to explain management actions to visitors and community groups.
- Assessment and improvement. With each new seasonal interpreter, the process of “reinventing the wheel” occurs as the interpreter learns the park, the audience and what programs are successful. A full-time interpreter can continually build, expand, adapt and improve a comprehensive program.
- Public Relations. The public relations benefit of a full-time interpreter is great. They become part of the local community, and the face and voice of the park.

IX. Programs
The current seasonal interpreter has done a wonderful job of instituting creative, successful programs. The themed weekends and day camp programs have been well-received.

The following program recommendations are contingent on other recommendations being implemented. The expansion of the interpreter position to full-time is required. At the current 90-days, the program load and audience diversity can’t increase. Additionally, the schoolhouse and nature center annex recommendations will create programming options not currently in place.

A. Audiences
1. Schools.
The recommended changes to the schoolhouse will alter how programs are marketed. Designating the schoolhouse as a schoolhouse will create a greater draw for school groups. Curriculum-based Indiana history programs using the schoolhouse, self-guided trail and wigwam will be attractive to area schools. This can be offered as a less expensive alternative to more distant field trips or end-of-year school events.
2. Home Schools.
Home schooled students are frequently part of a larger regional network. Locating and marketing to these larger groups has been successful at other parks. Home schooled students don’t have the bus transportation and budget allocation constraints that many public schools are facing.

3. Pre-School Aged Children.
Both established pre-schools and parent groups can be targeted for programs. These programs could take the form of a single field trip, or as a weekly Nature Program.

4. Scouts.
Scout troops are more active during the school year. Programs geared to badge requirements and service projects can be marketed to area councils.

B. Roving Interpretation and Walk-in Programs
Having the Nature Center Annex will create more opportunities for roving interpretation at the beach and walk-in programs on the grounds. Activities and crafts can be set up outside of the building for informal programs.

X. Partners
A. Schoolhouse Friends Group.
Establishing a Friends group would create financial support and volunteers for the schoolhouse. Fundraising for repairs and restoration would be a function of the group. Volunteers at the building would extend its limited open hours. Volunteers in period costume could conduct programs.

B. Merry Lea Environmental Education Center.
The center is a part of Goshen College, and is located close to the park. In addition to working with schools, the center is a training ground for undergraduate and graduate students in natural resources and interpretation. This body of students could be tapped for interns both in interpretation and for developing a natural resource management plan.

C. Brothers of the Wind.
This group is centered in South Bend, Indiana and does reenactments of pre-1840s Great Lakes history. They could be approached to participate in an historical themed event at the park.
### Phase I with time estimate and reference identifiers

<table>
<thead>
<tr>
<th>Years to Complete</th>
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<th>2</th>
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<td><strong>Project</strong></td>
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<tr>
<td>Create full-time staff position (VIII.)</td>
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<tr>
<td>Schoolhouse National Registry application (I.A.1.)</td>
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<td>Schoolhouse interior repairs (I.A.2.)</td>
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<td>Create Schoolhouse “Friends” group (X.A.)</td>
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<td>Restore/repair schoolhouse roll-down maps (I.B.3.)</td>
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<td>Install hand pump at schoolhouse (I.C.4.)</td>
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<td>Nature Center Annex interior prep (III.B.)</td>
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<td>Move “modern” exhibits from schoolhouse to annex (I.B.1.)</td>
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<td>Interp. panels (lakes, iron bridge, Henslow’s sparrow) (VII.)</td>
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<tr>
<td>New loop trails from Beach and Campgrounds (VI.)</td>
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<tr>
<td>Dev. intern prog. with Merry Lea Env. Ctr. (X.B.)</td>
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### Phase II with time estimate

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<td>Schoolhouse outdoor gathering area (I.C.3.)</td>
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<td>Exterior tour of the building (sign or brochure) (I.C.1.)</td>
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<td>New exhibits for Nature Center Annex (III.C.)</td>
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<td>Outdoor program area for Nature Center Annex (III.D.)</td>
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<td>Partnership with Great Lakes history reenactment (X.C.)</td>
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## Summary of Recommendations

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<th>Phase I</th>
<th>Phase II</th>
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<tbody>
<tr>
<td><strong>Schoolhouse</strong></td>
<td>Place building on National Registry</td>
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<td>Implement interior repairs</td>
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<td>Create “Friends” group</td>
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<td>Restore and repair roll-down maps</td>
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<td>Replace water pump</td>
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<td>Exterior interpretive panel</td>
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<td></td>
<td>Restore classroom to 1915</td>
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<td></td>
<td>Program development and promotion</td>
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<td></td>
<td>Self-guided trail on 1915 theme</td>
<td>Outdoor gathering area</td>
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<td></td>
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<td>Tour of building exterior</td>
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<td><strong>NC Annex</strong></td>
<td>Interior building rehab and prep</td>
<td>Develop program area</td>
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<td></td>
<td>Move modern exhibits to NC annex from schoolhouse</td>
<td>Design and build new exhibits</td>
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<tr>
<td><strong>Panels</strong></td>
<td>Lakes, iron bridge, Henslow’s sparrow</td>
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<td><strong>Trails</strong></td>
<td>Loop trails from Beach and Campgrounds</td>
<td>Canoe trail markers and guides</td>
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<td><strong>Staff</strong></td>
<td>Creation of full-time staff position</td>
<td>Intern Partnership with Merry Lea</td>
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<tr>
<td><strong>Wigwam</strong></td>
<td></td>
<td>Construction of wigwam</td>
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<tr>
<td><strong>New Nature Ctr.</strong></td>
<td></td>
<td>Design and dev. of new nature ctr.</td>
</tr>
</tbody>
</table>
Appendix A: wetlands highlighted in green
Appendix B: Trees identified during site visit (October 10-11, 2010)

Apple
Ash, white
Aspen, big-tooth
Basswood
Beech, American
Cherry, black
Cottonwood
Cypress, bald
Elm, slippery
Ironwood
Hackberry
Hawthorn, sp?
Hickory, pignut
Hickory, shagbark
Hop hornbeam
Locust, black
Maple, silver
Maple, sugar
Oak, black
Oak, swamp white
Oak, white
Paw paw
Pine, white
Red bud
Sassafras
Slippery Elm
Sumac, staghorn
Sycamore
Tulip poplar
Walnut, black
Willow, black
<table>
<thead>
<tr>
<th>Common Name **=similar species</th>
<th>Botanical Name</th>
<th>Family</th>
<th>Bot Family</th>
<th>Bloom Time</th>
<th>Habitat</th>
<th>Distribution</th>
<th>Comments/Specific Location in Indiana</th>
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<tbody>
<tr>
<td>Agrimony, southern Agrimonia pariifolia</td>
<td>Rose Rosaceae</td>
<td>Aug-Sept</td>
<td>FT, TS, S</td>
<td>S</td>
<td>Near SE corner of Sand Lake along trail</td>
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<tr>
<td>Agrimony, tall Agrimonia groenlandica</td>
<td>Rose Rosaceae</td>
<td>Jul-Aug</td>
<td>FT, TS, S, C</td>
<td>S</td>
<td>Near side Bot L, SW corner Sand L</td>
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<td></td>
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<tr>
<td>Agrimony, beaked Agrimonia pilosa</td>
<td>Rose Rosaceae</td>
<td>Jul-Aug</td>
<td>U, C</td>
<td>C</td>
<td>Wooded gravelly ridges, e.g., esker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agrimony, downy Agrimonia pubescens</td>
<td>Rose Rosaceae</td>
<td>Jul-Aug</td>
<td>U</td>
<td>S</td>
<td>Dry upland-edges, openings, open woods</td>
<td></td>
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<tr>
<td>Alumroot, common Heuchera americana</td>
<td>Saxifrage Saxifragaceae</td>
<td>May-June</td>
<td>U, S, S</td>
<td>S</td>
<td>esker along Dock and Bowens Lakes, Sand L trail</td>
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<tr>
<td>Anemone, false rue Enemion bertaniatum</td>
<td>Buttercup Ranunculaceae</td>
<td>Apr-May</td>
<td>S, C</td>
<td>C</td>
<td>Rich slopes</td>
<td></td>
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<tr>
<td>Anemone, me Thalictrum thalictroides</td>
<td>Buttercup Ranunculaceae</td>
<td>Apr-May</td>
<td>S, C</td>
<td>C</td>
<td>Rich slopes</td>
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<tr>
<td>Angelica, purple stemmed Angelica atropurpurea</td>
<td>Carrot Apiaceae</td>
<td>June</td>
<td>U</td>
<td>S</td>
<td>Along roadsides E of rally campground</td>
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<tr>
<td>Anisoptera Osmorhiza longistylis</td>
<td>Carrot Apiaceae</td>
<td>May</td>
<td>U</td>
<td>S</td>
<td>Woods</td>
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<tr>
<td>Arrow arum Peltandra virginica</td>
<td>Arum Araceae</td>
<td>July</td>
<td>W, A</td>
<td>C</td>
<td>Widespread along swampy lake borders</td>
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<tr>
<td>Arrowhead, common Sagittaria latifolia</td>
<td>Water-plainain Alismataceae</td>
<td>Aug</td>
<td>W</td>
<td>C</td>
<td>Many lake borders, eg Dock L boat ramp</td>
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<tr>
<td>Aster, arrow leafed Aster urophyllus (sagittifolius)</td>
<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>U, S</td>
<td>C</td>
<td>Bowman L pkg lot trail, S side Sand L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aster, aure Aster oenotheraensis</td>
<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>U, S</td>
<td>S</td>
<td>only along Bowman L pkg lot trail, S side Sand L</td>
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<tr>
<td>Aster, bushy Aster dumosus</td>
<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>FT</td>
<td>C</td>
<td>near marl beach E end Bowman L, S side Sand L</td>
<td></td>
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<tr>
<td>Aster, calico Aster lateriflorus</td>
<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>U</td>
<td>C</td>
<td>widespread in woods on esker</td>
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<tr>
<td>Aster, heart-leaved Aster cordifolius</td>
<td>Aster Asteraceae</td>
<td>Aug-Oct</td>
<td>U</td>
<td>C</td>
<td>on esker next to Bowman L</td>
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<tr>
<td>Aster, heath Aster pilosus</td>
<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>U</td>
<td>C</td>
<td>widespread on roadsides, edges, openings</td>
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<td>Aster, large leaved Aster macrophyllus</td>
<td>Aster Asteraceae</td>
<td>Aug-Oct</td>
<td>U</td>
<td>C</td>
<td>summit of esker, many places</td>
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<tr>
<td>Aster, Latew's Aster lowiremous</td>
<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>U, FT</td>
<td>C</td>
<td>good colony 200' W of Bowman L inlet bridge</td>
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<td>Aster, New England Aster nova-angust</td>
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<td>Sept-Oct</td>
<td>U, C</td>
<td>C</td>
<td>old fields, edges, many near gate and in NC meadow</td>
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<td>Aseel, panicked Aster lanceolatus</td>
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<td>Sept-Oct</td>
<td>U, TS, FT</td>
<td>C</td>
<td>most common on floodplain terraces near lakes</td>
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<td>Aster, rush(?) Aster borealis (A. junciformis)</td>
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<td>Sept-Oct</td>
<td>W</td>
<td>S</td>
<td>lake borders, W end Bowman L</td>
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<tr>
<td>Aster, Schubers (?) Aster Schreberi</td>
<td>Aster Asteraceae</td>
<td>Aug-Oct</td>
<td>U</td>
<td>R</td>
<td>several places on summit of esker</td>
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<td>Aster, short Aster shortii</td>
<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>U</td>
<td>C</td>
<td>lake borders, short, along W end Sand L E</td>
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<td>Aster, smooth Aster laevis</td>
<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>U</td>
<td>C</td>
<td>Open uplands, e.g., near NC pkg lot</td>
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<td>Sept-Oct</td>
<td>U, FT</td>
<td>C</td>
<td>Lake borders</td>
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<td>Sept-Oct</td>
<td>U, FT, S</td>
<td>C</td>
<td>W, FT side Sand L</td>
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<td>Aster Asteraceae</td>
<td>Sept-Oct</td>
<td>W</td>
<td>S</td>
<td>wet borders of Bowman L, e.g., 150' E of pkg lot trail</td>
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<td></td>
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<tr>
<td>Avens, white Geum canadense</td>
<td>Rose Rosaceae</td>
<td>June-July</td>
<td>FT, U</td>
<td>C</td>
<td>woods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bavens, red Actaea rubra</td>
<td>Buttercup Ranunculaceae</td>
<td>May</td>
<td>W</td>
<td>R</td>
<td>low wet placesR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bavensberry, white Actaea pachypoda</td>
<td>Buttercup Ranunculaceae</td>
<td>S, U, T, FT</td>
<td>C</td>
<td>Moist woods, many places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beadentongue, hairy* Penstemon hirsutus</td>
<td>Scrophulariaceae</td>
<td>FT</td>
<td>C</td>
<td>NE side Bowman L near huge Cotttonwood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedstraw, bog Galium labradoricum</td>
<td>Madder Rubiaceae</td>
<td>June</td>
<td>FT, TS</td>
<td>C</td>
<td>Scattered borders of Bowman Lake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedstraw, clavers Galium aparine</td>
<td>Madder Rubiaceae</td>
<td>June</td>
<td>FT, C</td>
<td>C</td>
<td>Widespread in moist woods and floodplains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedstraw, fragrant Galium triflorum</td>
<td>Madder Rubiaceae</td>
<td>June</td>
<td>FT, TS</td>
<td>C</td>
<td>Scattered low slopes and lake borders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedstraw, hairy Galium pisolium</td>
<td>Madder Rubiaceae</td>
<td>June</td>
<td>U</td>
<td>C</td>
<td>Toe slope along N side Sand L</td>
<td></td>
<td></td>
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<tr>
<td>Bedstraw, northern Galium boreale</td>
<td>Madder Rubiaceae</td>
<td>June</td>
<td>FT</td>
<td>C</td>
<td>Many lake borders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedstraw, rough Galium asperum</td>
<td>Madder Rubiaceae</td>
<td>June</td>
<td>FT, TS</td>
<td>C</td>
<td>Scattered swamps and borders, e.g., above Long Lake on trail 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bedstraw, shining Galium concinnum</td>
<td>Madder Rubiaceae</td>
<td>June-July</td>
<td>U</td>
<td>C</td>
<td>Dry sandy ridges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bindweed, hedge Calystegia sepium</td>
<td>Morning Glory Convolvulaceae</td>
<td>June-July</td>
<td>FT, U</td>
<td>S</td>
<td>W end Bowman Lake, near canoe camp pkg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buttercress, Pennsylvania Cardamine pensylvanicus</td>
<td>Mustard Cruciferae</td>
<td>April-May</td>
<td>FT</td>
<td>S</td>
<td>Trail 6 between Long Lake and road</td>
<td></td>
<td></td>
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<tr>
<td>Black eyed susan Rudebeckia hirta</td>
<td>Aster Asteraceae</td>
<td>July</td>
<td>S</td>
<td>C</td>
<td>N side Bowman Lake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bloodroot Sanguinaria canadensis</td>
<td>Poppy Papaveraceae</td>
<td>March-May</td>
<td>U</td>
<td>C</td>
<td>Cosmopolitan-tends toward sandy ridges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue Eyed Grass, stout(?) Sisyrinchium angustifolium</td>
<td>Iris Iridaceae</td>
<td>May-June</td>
<td>T</td>
<td>S</td>
<td>Along trail N side Bowman Lake, NE corner Norman L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue-Eyed Mary Collinsia verna</td>
<td>Figwort Scrophulariaceae</td>
<td>April-May</td>
<td>F</td>
<td>S</td>
<td>best site: floodplain in big ravine beyond trail 6, spotty in other ravines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bluest* Houtsonia caerulea</td>
<td>Madder Rubiaceae</td>
<td>May</td>
<td>S</td>
<td>S</td>
<td>N side Weber L?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonest, common Eupatorium perfoliatum</td>
<td>Aster Asteraceae</td>
<td>August</td>
<td>W, S</td>
<td>S</td>
<td>Mostly in lake borders, other examples on road near NC, Sand L swamp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bugleweed, American Lycopus americanus</td>
<td>Mint Lamiaceae</td>
<td>Aug-Sept</td>
<td>W</td>
<td>S</td>
<td>Lake border swamps, observed in NE edge Norman L, S side Sand L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>But-Marigold Bidens cernua</td>
<td>Aster Asteraceae</td>
<td>September</td>
<td>W, FT</td>
<td>C</td>
<td>Many lake borders and shores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>But-Red, American Spangmannia anserina</td>
<td>Buttercup, bristy Rhamnus pensylvanicus</td>
<td>June</td>
<td>FT, W, S</td>
<td>S</td>
<td>Lake borders, NE end Norman Lake</td>
<td></td>
<td></td>
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<tr>
<td>Buttercup, hooked Rhamnus recurvus</td>
<td>Buttercup Ranunculaceae</td>
<td>May-June</td>
<td>S</td>
<td>S</td>
<td>Lake borders</td>
<td></td>
<td></td>
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<tr>
<td>Buttercup, spine Rhamnus hispida</td>
<td>Buttercup Ranunculaceae</td>
<td>May</td>
<td>F</td>
<td>C</td>
<td>Moist toeslopes, floodplains: Sand-Weber L., huge colonies above Long L along trail 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butterweed flower Asclepias tuberosa</td>
<td>Milkweed Asclepiadaceae</td>
<td>June-July</td>
<td>U</td>
<td>C</td>
<td>roadsides, meadows</td>
<td></td>
<td></td>
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<tr>
<td>Caltha, wild (water arium) Calla palustris</td>
<td>Araceae</td>
<td>July</td>
<td>A</td>
<td>R</td>
<td>Finster Lakes E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campion, starry Silene stellata</td>
<td>Pink Caryoplhyllaceae</td>
<td>July</td>
<td>U</td>
<td>C</td>
<td>Abundant on esker summit and sides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canada Mayflower Maianthemum canadense</td>
<td>Lily Liliaceae</td>
<td>May</td>
<td>W, FT</td>
<td>C</td>
<td>Fairly typical along lake borders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardinal flower Lobelia cardinalis</td>
<td>Bellflower Campanulaceae</td>
<td>August</td>
<td>W, FT</td>
<td>C</td>
<td>swamps, borders, most lakes and streambanks; purple specimen by marl beach on Bowen fields, edges, many near gate and in NC meadow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrionflower, common Smilax canadensis</td>
<td>Greenbrier Smilacaceae</td>
<td>June</td>
<td>FT, S</td>
<td>S</td>
<td>Moist woods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chickweed, field Cerastium arvense</td>
<td>Pink Caryoplhyllaceae</td>
<td>April-May</td>
<td>S</td>
<td>S</td>
<td>open areas on sand and gravel</td>
<td></td>
<td></td>
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<tr>
<td>Chickweed, long-leaved Stellaria longifolia</td>
<td>Pink Caryoplhyllaceae</td>
<td>May</td>
<td>W, S</td>
<td>S</td>
<td>W end Sand L, Trail 6 sugarbush</td>
<td></td>
<td></td>
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<tr>
<td>Cinquefoil, old field Potentilla simplex</td>
<td>Rose Rosaceae</td>
<td>June-Oct</td>
<td>U, TS, FT</td>
<td>C</td>
<td>esker along Bowman L and trail 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cinquefoil, rough Potentilla norvegica</td>
<td>Rose Rosaceae</td>
<td>July-Oct</td>
<td>U</td>
<td>S</td>
<td>esker along Bowman L and trail 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearweed Pilea pumila</td>
<td>Nettle Urticaceae</td>
<td>Sept-Oct</td>
<td>FT, C</td>
<td>C</td>
<td>esker along Bowman L and trail 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearweed, bog Pilea fontana</td>
<td>Nettle Urticaceae</td>
<td>July-Sept</td>
<td>FT, C</td>
<td>C</td>
<td>Lake broders, swamps, springs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearweed, gallicum Galium aparine</td>
<td>Madder Rubiaceae</td>
<td>June</td>
<td>FT, S</td>
<td>C</td>
<td>Moist woolies, streambanks, lake borders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohosh, blue* Calopogon calloides</td>
<td>Barberry Orchidaceae</td>
<td>April-May</td>
<td>FT</td>
<td>S</td>
<td>N side Sand L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbine, wild Aquilegia canadensis</td>
<td>Buttercup Ranunculaceae</td>
<td>May</td>
<td>F, T</td>
<td>S</td>
<td>Near footbridges at Sand and Dock Lakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbia, American Fraera carolinensis</td>
<td>Gentian Gentianaceae</td>
<td>June</td>
<td>S</td>
<td>S</td>
<td>Large colony in oak woods on high slope along N side of Rivir Lake, W of trail 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coneflower, cut-leaved Rudebeckia laciniata</td>
<td>Aster Asteraceae</td>
<td>August</td>
<td>S, FT</td>
<td>C</td>
<td>many scattered along Sand Lake and vicinity, a few elsewhere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coneflower, grey-headed Ratibida pinnata</td>
<td>Aster Asteraceae</td>
<td>August</td>
<td>S</td>
<td>C</td>
<td>roadside across from NC 50' below pkg lot</td>
<td></td>
<td></td>
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<tr>
<td>Coneflower, purple Echinacea purpurea</td>
<td>Aster Asteraceae</td>
<td>July</td>
<td>U</td>
<td>U</td>
<td>roadside, flow gardens, probably introduced</td>
<td></td>
<td></td>
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<tr>
<td>Coneflower, three-lobed (thin leaved) Rudebeckia triloba</td>
<td>Aster Asteraceae</td>
<td>July-August</td>
<td>S, FT</td>
<td>C</td>
<td>Lake borders; N side Bowman near susans; NE corner Norman L</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goldenrod, old
Solidago gigantea
Aster
Asteraceae
Sept-Oct FT, TS C moist woods

Goldenrod, elm-leaved
Solidago ulmifolia
Aster
Asteraceae
Sept-Oct U S dry gravelly/sandy upland as, summit of esker

Goldenrod, Canada (Tall)
Solidago canadensis
Aster
Asteraceae
Aug-Oct U C various habitats, mostly open or lightly wooded

Goldenrod, bog
Solidago uliginosa
Aster
Asteraceae
Sept-Oct W, FT S lake border swamps

Goldenrod, zig-zag
Solidago rugosa
Aster
Asteraceae
Sept-Oct U C various habitats, usually in woods

Fern, Sensitive
Onoclea sensibilis
Polypody
Polypodiaceae
na W, FT C Many lake borders and adjacent terraces

Fire pink
Silene virginica
Carophyllaceae
May U A Widespread on various uplands

Fish, carpenter
Lumbricus terrestris
Oligochaeta
na W S to the south

Flax, wild
Linum usitatissimum
Linaceae
June FT S grassy ditches

Foxglove
gard catterpillar
Aglaophamus catterpillar
Lepidoptera
na FT S Scattered-open woodlands

Foxglove, wild
Digitalis purpurea
Scrophulariaceae
June FT S Scattered-open woodlands

Hedgehog, thistle
Cirsium vulgare
Asteraceae
July-Aug FT S Scattered-open woodlands

Hedgehog, field
Cirsium arvense
Asteraceae
July-Aug FT S Scattered-open woodlands

Hedgehog, European
Cirsium arvense
Asteraceae
July-Aug FT S Scattered-open woodlands

Hedgehog, globe
Cirsium vulgaris
Asteraceae
July-Aug FT S Scattered-open woodlands

Hedgehog, field
Cirsium vulgare
Asteraceae
July-Aug FT S Scattered-open woodlands

Hedgehog, globe
Cirsium arvense
Asteraceae
July-Aug FT S Scattered-open woodlands

Hedgehog, European
Cirsium arvense
Asteraceae
July-Aug FT S Scattered-open woodlands
Nettle, stinging Laportea gracilis Nettle Urticaceae August W, TS C Moist woods and streambanks.

Nettle, false Boehmeria cylindrica Nettle Urticaceae August W, TS, FT A Wet/moist woods near lakes.

Monkey fi

Ragweed, giant Ambrosia trifida Aster Asteraceae August U C Roadsides, old fields, edges.

Ragweed, common Ambrosia artemisiifolia Aster Asteraceae August U C roadsides, old fields, edges.

Puttyroot Aplectrum hyemale Orchid Orchidaceae June U R Big woods.

Pussytoes, Large plaintain leaved Antennaria plantaginifolia Aster Asteraceae June U, S S Trail 6 E of Norman L, uplands around Finster L.

Prickly pear, eastern Opuntia humifusa Cactus Cactaceae June-early July U R old gravel pit above Sand L.

Poppy, wood Stylophorum diphyllum Poppy Papaveraceae May S S rich slopes: S side Mud Lake; bluff at mouth of twin ravines on trail 6; big woods ravine;.

Pimpernel, yellow Taenidia intererrima Carrot Apiaceae June TS S Road cut by DOC road.

Pimpinella, yellow Taenidia intererrima Carrot Apiaceae June U C Rich woods, many places.

Phlox, blue Phlox divaricata Phlox Polymoniaceae May S A Rich woods, roadsides; observed on old lane N of N road.

Nightshade, enchanters Circaea lutetiana Evening Primrose Onagraceae June-July U C Rich woods, many places.

Nightshade, sunflowers Helianthus annuus Aster Asteraceae July-Aug S, FT S moist woods and roadsides.

Nightshade, woodland Helianthus divaricatus Aster Asteraceae July on S, U C roadsides, woods.

Nightshade, yellow Helianthus hirsuta Aster Asteraceae July on S, U C roadsides, woods.

Skullcap, mad-dog Scutellaria lateriiflora Mint Lamiaceae August FT, W C lake borders, eg Sand L.

Snakeroot, black, Maryland Sanicula marilandica Carrot Apiaceae June on S, U C Many habitats.

Snakeroot, black, large fruited Sanicula trifoliata Carrot Apiaceae June on S, U C Tends towards drier uplands.

Snakeroot, black, clustered Sanicula odorata Carrot Apiaceae June on S, U C Tends towards drier uplands.

Snakeroot, white Eupatorium rugosum Aster Asteraceae August U C Sand L outlet bridge, near NC and Finster L.

Solomon's Plume, feathery Maianthemum racemosum Lily Liliaceae May U C Widespread in rich woods.

Solomon's Plume, starry Maianthemum racemosum Lily Liliaceae May U W C Widespread in rich woods, swamps, lakes border.

Sunflower, false Helianthus annuus Aster Asteraceae July-Aug S, FT S moist sandy terraces.

Sunflower, oblong Helianthus hirsuta Aster Asteraceae July on S, U C roadsides, woods.

Sunflower, pale leaved Helianthus strumosus Aster Asteraceae July on S, U C roadsides, woods.

Sunflower, saw toothed Helianthus grossesertus Aster Asteraceae July on S, U C roadsides, woods; good examples along trail B below Shady Ridge.

Tick Trefoil, Showy Desmodium canadense Pea Fabaceae August U C roadsides, woods; good examples along trail B below Shady Ridge.

Tick-trefoil, panicked Desmodium paniculatum Pea Fabaceae August-July S C Two sites: trailside N of canoe campground; SE side Sand L.
<table>
<thead>
<tr>
<th>Plant Name</th>
<th>Scientific Name</th>
<th>Common Name</th>
<th>Family</th>
<th>Flowering Season</th>
<th>Phenology</th>
<th>Distribution Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick-trefoil, pointed-leaved</td>
<td>Desmodium glutinosum</td>
<td>Pea</td>
<td>Fabaceae</td>
<td>June-July</td>
<td>FT, TS, U</td>
<td>Widespread</td>
</tr>
<tr>
<td>Toothwort, cut leaf</td>
<td>Dentaria laciniiata</td>
<td>Mustard</td>
<td>Cruciferae</td>
<td>April-May</td>
<td>U</td>
<td>Throughout, best on rich slopes</td>
</tr>
<tr>
<td>Trillium, drooping</td>
<td>Trillium flexipes</td>
<td>Lily</td>
<td>Liliaceae</td>
<td>April-May</td>
<td>FT, TS, S</td>
<td>Floodplain at mouth twin ravines trail 6, scattered locations elsewhere</td>
</tr>
<tr>
<td>Trillium, ill-scented (red)</td>
<td>Trillium erectum</td>
<td>Lily</td>
<td>Liliaceae</td>
<td>April-May</td>
<td>FT S</td>
<td>Floodplain at mouth twin ravines trail 6, along both trails 400’ W Bowen L</td>
</tr>
<tr>
<td>Trillium, large flowered</td>
<td>Trillium grandiflorum</td>
<td>Lily</td>
<td>Liliaceae</td>
<td>April-May</td>
<td>S</td>
<td>rich slopes, e.g. Mud-Weber-Sand Lakes</td>
</tr>
<tr>
<td>Trillium, prairie</td>
<td>Trillium recurvatum</td>
<td>Lily</td>
<td>Liliaceae</td>
<td>April-May</td>
<td>S, FT</td>
<td>one possible site: at poppy colony by Mud Lake</td>
</tr>
<tr>
<td>Trillium, toadshade</td>
<td>Trillium sessile</td>
<td>Lily</td>
<td>Liliaceae</td>
<td>April-May</td>
<td>S, U</td>
<td>rich slopes-best on N sides Weber and Sand Lakes</td>
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<tr>
<td>Trout lily white</td>
<td>Erythronium albidum</td>
<td>Lily</td>
<td>Liliaceae</td>
<td>May</td>
<td>TS R</td>
<td>Big woods-main site; albino variants of americanum common elsewhere W</td>
</tr>
<tr>
<td>Turtlehead, white</td>
<td>Chelone glabra</td>
<td>Figwort</td>
<td>Scrophulariaceae</td>
<td>September</td>
<td>FT FT</td>
<td>Spotty along Dock, Sand, Bowen lake borders</td>
</tr>
<tr>
<td>Twinleaf</td>
<td>Jeffersonia diphylla</td>
<td>Barberry</td>
<td>Barbeirdaceae</td>
<td>May</td>
<td>T, S R</td>
<td>toeslopes N side Weber L; ravine behind beach</td>
</tr>
<tr>
<td>Two-flowered Cynthia</td>
<td>Krigma biflora</td>
<td>Aster</td>
<td>Asteraceae</td>
<td>May</td>
<td>U R</td>
<td>Dry sandy ridge S of Finster L</td>
</tr>
<tr>
<td>Vervain, white</td>
<td>Verbena uticifolia</td>
<td>Vervain</td>
<td>Verbenaceae</td>
<td>Aug-Sept</td>
<td>FT C</td>
<td>Moist woods</td>
</tr>
<tr>
<td>Vetch, woodland</td>
<td>Vicia caroliniana</td>
<td>Pea</td>
<td>Fabaceae</td>
<td>May-June</td>
<td>S S</td>
<td>Oak woods N side Bowen L</td>
</tr>
<tr>
<td>Violet, bistort</td>
<td>Viola pedata</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>TS R</td>
<td>moist sandy soil, observed only at 1 site along N side Sand L</td>
</tr>
<tr>
<td>Violet, Canada</td>
<td>Viola canadensis</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>S S</td>
<td>Rich woods, esp W end Sand L, along trail 6 above twin ravines, in big ravine</td>
</tr>
<tr>
<td>Violet, common blue</td>
<td>Viola sororia</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>U C</td>
<td>Widespread in woods</td>
</tr>
<tr>
<td>Violet, dog</td>
<td>Viola coryspera</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>FT S</td>
<td>moist woods, known from toeslope S of Mud Lake</td>
</tr>
<tr>
<td>Violet, long spurred</td>
<td>Viola rostrata</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>U S</td>
<td>woods</td>
</tr>
<tr>
<td>Violet, marsh blue</td>
<td>Viola cucullata</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>W S</td>
<td>Wet woods, channels, swamps</td>
</tr>
<tr>
<td>Violet, smooth white</td>
<td>Viola macloskeyi</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>W R</td>
<td>Mucky lake borders</td>
</tr>
<tr>
<td>Violet, smooth yellow</td>
<td>Viola pubescens</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>S C</td>
<td>Widespread on wooded slopes</td>
</tr>
<tr>
<td>Violet, striped white</td>
<td>Viola striata</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>FT S C</td>
<td>moist woods, widespread, aka cream/pale violet</td>
</tr>
<tr>
<td>Violet, sweet white</td>
<td>Viola blanda</td>
<td>Violet</td>
<td>Violaceae</td>
<td>April-May</td>
<td>W R</td>
<td>Mucky wetlands</td>
</tr>
<tr>
<td>Virgin Bower</td>
<td>Clematis virginiana</td>
<td>Buttercup</td>
<td>Ranunculaceae</td>
<td>August</td>
<td>S, FT C</td>
<td>Widespread along lake borders and channels</td>
</tr>
<tr>
<td>Water lily, bullhead (quartet)</td>
<td>Nuphar lutea</td>
<td>Water Lily</td>
<td>Nymphaeaceae</td>
<td>June-July</td>
<td>A C</td>
<td>Most lakes</td>
</tr>
<tr>
<td>Water lily, white (fragrant)</td>
<td>Nymphaea odorata</td>
<td>Water Lily</td>
<td>Nymphaeaceae</td>
<td>June-July</td>
<td>A C</td>
<td>Most lakes</td>
</tr>
<tr>
<td>Water plantain, large-flowered</td>
<td>Alisma triviale</td>
<td>Water-plantain</td>
<td>Alismataceae</td>
<td>August</td>
<td>W S</td>
<td>Mucky lake borders, shrub swamps, e.g., SE corner Bowen L</td>
</tr>
<tr>
<td>Waterleaf, appended</td>
<td>Hydrophyllum appendiculatum</td>
<td>Waterleaf</td>
<td>Hydrophyllaceae</td>
<td>May</td>
<td>U C</td>
<td>moist woods, openings</td>
</tr>
<tr>
<td>Waterleaf, Canada</td>
<td>Hydrophyllum candens</td>
<td>Waterleaf</td>
<td>Hydrophyllaceae</td>
<td>May</td>
<td>U R</td>
<td>moist woods, weedy open woods</td>
</tr>
<tr>
<td>Waterleaf, Large-leaved</td>
<td>Hydrophyllum macrophyllum</td>
<td>Waterleaf</td>
<td>Hydrophyllaceae</td>
<td>May</td>
<td>U S</td>
<td>moist woods, weedy open woods</td>
</tr>
<tr>
<td>Waterleaf, Virginia</td>
<td>Hydrophyllum virginianum</td>
<td>Waterleaf</td>
<td>Hydrophyllaceae</td>
<td>May</td>
<td>U C</td>
<td>moist woods, weedy open woods</td>
</tr>
<tr>
<td>Water-pepper</td>
<td>Polygonum hydropiper</td>
<td>Smartweed</td>
<td>Polygonaceae</td>
<td>August</td>
<td>W C</td>
<td>Lake borders, Alien?</td>
</tr>
<tr>
<td>Willow-shep, cinamon (purple</td>
<td>Epilobium coloratum</td>
<td>Epilobium</td>
<td>Onagraceae</td>
<td>August-Sept</td>
<td>W S</td>
<td>Mucky lake borders, e.g., NE corner Norman L</td>
</tr>
<tr>
<td>Willow-shep, fen</td>
<td>Epilobium leptophyllum</td>
<td>Evening-Primrose</td>
<td>Onagraceae</td>
<td>August-Sept</td>
<td>W S</td>
<td>Mucky lake borders, e.g., SE corner Bowen L</td>
</tr>
<tr>
<td>Wingstem</td>
<td>Verbesia alternifolia</td>
<td>Aster</td>
<td>Asteraeae</td>
<td>August</td>
<td>TS, FT C</td>
<td>Widespread in moist woods and floodplains</td>
</tr>
<tr>
<td>Wood-mint, downy</td>
<td>Blephilia ciliata</td>
<td>Mint</td>
<td>Lamiaceae</td>
<td>July</td>
<td>U, S C</td>
<td>Various habitats, mostly dry and somewhat open</td>
</tr>
<tr>
<td>Wood-mint, hairy</td>
<td>Blephilia hirsuta</td>
<td>Mint</td>
<td>Lamiaceae</td>
<td>July</td>
<td>FT, TS C</td>
<td>Moist woods</td>
</tr>
<tr>
<td>Yam, common wild</td>
<td>Dioscorea villosa</td>
<td>Yam</td>
<td>Dioscoreaceae</td>
<td>June-July</td>
<td>FT C</td>
<td>Lake borders and terraces</td>
</tr>
</tbody>
</table>

Chain O’ Lakes Interpretive Plan 30
Appendix D: Fauna identified during site visit (October 10-11, 2010)

**Mammals**
Beaver
Chipmunk
Coyote
Deer, white-tailed
Raccoon
Squirrel, flying
Squirrel, fox
Squirrel, red

**Birds**
Heron, Great blue
Wood Duck
Turkey Vulture
Hawk, Red-shouldered
Owl, Barred
Flicker
Woodpecker, Downy
Woodpecker, Red-bellied
Blue Jay
American Crow
Tufted Titmouse
Chickadee, Black-capped
Nuthatch, White-breasted
Kinglet, Golden-crowned
Robin
Sparrow, White-throated
Cardinal

**Herptiles**
Frog, Gray Tree
Frog, Green
Frog, Wood
Spring Peeper
Snake, Ribbon
Appendix E: Stanley Schoolhouse

Stanley School
A log structure was the first Green Township school in Section 4, built in the 1840's near William Bowen's property. Subsequent frame and then brick buildings became known as the Stanley School, named for nearby landowner Henry Stanley. In March 1916, the brick constructed school was destroyed by fire, including all the desks, furnishings and books of the pupils and teacher. The replacement brick one-room school is currently used as a Nature Center within the Chain O' Lakes State Park.

Early Schools of Noble County
by M A Love

My knowledge of the early schools of Noble County is somewhat limited, confined more to my own experience in teaching.

In 1840 I came with my parents to August, then the county seat of Noble County. It was just after the Indians had been taken away. There had been no arrangements yet for schools, but some of the citizens who had come here to make a permanent home were making an effort to start one. They were John Bowman, William Crispell, Michael Coon and Hiram Bassett.

There were a number of children in and about town and they soon had enough subscribed to commence. I was employed to teach. I taught several terms in different rooms wherever we could get them. The last term was in the county jail, or rather in one room of the jail building. Our mode of teaching then was different from these days. Our mode of punishment was different too. There are some here today who may possibly remember how that was done. Some time later Mrs. Love came and taught several terms. I believe that was all the schools August had.

In 1844 I commenced teaching at Rome City. It was their first school. They had no school house. The only room to be had was the bar room of the Hurdy House. We began with ten or a dozen scholars; we made a fairly good beginning that season. We were often interrupted by travelers who came in without ceremony and left in like manner, disgusted, I presume, on seeing a school ma’am instead of the landlord in the bar room.
The next summer I commenced a second term in a new log school house with an average of 25 scholars. Some were from other districts. We had an interesting school. They took an interest in the work. I commenced by teaching reading, writing, spelling and arithmetic - other studies came in afterward. I set copies and made pens out of goose quills. They paid me $1.50 a week, and I boarded around. Some of the families lived in one room in canal huts. It was a novel way of living, but they were all good people and I enjoyed it.

I lost my mother about that time and quit teaching from home. I am gratified to know that my pupils of that day have all become useful citizens. Some of the boys are prosperous and intelligent farmers. One is the elder in the Methodist Church. One has been recorder in our county; and not one, to my knowledge, has ever been a saloon keeper.

I would like to add this much. We traveled in those days on horseback. We would go from Augusta to Lisbon to attend parties, meetings, etc. There was no Kendallville then - that was the Mitchell farm. We would take an Indian trail through the openings which led us right through here where Albion is now located. That was long ago and I think I am the only one left of that day to tell the story.

Read at Old Settlers meeting in Albion, June 3, 1897
Appendix F: Proposed Canoe Trails