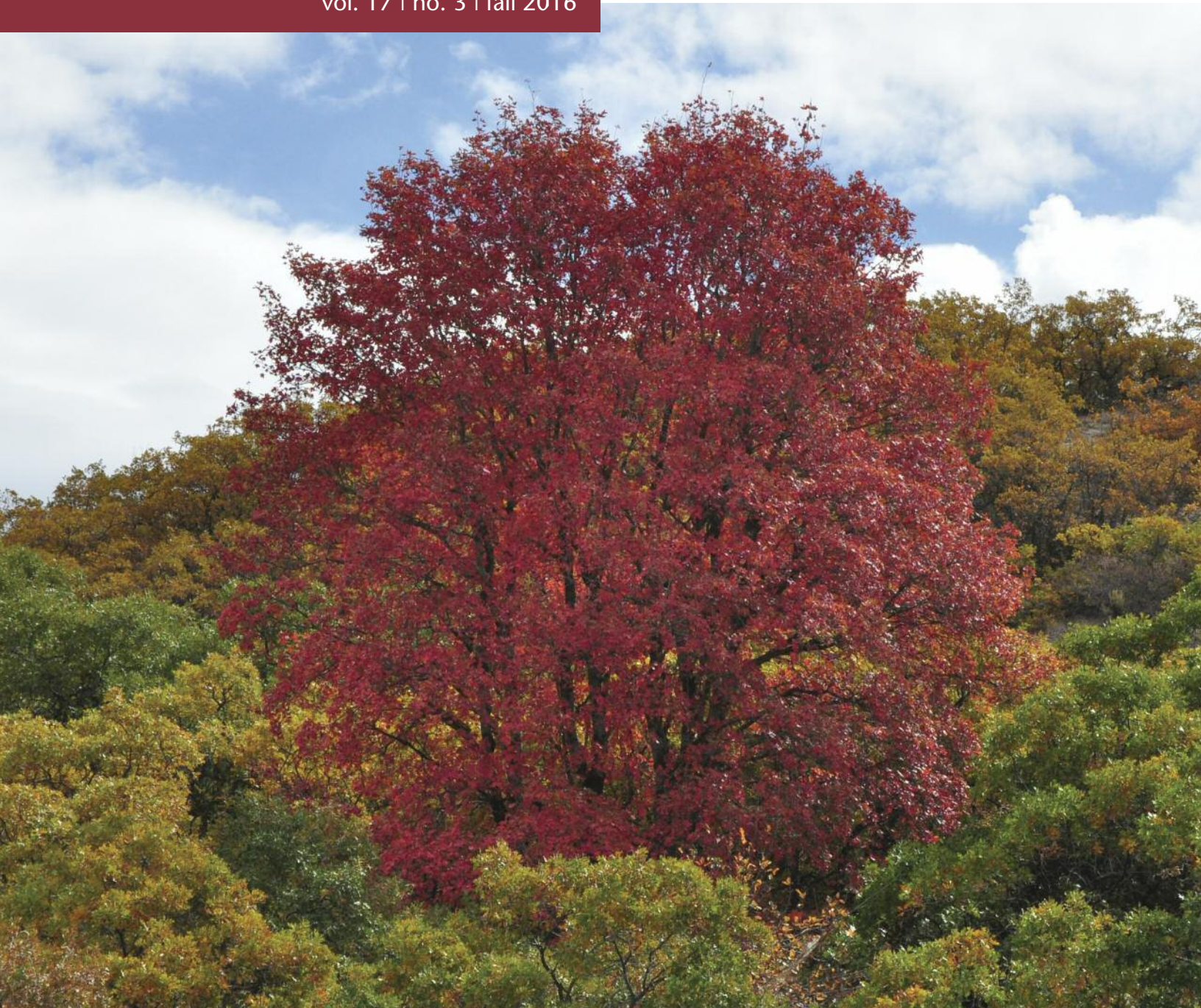


NATIVE PLANTS

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includes WILDFLOWER MEADOW ESTABLISHMENT

An eclectic forum for dispersing practical information about planting and growing native plants.

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The naturalist Louis Agassiz is credited with asking a student to observe a fish and to describe it. Dissatisfied with the student's cursory attempt, Agassiz eventually had him look at the fish for days until he had really observed it and began to see things he hadn't noticed before. The student's experience was an example of the archaeologist John Lubbock's observation that "what we see depends mainly on what we look for."

To my detriment, I tend to believe that I have above average observational skills and relatively few biases in those observations. But in truth, I mostly see what I am looking for and miss what I am not. As a landscape horticulturist interested in water conservation, I am always on the lookout for native plants with potential for use in managed landscapes. I thought I was doing a reasonable job of observing until I became acquainted with a group of plantsmen who focus on finding and propagating genetic witches'-brooms from the canopies of native conifers. These selections are then used as dwarf or slow-growing landscape plants. I hadn't even noticed the brooms because I was always looking at the ground and not in the tree tops. This tendency to see what we want to see is a common human foible.

In an effort to find more native ornamental plant selections, I recall once asking a natural resource manager if he had ever seen a seedless sagebrush (a sagebrush without flower stalks would be more attractive in a managed landscape). The concept that a seedless sagebrush could have value was so incomprehensible to him that it took a while to even understand the question. And, no, he had never seen such a thing.

As a horticulturist, stepping into the world of native plants is daunting. The uses and values I have for these plants are so different from those for wildlands that I feel like having been invited into the ultra-exclusive Augusta National Golf Club and then asking them to use fluorescent orange golf balls because I like them. Fortunately, exclusivity has not been my experience with the Native Plants Journal and the native plant industry. I have had the pleasure of attending tours and conferences addressing both wildland plants and traditional horticultural plants and have learned a great deal from their commonalities and their differences. The beauty of a journal such as NPJ is that it encourages me to focus in detail on facets of native plants that are outside my typical scope. I need to see more than what I am looking for—we all do—and the world of native plants is a great way to do that.

Larry A Rupp
Center for Water Efficient Landscaping
Associate Editor for the Native Plants Journal

On the cover: Fall color of bigtooth maple (*Acer saccharum* Marshall ssp. *grandidentatum* (Nutt.) Desmarais [Aceraceae]) amid Gambel oak (*Quercus gambelii* Nutt. [Fagaceae]) in the foothills of the Wasatch Mountains above Pleasant Grove, Utah. Photo by Larry Rupp

Have a great idea for an article but don't have time or need help writing?
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Two types of manuscripts are welcome:

General technical articles are not research per se (lack strict experimental design and statistical analysis), but have important information for growers and planters of North American native plants. Articles could include new planting techniques, useful equipment, cultural techniques, habitat restoration, restoration techniques, production trends, technical information, descriptions of new species or cultivars entering nursery production, and so on. *Propagation protocols* are short, concise general articles detailing the specific methods used to propagate a particular plant. *Germplasm releases* are short articles that follow a standard format (see past issues) and announce the release of new plant materials for conservation use.

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All submitted manuscripts will be peer-reviewed by 2 referees to ensure the objective of *Native Plants Journal* is met.

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The second page should contain the title, abstract, and key words. Abstracts should be double-spaced and brief and emphasize results, usefulness, and practicality to growers and planters of North American (Canada, Mexico, and US) native plants. Authors are strongly encouraged to make the first sentence of their abstract describe the most important finding of their work. Include 3 to 7 key words not in the title. Use the PLANTS database as the source for nomenclature (see below). Print an abbreviated title and page number in the upper right corner of this and all subsequent pages. Use line numbering. Construct tables using the table feature of word processing programs.

Follow the second page with the "Introduction, Materials and Methods, Results, Discussion, Conclusion, References," or some other logical system as headings, followed by figure captions

and tables. For matters of style, we generally follow *Scientific Style and Format, The Council of Biology Editors Manual for Authors, Editors, and Publishers*, 6th edition (ISBN 0-521-47154-0).

Use metric (SI) units with US units in parentheses and abbreviate all units, except those without numerical value (for example, "we measured parts per million and found 250 ppm nitrogen"). Use numerals for any countable amount (for example, 3 replicates, 2 populations).

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Entire book: Davidson H, Mecklenburg R. 1981. *Nursery management: administration and culture*. 2nd ed. Englewood Cliffs (NJ): Prentice-Hall Inc. 450 p.

Article in proceedings: Dumroese RK, Wenny DL. 1997. Fertilizer regimes for container-grown conifers of the Intermountain West. In: Haase DL, Rose R, coordinators and editors. *Symposium proceedings, forest seedling nutrition from the nursery to the field*; 1997 Oct 28-29; Corvallis, OR. Corvallis (OR): Oregon State University Nursery Technology Cooperative. p 17-26.

Internet source: [USDA NRCS] USDA Natural Resources Conservation Service. 2011. The PLANTS database. URL: <http://plants.usda.gov> (accessed 20 Jan 2011). Greensboro (NC): National Plant Data Team.

Government article: Barnett JP, Brissette JC. 1986. Producing southern pine seedlings in containers. New Orleans (LA): USDA Forest Service, Southern Forest Experiment Station. General Technical Report SO-59. 71 p.

Thesis or dissertation: Wang Z. 1990. Effects of cupric carbonate on container-grown seedlings of ponderosa pine during greenhouse production [MSc thesis]. Moscow (ID): University of Idaho. 67 p.

Personal communication: Hoss GA. 2002. Personal communication. Licking (MO): Missouri Department of Conservation, George O White State Forest Nursery. Nursery Superintendent.

NOMENCLATURE

Use common names with scientific names (including authorities and family names) in parentheses the first time used in the abstract and body of the manuscript (if scientific names with authorities and families are summarized in a table, they need not be repeated in the body of the manuscript). All subsequent use can be either the common or scientific name. Example with common name: whitebark pine (*Pinus albicaulis* Engelm. [Pinaceae]). Example without common name: *Phacelia rattanii* Gray. (Hydrophyllaceae). The standard source of plant nomenclature is the PLANTS database (<http://plants.usda.gov>). Authors may use common names found in PLANTS or the local vernacular. Other nomenclature sources may be used only if justified. The nomenclature source should be included in the references.

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Before accepted manuscripts can be published, authors must complete a consent to publish form.

Photo credits opposite page: (top) Utah columbine (*Aquilegia scopulorum* Tidestrom. [Ranunculaceae]), photo by Larry Rupp; (middle) Wyoming big sagebrush seedlings (*Artemisia tridentata* Nutt. ssp. *wyomingensis* Beetle & Young [Anthemideae]), photo by Matthew D Madsen; (bottom) blowout penstemon (*Penstemon haydenii* S. Watson [Scrophulariaceae]), photo by Bonnie Heidel.

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