

FINAL REPORT
FOREST SERVICE GRANT NO. NA-97-0313

Issued to: Cornell Cooperative Extension of Jefferson County

Address: 223 J. B. Wise Place, Watertown, NY 13601-2597

Project Name: Tree Heritage Program

Contact Person/Principal Investigator:

Name: Ralph Mitchell
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Phone Number: (315) 788-8450 ext. 231
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Your Organization's Internet home page address:

Date of Award: August 22, 1997

Grant Modifications: On 4-15-98, the grant was modified with permission from Bob Neville to adjust the program audience to parochial schools. In late November 1999, I talked to Suzanne M. del Villar concerning the need for a bit more time to complete several program products.

Date of Expiration: October 31, 1999

Funding: Federal Share: \$19,550 plus Grantee Share: \$20,600 = Total Project: \$40,150

FS Grant Manager: Phil Rodbell

Address: USDA Forest Service-NA, 11 Campus Blvd., Suite 200, Newtown Square, PA 19073

Phone Number: (610) 557-4133

Fax Number: (610) 557-4136

Provide an abstract on your project and its results (approximately 200 words). This abstract will be posted on the Council's Internet home page.

Tree Heritage Program

After two ice storms and a "Microburst," the residents of Watertown, NY, especially the children, had become very up close and personal with their trees. Downed power lines, damaged roofs and blocked roads were often caused by a downed tree. The resulting landscape looked like a toothless mouth grinning bleakly. Residents on in years remembered those old trees as friends from childhood. Youngsters lost shade and a place to play. A common thread — the urban forest, connected these generations. To help bridge the gap, the "Tree Heritage" program was developed which hoped to bring the memories of seniors together with youth to learn about our urban forest and celebrate the memories of by-gone days. The program also focused on the trees of the future in a properly planned and managed urban forest.

To reach the goal of making a connection between seniors and youth, a great audience to work with was found in two local parochial schools in Watertown, NY - Holy Family and Sacred Heart. These two schools had all the ingredients: senior teachers who knew some of the history of the site, the appropriate age children, and a property that had trees and room for more. With the help of the Tree Watertown Committee, instructors were secured to man and teach five learning stations — *Planting Trees*, *What Eats a Tree?*, *How Trees Benefit Our Yard*, *The History of Trees At Our School and Watertown*, and *Which Tree Am I and Where Should I be Planted?*. A total of 116 youth and approximately 10 teachers were reached with these educational sessions. Twenty-four trees were planted at the two schools in conjunction with the educational program. Students, with input from their senior teachers, then produced a "Heritage Book" with information about the trees that were once there, photos, stories and other artifacts that may help tell the story of their urban trees.

To help document and record the program, a videotape was produced to tell the story of Tree Heritage and illustrate how it could be replicated in other urban settings. A booklet outlining the steps was also developed.

So, what was the end result? Beyond the deliverables required by this grant, a real sense of a "teachable moment" was realized. As mentioned earlier, the past urban forestry disasters brought to the forefront that it was time to wake up and deal with our aging urban trees. Connecting the past with the present and the future also allowed the Tree Heritage program to span generations. These youth, our future, will be planting and managing our new millennial urban forests with a better understanding and appreciation of trees. They will indeed inherit the new tree heritage!

Project objectives:

- Senior teachers will be identified from local schools. Schools with plenty of land and a rich history of urban trees will be targeted for this project.
- These senior teachers will help prepare a "Heritage Story" about the trees at the site with memories about the trees, past and present.
- Each senior teacher will work with his or her class of about 20 students (from grades 4, 5, or 6). Over the 2-year period of this project nearly 400 youth will be reached.
- The Education Coordinator will develop the learning methods, schedule the instructors and activities, implement the educational components, and secure the program's documentation.
- The youth will participate in a half-day urban tree awareness program followed by a tree planting day.
- The youth will prepare a "Heritage Book" about the trees planted including pictures and stories about their school's urban trees. Documentation to put into this book may include dried leaves, photos, written history, or other narratives.
- The "Heritage Books" will be donated and displayed by the local public library and the historical society as part of a community celebration of Watertown's urban forests.

Objectives met successfully:

- Two parochial schools in the city of Watertown which contained the appropriate age youth, senior teachers, land and a rich history of urban trees were identified and secured.
- The Education Coordinator, in association with the Tree Watertown Committee, developed the learning methods and successfully implemented the program with evaluations.
- One hundred and sixteen youth and approximately ten teachers received the educational session and the tree planting experience.
- Twenty-four trees were planted at the above mentioned sites.
- Media coverage reached up to 250,000 residents in the three-county North Country region - please see attached publications. Two TV news segments were also completed.

Objectives Not Yet Met:

- The video is almost, but not quite finished. A preview of the raw footage has been viewed. The completed video should be available in February 2000. The booklet, also unfinished, will accompany the video.
- Neither of the parochial schools has completed their "Heritage Books." They should be done, according to their schedule, by spring 2000. The books can then be displayed at the public library and then donated to the historical society.

List the major research or policy findings of your project.

N/A

If not apparent in the above, or if your project did not involve research, how did the project increase the knowledge we have about urban forestry? How did (will) the public benefit?

Every project focused on urban forestry will tend to increase the knowledge we have in this field. The City of Watertown is clearly a suitable subject to work with, as the task of urban forestry management must be tackled. Proper site and species selection, pruning techniques, tree conflict resolution management, and hazard evaluation are just a few of the categories that could potentially produce new knowledge. The resources of Cornell University, known for its outstanding Urban Horticulture Institute, and the NYS Department of Environmental Conservation, can also assist with the documentation of new learning.

Above and beyond the fact that a well-managed urban forest will provide safety, health, and beauty for its residents, perhaps the greater knowledge and identifiable public benefit realized would be what is learned by our youth. Youth are a natural audience open to learning about their urban forests. By participating in the Tree Heritage Program, these youth will become decision-makers and volunteers dedicated to the proper intelligent management of their urban forest. This generation will really need to take charge and bring new meaning to the relatively new study of trees in an urban environment, which will benefit us all.

What recommendations might you make for community foresters or others who might benefit from your project?

The Program Coordinator found that working with an established, grassroots urban forestry citizens committee such as the Tree Watertown Committee, was key to the success of this project. This group, comprised of State Foresters, a landscape designer, a representative from the American Chestnut Association, city leaders and various other highly motivated residents, were a great resource to tap from for input and instructors.

Secondly, parochial schools seemed more willing to have a non-formal educational program conducted within their curriculum than the public schools based on their response to participate in this project. In addition, these parochial schools had all the ingredients for success — the correct age youth, senior teachers, and urban property that had a history with room for more trees.

Finally, one must also be associated with excellent resources of unbiased, research generated information such as Cornell University's Urban Horticulture Institute, Cooperative Extension System, and Community Forestry Education Project, and the New York State Department of Environmental Conservation; just to name a few.

Attach copies of reports, publications, or videos. If your work has been published (journals, popular press, etc.), provide where they have been published or reported and how copies can be obtained.

Please see attached copies. A copy of the video, "Heritage Book", and booklet will be sent as soon as possible at a later date. Two TV news spots were taped and can be obtained from the following sources:

Tape from November 2, 1998, for 6p.m. and 11 p.m. news
WWTI Newswatch 50
Stateway Shopping Plaza
Watertown, NY 13601
Phone: (315) 785-8850

Tape from October 20, 1999, for noon, 6p.m. and 11 p.m. news
WWNY —TV 7
120 Arcade Street
Watertown, NY 13601
Phone: (315) 788-3800

How were your results disseminated to the public?

1. News releases.
2. Media events.
3. Pending Video/booklet.
4. Pending "Heritage Books."

List the active partners (key individuals or organizations) involved in the project:

1. Cornell Cooperative Extension of Jefferson County.

2. Tree Watertown Committee. (Includes NYS Department of Environmental Conservation Foresters, a landscape designer, a representative from the American Chestnut Association, city leaders, and other highly motivated individuals.)

Photo or Illustration: If possible, please provide a photo or illustration for our use that summarizes or represents the project. Indicate how this illustration should be credited.

Please see attached photo.

If a no—cost time extension was granted for this project, why was it needed?

There are some final loose ends to finish up on the video, booklet and "Heritage Books." These products will be completed very soon.

How would you evaluate the grant process? What changes, if any, would you recommend?

I think that the idea of a pre-proposal is good as it allows you to develop a basic outline from which you can later flesh-out in the final proposal. This method also allows one to complete the initial process a bit quicker. An additional six months tacked on from the beginning of the grant would allow for completing pending items that were not completed due to the nature of the project.

Comments considered of importance but not covered above:

The program Coordinator would like to personally thank the National Urban and Community Forestry Advisory Council for the opportunity to complete this project. This program was timely and well received by all involved. Watertown's urban forest will continue to play an important role in the new millenium as our youth intelligently replant our new forests for the next generation.

This report was prepared by:

Name: Ralph E. Mitchell

Title: Extension Educator, Horticulture

Phone Number: (315) 788-8450, ext. 231

Date: January 4, 2000

CREDIT: DONNA GONYEAU, CCE OF JEFFERSON COUNTY-1998



Cornell Cooperative Extension of Jefferson County Receives Grant to Conduct Tree Heritage Program

Cornell Cooperative Extension of Jefferson County has been awarded a \$19,550 grant by the National Urban & Community Forestry Advisory Board to conduct a "Tree Heritage" Program. This will pair youth and senior citizens as they address the issue of overly mature trees, or trees which have already been removed, and their replacement through a non-formal educational process. In association with Tree Watertown, Cornell Cooperative Extension will develop an urban model which can then be used in communities nationwide. Senior citizen homeowners with old trees will share their story of the tree with local youth in preparation for its replacement with an appropriate species.

The City of Watertown has many overly mature trees. They frequently are sited on property owned by older citizens. These trees represent a perceived or real "threat" to the safety of the home and residents, especially in geographic areas prone to wind, snow and/or ice storms. As a result, trees are cut down and, in many cases, not replaced. When they are, often the replacement types and sites are inappropriate to an urban environment.

Over the two year implementation of this project, twenty senior citizens and four hundred youth will participate. Working in groups of one senior to a group of twenty youth, the project Coordinator will lead an experience to increase their knowledge about urban trees; site and species selection; proper planting techniques; pruning methods; plant protection and after care procedures. These youth will also prepare a "Heritage Book" about the trees including pictures and stories from the homeowner as well as current pictures, dried leaves, photos of the replanting process, and a narrative.

Youth within the City of Watertown from grades 4, 5 or 6 from schools, scouts, 4-H, Big Brothers/Big Sisters, etc. are encouraged to participate as groups for the 1998 program will be forming soon. For more information on this project, please contact Ralph E. Mitchell at 788-8450, ext. 231.

Project/Activity Form

- Complete and submit this form for ALL projects and activities.
- Form must be submitted at least eight (8) weeks before a project/activity is proposed to start.
- Items in regular font, complete as part of project/activity review.
- Items in *italic*, complete and submit as part of monthly report.
- The form is a protected document. You can enter information in the open fields only.
- Incomplete forms will be returned.

1. Name. Ralph E. Mitchell
2. Program Area. Primary Program Area: Agriculture and Natural Resources
Secondary Program Area: Youth Development
3. Project/activity summary.

Title: Tree Heritage Program

Program/activity summary: The Tree Heritage Program is a grant generated program involving increasing the awareness of youth about the urban forest. Senior citizens also participate with their contribution of history and memories about the trees in their lives. Phase I has already taken place at the Holy Family School in Watertown. This was perfect site with youth, senior teachers, and land in need of trees. Phase II will take place at the Sacred Heart School during the spring of 1999 where the educational and tree planting portions of this program will take place.

Delivery method: Hands-on Learning Stations
& Classroom instruction

Target audience: Youth - 4th, 5th, and 6th grades & senior teachers

4. Dates.

Proposed: 4/99

Actual: 10/20/99 for Phase II

5. Educational objectives. (Must include at least one educational objective. You are encouraged to have more than one educational objective. Identify Strategic Plan Goals each objective supports using codes only. See Goal Codes sheet.)

Educational Objectives

After completing the Tree Heritage program, youth will be able to demonstrate how to properly plant a tree.

Strategic
Goal Codes
Y1

6. Outcome objectives. (Must include at least one outcome objective. You are encouraged to have more than one outcome objective. Identify Strategic Plan Goals each objective supports using codes only. See Goal Codes sheet.)

Outcome Objectives

Ninety percent of individuals who participate in the Tree Heritage Program will properly select and plant a tree in their own yard within six months.

7. Participating staff.

Ralph E. Mitchell

8. Evaluation strategy. (Summarize evaluation strategy you will conduct to measure objectives. Group educational projects/activities must use the standardized Program Evaluation.)

Teacher Feedback via an evaluation form and grant requirements.

9. Evaluation results. (Summarize evaluation results. Group educational projects/activities must attach completed standardized Project Activity Evaluations.)

See attached evaluation sheets and grant report

10. Marketing strategy.

Proposed
Invitation to program

Actual
Proposed program and accepted

11. Co-Sponsors

Tree Watertown Committee and DEC

12. Number of participants.

Projected
100+

Actual
Approximately 155 for both years of the project.

13. Volunteer personnel. (Number of hours contributed.)

Projected
42

Actual
55 for both years.

Project/activity submitted as part of Implementation Plan. Reviewed by Executive Director.

Approved YES NO
Comments

Executive Director

Date

Project/activity submitted as an addition to Implementation Plan. Reviewed by Issue Team Leader Committee.

Approved YES

NO

Comments:

Issue Team Leaders

Date

EVALUATION

(Circle appropriate answer)

Teachers: Please complete this evaluation in regards to the Tree Heritage program which your class experienced on October 20, 1999. Please return this completed form to Mrs. Doell by November 9, 1999. Thank you in advance for your time and consideration!

2. How would you rate the session "How Trees Benefit Our Yard"?

Useless *Poor* *OK* *Good* *Excellent*

3. How would you rate the session "The History of Trees in Watertown and Sacred Heart"?

Useless *Poor* *OK* *Good* *Excellent*

4. How would you rate the session "What Eats a Tree"?

Useless *Poor* *OK* *Good* *Excellent*

5. How would you rate the session "Where and What Trees Should be Planted"?

Useless *Poor* *OK* *Good* *Excellent*

6. How would you rate the session "Planting Trees"?

Useless *Poor* *OK* *Good* *Excellent*

7. Overall, how would you rate this Tree Heritage Program?

Useless *Poor* *OK* *Good* *Excellent*

THANK YOU !

I didn't get to visit each station But the feedback I received and what I did observe were great! The contacts and visit for preplanning were helpful. We look forward to working on the memory books. Jean Knoll

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(Circle appropriate answer)

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Useless Poor OK Good Excellent

6. How would you rate the session "Planting Trees"?

Useless Poor OK Good Excellent

7. Overall, how would you rate this Tree Heritage Program?

Useless Poor OK Good Excellent

THANK YOU !

It was an excellent program - I wish we could have it every year!

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(Circle appropriate answer)

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THANK YOU !

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(Circle appropriate answer)

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Useless Poor OK Good Excellent

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Useless Poor OK Good Excellent

*The kids found
this one
especially
fascinating!*

4. How would you rate the session "What Eats a Tree"?

Useless Poor OK Good Excellent

5. How would you rate the session "Where and What Trees Should be Planted"?

Useless Poor OK Good Excellent

6. How would you rate the session "Planting Trees"?

Useless Poor OK Good Excellent

7. Overall, how would you rate this Tree Heritage Program?

Useless Poor OK Good Excellent

THANK YOU !

NA-97-035

Holy Family

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 4 1/2 The program overall.
- 4 Information about the program before the event.
- 5 Coordination of event.
- 5 Presenters.
- 4 Topic.

How can we make the program better?

Were there any presentations that you didn't like? (Which ones and why?)

Were there any presentations that excelled? (Which ones and why?)

The station that covered what eats or harms trees. It was hands on and involved all the children. The station that conducted the walk outside, where the children were shown good locations to plant trees, and different types of trees.

Do you have any comments or suggestions for us?

Thank you!

Name (optional)

Brian Phillips

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
 CCE of Jefferson County
 223 J.B. Wise Place
 Watertown, N.Y. 13601

The historical presentation of Watertown was very interesting. I think the children enjoyed seeing old pictures and trying to identify the current area.

RECEIVED OCT 27 1998

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- ~~5~~ The program overall.
- ~~5~~ Information about the program before the event.
- ~~5~~ Coordination of event.
- ~~5~~ Presenters.
- ~~5~~ Topic.

How can we make the program better?

I did not have the opportunity to receive any presenter other than Sam. He was excellent. The comments from participating

Were there any presentations that you didn't like? (Which ones and why?)

teachers & students has been very positive. Teachers felt it was "time well

Were there any presentations that excelled? (Which ones and why?)

spent."

Thank you for including us.

Do you have any comments or suggestions for us?

Thank you!

Name (optional)

Dr. Ellen Rose, S & J

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall.
4 Information about the program before the event.
3 Coordination of event.
5 Presenters.
5 Topic.

How can we make the program better? *If it has to be inside have stations all on one floor or in the same room like the gym. Using the art room was out of the way, especially when we went in and out, too.*

Were there any presentations that you didn't like? (Which ones and why?)

No, all were well prepared and interesting.

Were there any presentations that excelled? (Which ones and why?)

They were all good but I especially liked the planting of the tree and Mr. Mitchell's paper bag idea, also, actually going outside to identify the trees was beneficial.

Do you have any comments or suggestions for us?

Thank you for what you are doing for the community, as far as education of how and where to plant the trees. It was a very informative presentation.

Thank you!

Name (optional) _____

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall.
- 5 Information about the program before the event.
- 5 Coordination of event.
- 5 Presenters.
- 5 Topic.

How can we make the program better?

*keep the groups small so all can participate, in
don't do half + half of a group... leaving treaters
Were there any presentations that you didn't like? (Which ones and why?) *sitting + waiting*
all - very hands-on!!*

Were there any presentations that excelled? (Which ones and why?)

all were great

Do you have any comments or suggestions for us?

Thank you!

Name (optional)-----

Sharon Gardner

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

*What a great day!
Thanks!*

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall.
- N/A Information about the program before the event.
- 4 Coordination of event.
- 5 Presenters.
- 4 Topic.

How can we make the program better?

I liked it as it was presented

Were there any presentations that you didn't like? (Which ones and why?)

no

Were there any presentations that excelled? (Which ones and why?)

The planting of the trees

Do you have any comments or suggestions for us?

none

Thank you! Name (optional) _____

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

TREE HERITAGE EVALUATION FORM

Please complete the following on a scale of 1 to 5. 1 is ranked lowest or worst, 5 is highest or best. Please write any comments you may have after the topic.

- 5 The program overall.
- 3 Information about the program before the event.
- 5 Coordination of event.
- 5 Presenters.
- 4 Topic.

How can we make the program better? *I thought the whole program was great.*

Were there any presentations that you didn't like? (Which ones and why?)

The history of trees - Mr. Thomas - did not seem to interest or involve the students. Don't know how to make it better, though.

Were there any presentations that excelled? (Which ones and why?)

What eats trees - Ralph Mitchell - kept the students' interest, mine too!!

Do you have any comments or suggestions for us? *No.*

Thank you!

Name (optional) _____

Please return these forms by November 2, 1998 to: Ralph E. Mitchell
CCE of Jefferson County
223 J.B. Wise Place
Watertown, N.Y. 13601

IMPACT



Cornell Cooperative Extension

A QUARTERLY REPORT FROM CORNELL COOPERATIVE EXTENSION • JEFFERSON COUNTY • VOL. 2 - 4 • 1997

Fort Drum and Cornell Cooperative Extension Working Together for Strong and Healthy Families and Soldiers

In March 1993 Cornell Cooperative Extension Association of Jefferson County entered into a contract with the Fort Drum Army Community Service Family Advocacy Program. The Agreement calls for Cornell Cooperative Extension to provide educational programming addressing needs identified by the military community in regards to child abuse and domestic violence prevention. Currently, two Extension Educators work in cooperation with the Manager of the Family Advocacy Program to develop, implement, and coordinate family violence prevention and education services to over 10,000 soldiers, their families, and federal employees.

There are stressors unique to being part of the military community for both the soldier and the soldier's family. Frequent moves, deployment and limited support from extended family due to geographical distances increase the normal stressors of daily living. During the past several years, the 10th Mountain Division has taken part in both peacekeeping and humanitarian efforts around the world. Presently, over 150 troops are in Bosnia. With deployments come added pressures and tensions for military families and the potential for violence within the family.

Seeing the need for strong prevention programming, the Fort Drum Family Advocacy Program looked at models used by other installations throughout the country. Nationally, prevention education curricula and training developed and implemented by land grant colleges was being utilized. Because Cornell University is New York State's land grant college and Jefferson County Cooperative Extension is the local agency which brings the resources of Cornell to our county, our local Extension was identified as the partner for the Army's needs. Extension's diverse and innovative programs in the areas of parent education, communication, health, nutrition, stress and anger management, and family safety have been developed in cooperation with the College of Human Ecology at Cornell University and designed to address the specific needs of county participants.

Current offerings of Cornell Cooperative Extension of Jefferson County at Fort Drum include *Stress Management and Anger Reduction Training (SMART)* classes. These monthly classes are delivered to the military community with information and techniques on anger control and stress management. During the program year of 1996-1997, a total of 2,742 soldiers, family members, and federally employed civilians participated in this prevention program.

Forty parents attended *parenting programs* addressing issues and concerns of child development, discipline, child abuse prevention and being effective parents. Eight families completed parenting classes for parents of teens focusing on the challenges of raising a responsible young adult.

Fort Drum introduced the *Pregnant/Postpartum Soldier Wellness Program (PPSWP)*. This program is mandatory for all active duty pregnant/postpartum soldiers assigned to Fort Drum. The program entails aerobics both on land and in water. It also includes education classes on topics like nutrition, child care, parenting, etc. The Family Advocacy Program has been providing monthly parenting classes and quarterly stress classes to participants. The Wellness Program has reached over 150 active soldiers with parenting techniques and strategies, and 176 active soldiers with stress management programs to reduce potential health problems.

The program has implemented "outcome based measures" to calculate the direct "impact" to the Jefferson County community, as well as the military community itself.

(Continued on page 2)

The Fort Drum *Single Parent Support Group*, open to the entire military community, has increased its outreach by expanding its mailing list by 50% leading to a 30% increase in monthly meeting attendance. The Single Parent Support Group has become a network of resources for single parent families. During the summer the group had the opportunity to attend its first retreat at Beaver Camp, Lowville NY. The family wellness of eight adults and 14 children was enriched during the one night stay.

Family Advocacy has been invited by some units to help in pre- and post-deployment training for families facing and undergoing separation. *Couples Communication Classes* along with classes called *Coping With Separation Anxiety, Homecoming and Reunion Stress* were held for 41 couples preparing for deployment. During the separation, 13 spouses attended two workshops entitled *Temporary Single Parent*, and *Coping with Time* (too much or too little).

Another success story for the program involved an Extension Educator presenting six hours of Stress and Anger Management workshops to a non-English speaking military spouse. Following the workshops, utilizing a volunteer military spouse as

interpreter, the family reports that there has been **no recurrence** of stressful incidents which had threatened the wellbeing of the family.

The results and impact of the Family Advocacy Program on the military participants caused other Jefferson County community based organizations to invite an Extension Educator from the Program to do anger reduction training for their staff and clients. The Jefferson County Children's Home and Catholic Charities sponsored workshops for their staff and program participants. Additionally, an Extension Educator co-facilitates Watertown High School Health classes dealing with "Assertive Communication Techniques to Resist Drug Use," and "Promoting Sexual Health Through Abstinence Education."

Because the effects of family violence result in expensive interventions by County Social Services, human service agencies and the court system, the positive **impact** of the Fort Drum Family Violence Prevention Program is a cost savings to public and private service providers. The decline of substantiated family violence cases is significant as a result of the joint effort of the Fort Drum Family Advocacy Program and Cornell

Cooperative Extension. The program has implemented "outcome based measures" to calculate the direct impact to the Jefferson County community and the military community. Although only in the early stages of measuring outcomes, initial indications are that individuals participating in Family Advocacy classes are increasing their knowledge and coping skills as a result of their attendance. In addition, from 1996 to 1997, substantiated abuse cases at Fort Drum declined. The impact for the community will be fewer cases added to the caseload of the Department of Social Services, the Jefferson County Women's Center, school counselors, and the Jefferson County Court System, etc., and a financial savings to these agencies which are hard-pressed for funding.

Cornell Cooperative Extension, in conjunction with the Fort Drum Family Advocacy Program, is proud that in fulfilling its mission to improve lives and communities with learning partnerships, we are contributing to the 10th Mountain Division in the fulfillment of its mission to maintain outstanding quality of life for soldiers, civilians, and family members in their "Climb to Glory." ■

Partnerships for Agriculture — Sandy Creek Watershed Outreach Program

The Sandy Creek and South Sandy Creek watershed encompass an area of 165,000 acres. They begin in Lewis County, extend across Jefferson County through the Tug Hill Plateau and into Oswego County, finally emptying into Lake Ontario. Sandy Creek has greater value statewide than only as a recreational fishery. The mouth of the creek contains wetlands with rare vegetation and wildlife. Sandy Creek provides an emergency unfiltered drinking water supply for 3,400 residents in the Village of Adams and the Hamlet of Adams Center.

The Jefferson County Water Quality Coordinating Committee identified and prioritized the Sandy Creek Watershed as the number one priority watershed with regard to agricultural water quality issues. Approximately 132 farms are located within the Sandy Creek Watershed of

which 85% are dairy.

Cornell Cooperative Extension Association of Jefferson County along with Cornell University is participating in a USDA funded Watershed Case Study on the Sandy Creek and South Sandy Creek Watersheds. The objective of the study is to identify the factors that encourage or deter farmers and non-farmers from participating in voluntary environmental stewardship practices. Ultimately the study results will identify how the community can join forces to address water quality issues. The Sandy Creek Watershed Program has been working closely with Jefferson County Soil and Water Conservation as they address the specific agricultural water quality issues.

Over the next few months, a variety of activities are planned which will

Sandy Creek has greater value statewide than only as a recreational fishery.

include surveying farmers and key leaders on their views of water quality issues in the watersheds and what factors assist or deter residents from implementing voluntary environmental stewardship practices. In addition, a watershed flyer will be developed to help educate residents on farm and non-farm water quality issues. Upon completion of the project, the community will have a prioritized watershed management plan for both farm and non-farm water quality issues.

If you would like more information on this project please feel free to contact Kelly Oram or Dale Morse at (315) 788-8450. ■

Watertown's Trees — Cornell Cooperative Extension Gets Involved

Urban forests are very important environments which enhance the towns, cities and communities in which we work and live. New trees are planted and old ones are removed (by man or nature) to the beautification or degradation of the landscape. Our trees take a licking in urban settings from compacted soils, pollution, neglect and of course ice storms and "microbursts." Well intentioned individuals may also plant trees without regard for the proper planting site, future impact to the surroundings or with poor planting techniques.

Reports indicate that the City of Watertown was once a majestic setting for trees; elms formed a cathedral-like canopy over the streets. Disease, old age, construction, road salt, poor pruning practices, improper tree selection, storms and other factors, have taken their toll. Recent storms have tried old, defective trees and left gaping holes in the city's tree population. Systems, even manmade urban forests, tend to go from a state of order to disorder. Inspired generations have planted a legacy to be inherited by the next, but all trees have a finite life.

In the fall of 1995, a group of interested citizens and professionals, including a horticultural educator from Cornell Cooperative Extension Association of Jefferson County, gathered to address concerns about the aging population of Watertown's urban trees.

Recent Storms have tried old, defective trees and left gaping holes in the city's tree population.

The ice storm of 1991 and the "microburst" of July 1995, coupled with old, declining trees, spurred this group now known as the "Tree Watertown Committee" to develop a tree planting and educational program for the City of Watertown. The mission of this committee is "to educate the community of Watertown in understanding trees... through Education, Planting, and Maintenance; and to serve as a resource to the community by providing the professional skills needed by other groups interested in re-TREE-ing WATERTOWN." As a result of this committee, and with the technical support of Cornell Cooperative Extension of Jefferson County, many educational events and programs have materialized including tree planting projects, school programs, presentations and displays all geared to increase the awareness of the public about our urban trees.

With the help of Cornell Cooperative Extension, a grant proposal was submitted last spring to the National and Urban Community Forestry Advisory Council in collaboration with "Tree Watertown."

The proposal was recommended for funding in the amount of \$19,550. The funding will provide for the replanting of lost trees, and it will engage senior citizens and youth groups in developing a "Tree Heritage Program."

The Tree Heritage Program will identify twenty senior citizen home owners with advanced-age trees or spots where one once existed. These individuals will be educated about the importance of urban forests and the need for a replanting process which takes into account appropriate species and sites in an urban environment. A group of about twenty youth consisting of city children from grades 4, 5 or 6, or from youth groups such as scouts, 4-H, and Big Brothers/Big Sisters will be assigned to each senior citizen household. The youth will be educated on trees, and a research project will be developed to identify potential replacement trees as well as appropriate site and planting requirements. The youth group will meet with the homeowner who will tell the children stories about the history of the tree and pass on tangible memorabilia such as pictures, leaves to be pressed, etc. Working together, the seniors and youth group will participate in the tree replacement process. In addition they will jointly prepare a "Heritage Book" about the tree being replaced which may include pictures and stories passed on by the homeowner. These finished "Heritage Books" will be donated to the local public library and the historical society as part of a community celebration of Watertown's urban forest.

Cornell Cooperative Extension of Jefferson County, through its networking and collaboration with citizen action groups such as the Tree Watertown Committee provides technical assistance which can result in bringing much needed resources to our community.

For more information on the "Tree Heritage Program," call Ralph Mitchell at (315) 788-8450. ■



Tree Watertown Committee Chairman, Sam Thomas, educates youth about the history of trees in Watertown at a special program at North Elementary in Watertown.

Parent Education - An Investment in Our Community

Sadly, in American society, more time and resources are spent on training those who care for animals, buildings, or machines than in preparing parents to rear their own children. High rates of child abuse and growing numbers of families in crisis are a tribute to this fact. For several years, Cornell Cooperative Extension has been a primary resource for parent education in Jefferson County. Last year, 19 different programs were offered to parents with children of varying ages.

A unique aspect of Cooperative Extension's programs is the premise that all families have strengths. Many other programs begin from the premise that parents are "bad" or "inadequate." Using the approach of building on strengths encourages parents to participate because it doesn't label them. There is no single model for parent education that will meet the needs for all families. Rather, current research points to an "eclectic" or varied approach which uses a number of delivery methods available in the community to match with the needs and interests of parents.

Last year 339 parents and children from 134 families participated in programs ranging from *Nurturing Babies* to the *Challenges of Adolescents*. Cornell Cooperative Extension is a primary source

of referrals from physician offices, counseling centers, schools, Public Health Service, Department of Social Services, Probation, Family Court and other community agencies. In addition, **31 volunteers contributed 991 hours** of their time to facilitate and assist with the classes. The work of volunteers extends the number of classes Cooperative Extension can offer.

Evaluations show that parents find the opportunity to share information, child rearing tips, pleasures and concerns to be very beneficial. Parenting classes have helped many parents realize that they are not the only ones experiencing problems or challenges with their children. Several indicate that participating in classes helps them to put parenting issues in perspective.

Another benefit is that the programs provide sensible, accurate information about child development, health, and guidance. Parents gain more realistic expectations of their child's behavior and learn a variety of behavior management techniques that are non-abusive. Identifying other "family supports" in the community gives parents the knowledge that help is available if they need it.

Parents gain more realistic expectations of their child's behavior and learn a variety of behavior management techniques that are non-abusive.

A new program *Kids Don't Come With Directions* is set to start in 1998 with support from the Jefferson County Youth Bureau. Focusing on first time parents, the program is preventive in nature. Research shows that intervention with new parents before parent-child cycles of abuse are established is more effective than trying to break the abusive cycles later on. The ultimate goal is to strengthen families, preventing out of home placements and incidents of abuse which are costly to the county.

Most of all, investing in parent education benefits the children who are more likely to grow up in environments that are safe and secure and filled with love and trust resulting in better performance in school and an enhanced opportunity to become productive citizens.

For more information about Parenting Programs, contact Carol West at (315) 788-8450. ■

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HORTICULTURE



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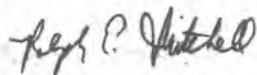
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Ralph E. Mitchell,
Extension Educator

Helping You Put Knowledge to Work

Cornell Cooperative Extension provides equal program and employment opportunities. NYS College of Agriculture and Life Sciences, NYS College of Veterinary Medicine at Cornell University, Cooperative Extension Association, county governing bodies, and US Department of Agriculture cooperating.

The American with Disabilities Act

If you are a person with a disability and require any auxiliary aids, services, or other accommodations for extension program offerings, please contact Cornell Cooperative Extension Association of Jefferson County at 788-8450 and we will discuss what accommodations are necessary.

This publication contains pesticide recommendations. Changes in pesticide regulations occur constantly and human errors are still possible. Some materials mentioned may no longer be available and some uses may no longer be legal. All pesticides distributed, sold, or applied in New York State must be registered with New York State Department of Environmental Conservation (DEC). Questions concerning the legality and/or registration status for pesticide use in New York State should be directed to the appropriate Cornell Cooperative Extension specialist or your regional DEC office. Read the label before applying any pesticide. Cornell Cooperative Extension and its employees assume no liability for the effectiveness or results of any chemicals for pesticide usage. No endorsement of products is made or implied.

ASK THE EDUCATOR

Q. I'm seeing a large group of red and black insects on the side of my house. I've even seen them inside my house during the winter. What is this insect?

Signed, Bugged Out



A. Dear Bugged Out, you may have an invasion of boxelder bugs. These red and black true bugs like to winter indoors and may enter into your house. These insects are not really harmful and will not bite. However, they may stain fabric or paint if smashed. To keep these nuisances out of your house locate and seal openings. If they show up indoors, simply vacuum or sweep them up.

Q. My Thanksgiving cactus is not blooming. What is the cause?

Signed, Holly Day

A. Dear Ms. Day, while one way to force these cacti into bloom is to provide the plant with 12 to 14 hours of total darkness beginning September 1st, at 55 degrees F, flowering will occur regardless of the day length. This can be accomplished by keeping the plant out on a cool (not freezing) porch in the autumn until the buds form.

Keep in mind that buds will not form at temperatures over 70 degrees F. Buds may even drop off if the temperature is too high or the light intensity is too low.

Q. When do I mulch my strawberries for the winter?
Signed, Very Berry

A. Dear Very Berry, you will want to apply a mulch of straw over your plants when the nighttime temperatures approach 20 degrees F. Apply about two inches of straw over the plants. Remember to remove the mulch at the end of March the next year and place it between the rows.



VORACIOUS VIBURNUM LEAF BEETLES

Supplied by: Cornell News

For the ravenous viburnum leaf beetle, a relentless southern march continues. The beetle (*Pyrrhalta viburni*) was found in the Ithaca and surrounding areas late last month by a Cornell University entomologist. The beetle had chewed its way through ornamental shrubs in several New York counties along Lake Ontario, leaving the skeletal remnants of once-beautiful bushes in its wake.

"We probably won't see much damage here for about a year," says E. Richard Hoebeke, Entomologist, and an Assistant Curator of the Cornell Insect Collection. "If it follows what it did in Rochester, it's going to be a major pest. Right now the damage is minimal here, but this is the first year that the larval stage of this beetle has had a foothold in the area."

Hoebeke spotted the beetle May 22 at Sampson State Park on Seneca Lake near Ovid, NY. The following day, Hoebeke found the beetle at Taughanock Falls State Park, near Trumansburg, NY. He found the beetle for the first time on the Cornell Ithaca campus May 27. He even found the beetle on his own home property in Trumansburg.

This is the third year that the beetle has been seen in the central and western parts of New York. Hoebeke first discovered the viburnum leaf beetle along the Lake Ontario shore on July 5, 1996, at Fair Haven Beach State Park in northern Cayuga County. That summer he also found the pest in Monroe, Orleans, Niagara and Jefferson counties. The counties of St. Lawrence, Oswego, Ontario, Wayne and Genesee have since joined the growing list. Last year, Hoebeke found the beetle in Geneva, NY.

Currently, Paul A. Weston, Cornell Senior Research Associate in Entomology, is conducting research trials at the Highland Park Arboretum in Rochester, to find ways to eliminate the pest.

He is testing a wide array of potential weapons, including natural predators like lady bugs, and he hopes to test parasitic wasps. Also, Weston is conducting studies to determine what makes viburnums susceptible to the pest and other plants resistant. "It's not a surprise that the beetle was found in Ithaca. Considering how fast it has been expanding its range, we were expecting it here this year or next," Weston says.

Weston, Hoebeke and Brian C. Eshenaur, a Cornell Cooperative Extension Educator in Monroe County, NY, have developed a viburnum leaf beetle fact sheet to assist homeowners, nurseries and landscapers in identifying the pest. The fact sheet is expected to be published in early July and will be available through county Cornell Cooperative Extension offices.

The adult beetles are hard to see, resembling a small, dark-brown blotch, about the size of the head of a large match stick. The young larvae have an off-white color, and in the second larval stage they develop black, uniform spots on their backs. Both larvae and adults are devastating to the ornamental plants.

An adult female can lay up to 500 eggs, and the larvae hatch from eggs in early May. They feed on the viburnum leaves throughout the larval period, which lasts four to five weeks. By early to mid-July, the adults appear and continue gorging on the remaining leaves. They then mate and lay eggs on the shrub's and twigs.

First discovered in Canada in 1947, the viburnum leaf beetle could have traveled from Europe on nursery plants around the turn of the century, Hoebeke believes. It was not seen in North America again until 1955 at Font Hill, Ontario. The insect then went undetected for 23 years, until it was found in Ottawa, Ontario, and Hull, Quebec. Scientists have tracked its movement since. Hoebeke says that the leaf beetle caused severe defoliation of ornamental viburnums in the Ottawa-Hull region in 1978. Homeowners or landscapers should contact their county Cornell Cooperative Extension office if they suspect the presence of the beetle on ornamental viburnum trees or bushes.



NEW VARIETIES FOR 2000: PART 1

By: National Garden Bureau

Gardeners are looking for new plants every year. Here are new flowers and vegetables that will be featured in 2000 mail order seed catalogs, seed packets or as bedding plants at garden centers. The varieties are listed alphabetically by class, with the seed source listed in parentheses after the description. The designation "R" means a retail seed company from which gardeners may purchase seed directly by mail order or also in stores that carry the variety in seed packets. A "W" designation indicates a wholesale seed company which does not sell directly to home gardeners, but these varieties should be available in catalogs or as bedding plants at garden centers next spring.

Note: The symbol () appearing next to a variety or a specific color of a variety indicates that a 35 mm slide is available from the National Garden Bureau. Please FAX us the list of slides by variety name and we will gladly mail them to you. (FAX 630-963-8864).*

FLOWERS:

Begonia Fl hybrid tuberous 'Nonstop® Rose Petticoat' * Eye catching bicolor Rose and White delight. `Nonstops' are basal branching with 3 1/2"- 4 1/2" inches fully double blooms. Perfect for partial shade in patio containers, hanging baskets, flowerbeds. (Benary) W

Campanula longistylla 'Isabella' * This summer beauty is unique. 'Isabella' has a compact habit of 6-8 inches. Blooms profusely right from the start. Its large, bell-shaped flowers are an eye-catching blue and a fresh color addition to any garden. (Goldsmith) W

Celosia 'Cramer's Amazon' Discovered in Peru, this versatile tropical plant, with its burgundy and bright green foliage, is used as a filler or landscaper. Produces a deep magenta flower. (Johnny's Selected Seeds) R

Cleome serrulata 'Solo' * 'Solo', the only thornless variety with very light pink to white flowers on top of a light green leafed plant. Suitable for direct sowing. Blooms about 8-10 weeks long. Seedpods give additional distinctive ornamental value to the plants. (Kieft) W

Four O'Clocks 'Broken Colors' * A unique mixture of tricolor 1 1/4 inch flowers in a wide range of broken colors.

Vibrant combinations of pinks, yellows, reds and purples. 20 inches tall x 13 inches wide plants. (Burpee)R
Gaillardia 'Painter's Palette' * Big bold blooms on 30 inch stems. Burgundy, pure yellow, and red/gold bicolors — a Park exclusive blend! Superb perennial and cut flower, widely adapted, sun, heat, and drought tolerant. Blooms profusely all summer long. (Park) R

Impatiens Fl 'Carnival' Excellence pushed higher. Improved — White*. New colors Metallic lilac and Salmon. Early flowering, extra compact vigorous uniform habitat. Resists stretching, proven heat tolerance and optimal cool climate performer. (Daehnfelddt) W

Impatiens 'Impulse Pink Picotee' * 'Pink Picotee' flowers are shades of pink to rose, all with darker petal margins. Seed quality for 'Pink Picotee' is excellent — matching the rest of the Impulse series with a standard of 90% plus germination. (Novartis) W

Impatiens 'Stardust' Series Big blooms, bright petal edges "dusting" into solid white pattern. Carefree, terrific garden vigor. Even in deepest shade, 'Stardust' brings its "Special Effects" look to gardens. Raspberry, Rose and 4-color Mix*. (PanAmerican) W

Marigold 'Discovery Mix' * Hybrid, dwarf plants stay a neat 8-10 inch tall. Covered with double flowers in solid yellow and orange — each measuring nearly 3 inches across. (Garden Grow) R

Morning Glory 'Celestial' Mixture Brings dazzling beauty to the garden midsummer to frost. Exciting, unique mix contains old-fashioned Heavenly Blue, Pearly Gates, and new variety Blue Star, which opens to reveal a stunning blue and white pattern. (NK Lawn & Garden) R

Nautilus Vine `Vigna caracalla' * A fast-growing, climbing vine (to 10'), bearing hyacinth-scented flower clusters from mid-summer to autumn. Tightly twisted spirals in bud, the flowers open to a lavender blush, and mellow to buff yellow. (Park) R

Nemesia 'Nebula' * Known for its large flower size and blooming power, Nemesia 'Nebula' is an excellent addition to gardens, balconies or patios. Ideal for planting with cool season crops, the bright flowers add vibrant color to spring gardens & fall pots. (Sakata) W

(Continued on page 5)

(Continued from page 4)

Nicotiana 'Saratoga' This old-fashioned favorite is one of the showiest of all annuals. Bushy plants mature to 10-12 inches. Eye-catching trumpet-shaped flowers. Colors: deep rose, lime*, purple bicolor, red, white or a formula mixture. (*Goldsmith Seeds*) W

Pansy 'Chalon Mix' * Unique ruffled Pansy series reselected and restored to many of the colors "lost" over the years. Added yellow shades and bright white picotee types brighten this exclusive mixture. Flowering is early Spring onwards. (*Floranova*) W

Pentas 'New Look® Rose' * A beautiful addition to your butterfly garden. Excellent in full sun flowerbeds, patio containers, and baskets. Very heat and drought tolerant. The 8-10 inch tall 'New Look' Series now has a pink, red, violet, and rose. (*Benary*) W

Petunia 'Coral Wave™' * Wildly popular 'Wave' makes another big splash with rich new Coral. Spreads to an amazing 4 feet. Takes hot, cold, and rain. Flourishes everywhere. Super easy to grow! Visit wave-rave.com for more details. (*PanAmerican*) W

Petunia *hedgiflora* 'Tidal Wave™' Hot Pink * & Cherry World's first petunias that grow into a "hedge" in just one season! Space close for shrublike growth, farther apart for groundcover effect. Plant can spread up to 3 feet! Won't flop over in rain. (*Ball*) W

Phlox '21st Century Magenta mix' * The first ever F 1 hybrid phlox. Outstanding in the landscape, gardeners can enjoy '21st Phlox Magenta Mix' from Spring until frost. Hybrid vigor allows this variety to adapt to a wide range of conditions. (*Waller*) W

Portulaca 'Margarita Mix' * Due to its well-branched mounding habit, Portulaca 'Margarita' can be shipped across town or across the country. Excellent performance in the landscape, the large semi-double blooms will turn any garden into a party. (*Waller*) W

Salvia *horminum* (viridis) 'Marble Arch Rose' * Uniform bushy plant having colored bracts with green veins. Improved color intensity and ornamental value of the colored bracts make the 'Marble Arch' Rose a good cutflower. (*Kieft*) W

Sunflower 'Kong' Hybrid Is a monster of a sunflower! Giant plants tower up to 15 feet over the garden with strong, thick branching stems that are topped with large yellow flowers. Fun and easy to grow. (*NK Lawn & Garden*) R

Sunflower 'Starburst Aura' Fl Beautiful, unique starburst type semidouble yellow flowers with a small green center. Six foot wellbranched plants produce 24" stems for excellent cut flowers. Unique flower form, attractive color will be an instant hit. (*Harris*) R

Tanacetum *niveum* 'Jackpot' * **Small**, white, daisy-like flowers bloom profusely on a large bushy plant. Works well in cottage gardens and in back of the border plantings. (*Johnny's Selected Seeds*) R

Verbena 'Obsession Scarlet' * **Was** first introduced as a mix for 1998/99 season. Separate colors were released in October of 1998. The obsessions have the compact habit associated with our Romance series and an improved germination. (*Novartis*) W

Vinca 'Heatwave Mix' * Early flowering and just 10 inches tall, this improved vinca creates a mound of blossoms in rich rose, deep lavender, pink and white with contrasting eyes. Thrives in heat and humidity. (*Garden Grow*) R

Viola Fl 'Panola Panache' * It's not a pansy — It's not a viola — It's a 'Panola™! Panola™ Panache' series. Free-flowering like viola, but larger flowers. Compact habit, small foliage similar to viola but earlier to flower. Resists stretching in warm climates. (*Waller*) W

VEGETABLES:

Eggplant Hybrid 'Cloud Nine' * What if someone told you they had developed a pure white bitter-free variety that required no soaking? And the flavor is not only mild, it is sweet? That's 'Cloud Nine'. Produces beautiful oval fruits in about 75 days. (*Se minis*) W

Lettuce 'Louisa MTO' * A new Bibb type lettuce with thick, beautiful red tinted leaves forming erect, tight heads. 'Louisa' has a smooth texture and a delicious eating quality. Ideal for both spring and fall plantings. 56 days from seeding. (*Harris*) R

Pea, Snap 'Sugar Sprint' * Enjoy crunchy, sweet pods of 'Sugar Sprint', a new string-less sugar snap pea. Choose 'Sugar Sprint' to replace older, stringed varieties like 'Sugar Ann' and 'Sugar Bon' and enjoy the same sweet flavor, without the strings.

(*Novartis*) W

To be continued in our next issue.

PLANT DISEASES CAN AFFECT HUMANS BY CREATING HAZARDOUS TREES

Source: Penn State Ag Science News

Plant diseases can lessen crop yield, make plants look bad, and in some cases kill their hosts, but they rarely affect humans. However, a plant pathologist in Penn State's College of Agricultural Sciences says homeowners should be aware of tree diseases that can create hazards within their landscape.

"Certain tree diseases will weaken the tree's structure enough that serious damage and serious or fatal injuries can result from falling limbs or the toppling of the entire tree," says Gary Moorman, Professor of Plant Pathology.

Moorman says only certified arborists and landscapers can determine if a tree presents a real hazard to homeowners. Still, there are visible signs that homeowners can look for to monitor the health of their trees.

Symptoms: "Slow growth, branches dying back and smaller-than-normal leaves all can be early symptoms of a disease," Moorman says. "Premature autumn leaf coloration, excessive dripping of cones or seeds, or severe winter twig kill also can be early indicators."

"The fungus enters the wound and causes a discoloration in the wood," Moorman says. "In some cases, fungi can rot roots directly with no wound required for entry."

Once the fungus is in the tree, it produces enzymes that decay the wood and provide nutrients for the fungus. Wood within the trunk and limbs lose strength. The root system also can be weakened, endangering support of the tree in the soil.

"The fungus will reproduce by forming mushrooms or shelf-like structures called 'conks' directly on the trunk, limbs, butt, root flares, or even on roots away from the tree," Moorman says. "Toward the end of the process, large limbs can die and fall, and trees affected by root rot can topple in a windstorm."

Management: "Nothing can be done for the tree once it is infected with a fungus," Moorman says.

Moorman recommends immediately removing any tree with mushrooms or fungal structures on the trunk, roots or butt if it is in an area where property damage can occur or people and pets can be injured. "If most of the tree appears healthy, remove any branch with fungal structures on it," he says.

Moorman describes some of the more prevalent fungi responsible for tree diseases.

Armillaria: This fungi causes root rot in a wide variety of conifers and hardwoods. It produces fleshy, firm, honey-colored mushrooms on the tree. A fan of fungal growth often is found under the bark at the tree base. Recently transplanted trees are very susceptible.

Forces fomentarius: It produces a hard, gray hoof-shaped growth about 6 to 8 inches in diameter on the tree trunk. The structure enlarges every year. Beech and birch trees are particularly susceptible.

Ganoderma lucidum: This root-rot fungus forms a distinctive shelf-like structure on the tree. The fungal structures are brown to reddish-brown on top and occur singly or in overlapping clusters on the trunk. It affects apple, ash, birch, cherry, elm, European beech, sweetgum, hickory, locust, maple, oak, redbud and others.

Ganoderma applanatum : This fungus causes rot at the butt of a tree. The shelf-like fungal structures are brown to reddish-brown on top, look as though they are varnished, and occur singly or in overlapping clusters on the trunk. The fungal structure grows every year for five to ten years and may reach 8 to 12 inches across. Infected trees show dying branches and small yellowed leaves.

Inonotus dryadeus: This fungus causes butt and root rot, particularly in oaks. Infected trees show dying branches and small, yellowed leaves. The fungus infects the tree in far roots and eventually works its way to the butt of the tree. The fungal structure is a large, irregular, gray to light or dark brown shelf at the soil line. "If you see the fungal structures, the tree already is severely damaged and should be removed," Moorman says.

Laetiporus sulfureus: This fungus forms massive clusters of sulfur-yellow to bright orange shelf-like fungal structures that turn white with age. The structures form in the summer or fall and drop off during winter. Once the structures are seen, most internal damage has been done. Infected trees are prone to wind breakage and should be removed at the first sign of infection.

THE TREE HERITAGE PROGRAM

By: Ralph E. Mitchell

On October 20, 1999, approximately 55 fourth, fifth and sixth grade students at the Sacred Heart School in Watertown participated in Phase II of the Tree Heritage Program. The program is designed to teach youth about their urban forests and share past memories about trees with seniors. With the help from a grant awarded by the National Urban and Community Forestry Advisory Council, Cornell Cooperative Extension Association of Jefferson County, in association with the Watertown Tree Committee, helped youth learn how to plan before you plant trees, how to plant trees, how trees benefit our homes, the history of trees in Watertown and what eats a tree. As part of this half-day educational program, 14 trees were planted around the school grounds to be cared for by the students.

Phase I of this program was completed last year at Holy Family School. Both schools will also complete a "Memory Book" which will contain blurbs and items from the present and the past about their urban trees. A video and "How To" booklet will also result from this project to inspire others to care for their urban forests.



Schedule of Events for Horticulture

HOLIDAY WORKSHOPS

Cornell Cooperative Extension office
November 18

Holiday Bread Baskets 10-12 noon
 Holiday Wreaths 10-12 noon
 Holiday Gifts From Plants 1-3 pm
 Festive Holiday Basket 1-4 pm
 Rust Proof Your Retirement 6:30-8:30 pm

For more information call 788-8450.



November 19 – Tree Heritage Appreciation Luncheon 12:00 pm at Cornell Cooperative Extension office.

November 30 – Master Gardener meeting 6:30 pm at Cornell Cooperative Extension office.



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By: Ralph H. Mitchell

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