

Range Conservationist Joins B.I.A.

by Roger Stwyer

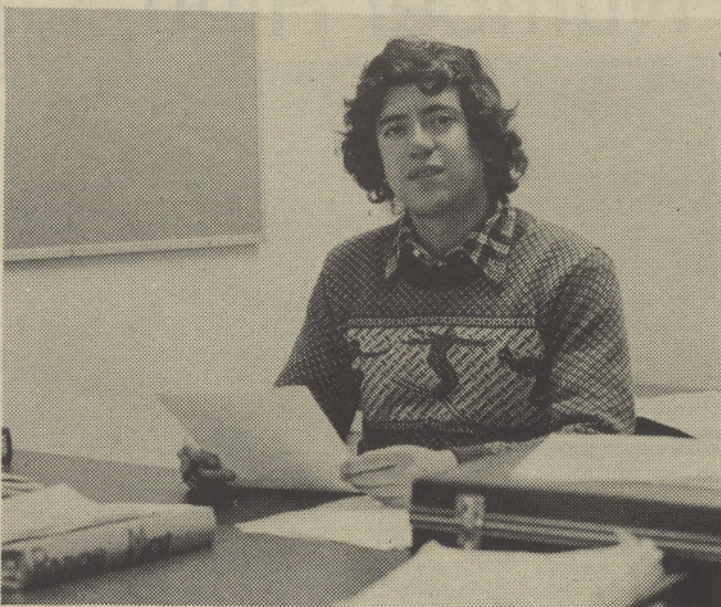
Mike Marcotte has recently joined the Bureau of Indian Affairs Land Operations staff as Range Conservationist. The position has been vacant since August 1977, when Morris Blacklock transferred to Flagstaff, Arizona.

A native of Victoria, Kansas, youthful Marcotte came here by way of Eagle Butte, S.D., on the Cheyenne River Indian Reservation, where Marcotte was also employed as a Range Conservationist. Marcotte describes the reservation as being "quite flat," adding, "when I walk out the front door, I'm not used to seeing a hill in front of me."

Twenty-eight year old Marcotte lived most of his life in Kansas and felt a desire to live in the Pacific Northwest. Mike, who has sought varied work experience, said he is still in the process of moving in, unhurriedly going through two boxes an evening.

A maroon letterman's jacket and wrap-around sunglasses identify Marcotte as a new man in town but don't offer a clue as to his profession. Marcotte can be seen walking to work every day even though some people think it's un-American to walk, he says.

Marcotte's co-worker, Ray Welch seems to be pleased with



MIKE MARCOTTE

the new employee although he realizes he has much to familiarize himself with. Welch says he has the knowledge and potential for the range program here. The 28-year old bachelor has been in the process of getting acquainted with livestock owners, tribal committee members, and Tribal Council since his employment. He is also researching the previous programs and looking at different people's goals, trying to

prioritize activities.

Having graduated from Fort Hayes State University, Mike holds a Master's degree in Quantitative Ecology and a B.S. in Biology.

Mike's favorite pastimes are playing softball and tennis, bowling, backpacking, and hunting and fishing. The newcomer got himself "hooked" on skiing after just one weekend on the snowy Oregon slopes.

Problem Drinking Among Employees Focus Of Workshop

One of your employees consistently misses Mondays. When he comes to work he's usually late and his lunch hours are getting longer. On the job his ability to concentrate is declining and he can't be counted on to meet deadlines.

The chances are good that your employee has a problem with alcohol or is suffering from alcohol problems in his family.

What can you do as a supervisor?

Previously the options were few. Most likely you would have ignored the problem until termination became the only solution. Now there is another more positive course to take to avert a crisis.

Ernie Keplin and Billie Jo McConville of the tribal alcohol program have designed a "labor management" program for the handling of problems among

Tribal, Bureau, Kah-Nee-Ta and Forest Products work forces.

They will serve as contact people between concerned supervisors and the human services to catch drinking problems as early as possible, provide appropriate treatment, and offer helpful follow-up.

Workshops are being planned to acquaint small groups of supervisors with the new program. The first session will be held for the municipal branch on the morning of January 26. At the workshops, supervisors will be alerted to the symptoms of alcohol abuse and how to detect a problem on the job. But the emphasis will be on taking positive action to minimize the effects on the work environment and direct the individual to helping services.

Supervisors will not be taught counseling or other treatment techniques but will instead be encouraged to use appropriate referral methods, explained Keplin. Assertiveness training will be presented in the workshops to give supervisors the tools to confront problem employees.

Too often, supervisors want to be "good guys" and are too permissive with their employees, thus falling into traps and games set by problem drinkers and allowing the office environment to deteriorate, said Keplin and McConville.

But intervening when the employee is still valuable on the job can prove to be effective, since the promise of employment provides the motivation to get treatment. While an employee can elect not to follow up on a referral, a supervisor can always

EXTENSION HOME ECONOMICS A Buyer's Guide to Cookware

Good cookware can be a valuable investment and the best way to be sure you are investing wisely is to buy quality pots and pans.

The main things to look for in quality cookware are durability, ease of use, and energy efficiency, says Pennie Albrandt, O.S.U. Extension Agent.

Durability is determined by the strength of the material used to make the pots and pans. Glassware and porcelain-enamel are breakable, while metal sometimes warps at high temperatures or after extended use.

Metal pans, especially aluminum, are made in a variety of thicknesses, which is indicated by the gauge number that is sometimes stamped on them. The higher the gauge number, the thinner the metal.

Heavy gauge pans have thick metal and are more durable than thin, light gauge pans. Light gauge pans warp and dent easily, whereas heavy gauge pans are not easily dented and will last for many years if used and cared for properly.

If the gauge is not stamped into the metal, check out how the pan feels. Is it flimsy or sturdy? Would a few bumps cause it to become dented?

For ease of use, first check the handle. It should be comfortable to hold and heat resistant. Make sure it is securely attached.

The lid should fit snugly, but not tightly, and have a heat-resistant knob.

A pan with a smooth, rounded interior will be easier to clean than one with protruding rivets or corners where food can stick.

In addition, a pan should be well-balanced. To test the balance, place the pan on a flat surface. Push the handle down to the flat surface. When you release the handle, the pan should return to its upright position.

An energy-efficient pan should be made of a material which is a good conductor of heat. It should have a flat bottom and straight, smooth sides for quick and even heating.

When a pan heats unevenly, food takes longer to cook and hot spots can cause food to stick and burn.

A close-fitting lid helps shorten cooking time by holding steam inside the pan.

For people who cook on an electric range, the size of the pan bottom is important. Try to buy pots and pans that are the same size as at least one of the units on the electric range.

If the surface unit is large than the pan bottom, heat is wasted because it does not contact the pan. If the pan bottom is larger than the electric range unit, it will reflect heat and may discolor the enamel finish of the range.

Cookware sets range between \$25 and \$120. With careful shopping, money spent on quality cookware can pay dividends with excellent meals and years of good service.

als and feedback easier.

The labor management program concept has been presented to tribal management, the Tribal Council and the Alcohol Advisory Board with positive response from all groups.

According to health branch manager Bob Jackson, tribal management recognizes its responsibility to assist employees with their drinking problems. Finally after years of concern, the mechanism exists to do something about it.

Teaching Your Preschool Child, Part Five

(This eight-part series was prepared by Betsy Sullivan, Reading Specialist for the Redmond School District. It contains many practical ideas for working with your preschooler to prepare him for school.)

Boxes

Boxes, just ordinary cardboard boxes, can provide an endless list of creative, social and educational experiences for a young child. In fact, you can build a whole curriculum of things worth knowing and doing with boxes.

Any kind of box will do. Toothpaste boxes, oatmeal boxes, shoe boxes, cigar boxes and the box-cartons eggs come in. Big boxes, little boxes, round boxes and square cornered boxes. Just supply the boxes, offer an occasional work of guidance and let things happen. . .

Word meaning and concepts can be taught with an occasional word about how some boxes are empty, others full; some light, others heavy; some big, some little; etc. What shapes are the boxes — round, square, rectangular? Can he feel the different textures? The smooth metal side of a band-aid box, the rough surface of corrugated cardboard. Does the box have color? A letter in his name printed on the side?

Counting and the meaning of numbers are involved when boxes are counted, or when buttons or beans in a box are counted.

Size relationships can be seen and experimented with. Which box is the biggest? The smallest? Which is bigger? This one or that one?

Boxes can be lined up in a row, the largest first down to the smaller, or can be stacked with the largest at the bottom, the smallest at the top.

Boxes can be nested with little boxes inside bigger ones.

Space relationships can be experienced and understood — he can feel himself inside, outside; beside, under and going through a box. He can experience the sensation of weight and fullness, of pushing and pulling in space.

Classifying (the grouping of things together that are alike in some way: shape, size, function or color) can be demonstrated. Big boxes separated from little boxes. Round boxes from square cornered ones. Little boxes can

be used to sort toys or nuts and bolts into different groups. Little plastic animals according to zoo or farm. Buttons according to color, size or shape.

Large and small muscles can get good coordinating practice as the body, legs, arms, hands and eyes work together to reach, haul, stack, build and even knock down!

There are many creative art projects to do with boxes.

A rocket. An oatmeal box topped with a paper plate (with a wedge cut out) curved in a cone shape.

An egg carton caterpillar. Cut off one side of bumps, draw on some eyes and there it is!

A shoe box doll bed.

A milk-carton boat with a paper plate sail.

A little doll house or barn. Bend cardboard to shape the roof.

And, an opened-up cardboard box makes an excellent surface to color or paint or paste things on.

Drama possibilities are abundant, too. Try toothpaste or lipstick box finger puppets. Cover with paper, draw a face, add hair of yard or a wee scrap of carpet.

Little cereal box hand puppets.

Face masks. Middle-sized boxes fit over heads, with holes for eyes.

Big boxes can become a puppet theater.

There's an almost limitless list of building activities. The cooperative play with other children in the process is important, too. Boxes can become trains, slides, stores. Then there are tunnels, boats, play houses, space stations, forts and whatever else your preschooler can think of!