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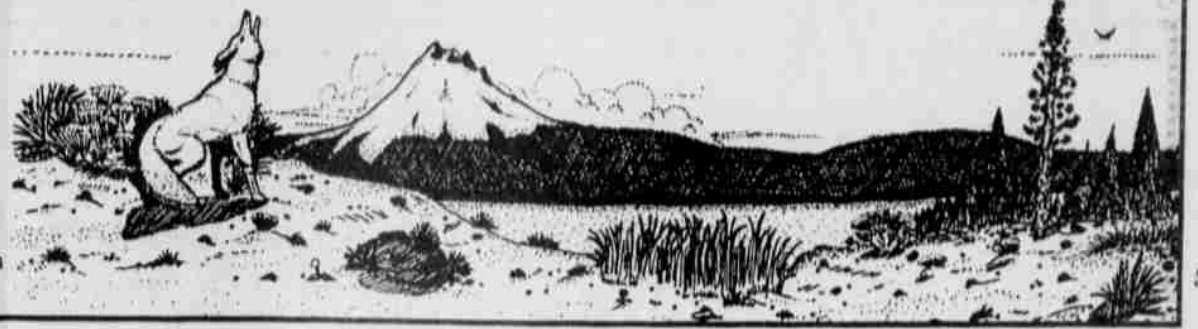
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The Oregon State University Extension Service staff is devoted to extending research-based information from OSU to the people of Warm Springs in agriculture, home economics, 4-H youth, forestry, community development, energy and extension sea grant program with OSU, United States Department of Agriculture, Jefferson County and the Confederated Tribes of Warm Springs cooperating. The Extension Service offers its programs and materials equally to all people.



Advice concerning 4-H clubs, life presented

by Sue Ryan
4-H Program Assistant
(and adapted from O.S.U. publication
4-H 0273L & 4-H 0242L)

It's time for the third letter in our series of "Letters to Leaders"—"Planning and conducting 4-H club meetings". Some of these tips may be helpful even if you're not involved with 4-H. Meetings can seem to be a way of life at times.

So, where should you start? **Setting goals with your 4-H club.** It's helpful for you *together* with your 4-H members to set a few basic goals for your club's first year. (Not too many of you may get discouraged!) Encourage 4-H members to set personal goals. You will want to do this for yourself also. You've heard the saying, "How do you know if you've gotten there

if you don't know where you're going?" **Planning a yearly 4-H club calendar.** As soon as goals have been selected by your club, it is really helpful to plan a yearly calendar of activities. Be sure to involve your 4-H members and their parents in developing this plan.

Club officers and committees. Election of officers gives the members an opportunity to develop leadership skills and responsibility. Suggested 4-H club officers are: *President *Vice-president *Secretary *Treasurer *Club reporter. If your club decides it is necessary to have a fundraising activity to establish a treasury, be sure to check with your county office of the OSU Extension Service about guidelines and policies.

Possible agenda items for a 4-H club meeting Keep in mind that these are just suggestions for a meeting. Meetings should be flexible. Not every meeting has to include all five parts or these parts in order. **Part 1. Opening-5 to 10 minutes.** This is often helpful to set a mood of relative quiet for the rest of the meeting. **Part 2. Business session-5 to 10 minutes** (not necessary at every meeting). Have a business session only when you have definite business to discuss. **Part 3. Project work-20 minutes to one or more hours.** This is the real heart of most 4-H meetings. Project work may include any of the following: * 4-H presentation * Judging or identification sessions * Guest speakers * Tours * Community service activities * Visual aid materials—film, slides, etc. * Supervised work on a project * Reinforce

recordkeeping. **Part 4. Recreation-10 to 15 minutes.**

Some leaders schedule recreational activities while waiting for all members to arrive; others prefer having this at the end of the meeting. Remember that simple action games use up excess energy and can teach information or skills. **Part 5. Refreshments** Once again, it is up to you. If your meeting is right after school, you may want to start with a snack. A Saturday morning meeting might end with refreshments. Some meetings may not need them. Some clubs prefer to alternate business meetings with project meetings, or simply to have short informal business sessions at some point during a project meeting. You might consider trying out a variety of methods to determine which works best with your age group, the size of your club, and your project area.

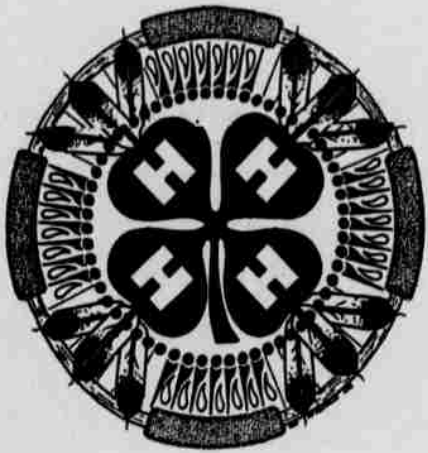
Your club meeting is the setting for much of the members' learning in 4-H. It is also the place where you have the most influence on club members. 4-H meetings help members to: *maintain fellowship. *gain self-confidence in speaking before a group. *learn group decision-making. *serve as an officer. *perform project skills. *work toward group goals. *conduct business meetings. To provide its members with these experiences, a 4-H club needs thoughtful and capable leaders who can provide effective organization, carefully planned programs, and effective teaching. The most successful 4-H clubs also have the active support and interest of the member's parents.

4-H clubs 'child-centered', helping with goals, guidance, growth

The Child-Centered Approach to 4-H (publication # 4-H 0242L)

The child-centered approach applies to all aspects of the 4-H program and means the focus is on the interest and needs of the youth. In the child-centered approach members set their own goals, carry out their plans, and assess progress towards reaching their goals. This develops with help, guidance, understanding, encouragement, and recognition from parents and leaders. This does not mean that children do whatever they want. This approach applies to general club rules as well as project and activity plans involving the 4-H'ers. 4-H is a youth program with guidance given by adults. The child-centered approach encourages the child's natural curiosity, enthusiasm, inquisitiveness, energy, and willingness to do the tasks. It is helpful for parents and leaders to consider individual needs and desires of youth. To do this they must listen to what youth are saying; or see things as a child sees them. It is important to provide a chance for members to be involved in doing something. Your role is to help youth decide what is reasonable and make them feel wanted and respected by accepting people for what they are, rather than what you expect them to be. Members need and want to be involved in deciding individual and group goals. In this way members become resources to themselves, others and the 4-H program rather than being only recipients of the program. As you guide youth, consider these characteristics. **Grade school children** * They are often interested in more than they can actually do. You may need to help them see

what is realistic for them to complete. * Younger 4H'ers often have short interest spans, so help these children choose a project where they can do several short-term assignments instead of a yearlong task. * Younger 4-H members like to be active and do things, so guide them into a project that lends itself to doing things instead of a studying project. * Members of this age group often like to do things with friends (girls with girls, boys with boys), so encourage several youth to take the same project. In this way, they have some group involvement as opposed to working alone. **Junior high youth** * They are beginning to test their independence and, with guidance, are able to make more decisions on their own. * The group is extremely important and individuals want to be accepted by their peers. * Experiences must be meaningful to youth for them to be involved. * They are continuing to develop some of their own values. * Junior high youth are becoming interested in the opposite sex and tend to have friends of both sexes. **Senior high youth** * They have a greater attention span for things they are interested in and want to perfect their skills and abilities. * They are making important decisions and choices that will affect future careers, possible marriage and family life, and have a need to experience responsibility and leadership roles to develop decision-making abilities. * They are becoming more individualistic and less concerned with group thoughts and actions. * They are moving toward a true sense of independence and are developing confidence in their ability to become adults.



Hospital to feature "museum" of household items from around the world

by Norma L. Simpson

During the next two months, you will have something new to look at in the Mountain View Hospital. Mary Wymore of the Hospitals Administrative team heard that I have lots of "museum" pieces about everyday life of the countries that I had lived in. She requested that I pick a theme, so I selected *Household Items from Around the World*.

Some items we have already used for programs in Warm Springs, but this is the first time I have had a place to leave an exhibit for any length of time. After Mary and I completed the display, I decided to prepare a sheet of explanations of the items in the case, more than we could put on the little cards in the display.

Most of the items come from Peru, Nigeria, Paraguay and Papua New Guinea, though I have worked for short periods of time in seven other countries. The items displayed have to deal with food. October is World Food Day, so my emphasis will go from food production and collection to food preparation equipment, then to other household items such as toys, tools for applying makeup and decorative baskets and trays.

People the world over are very ingenious about creating things to serve everyday needs. The flour sifter is made from a custard powder tin, in American that means a can of pudding powder mix. The toy iron made to resemble the charcoal iron is made

from a beer can. The make-up case and brush, covered with hide, is made from a cows tail.

In traditional rural settings police are scarce, so very home has a Food God to watch over their food and other possessions. I hang it in my kitchen, though you will see it in the display with string bags called "biliums" which are the traditional food storage way in longhouses of a clan.

One lady liked the idea from Peru, where the bright yellow enamel lunch pail takes hot food from the cafe to the home (or from home to work) so that the working women did not have to rush home and prepare a four course hot meal. A young boy came to the house to learn the number of servings that were needed for each course and when we wanted the meal. Food was delivered hot in the pail, but could be reheated in the enamel pans before serving, if people showed up late for dinner.

The mortar and pestle used to pound grain, beans and yams has a rough ingenious treatment of the pestle—I had to tape a cloth over the slivers. The wood of the tropics has dried so much in our dry climate that enormous slivers have lifted where you hands go. It doesn't look pretty, but it is functional.

In the display case, you will see a page in a cook book from Papua New Guinea what shows the Lotus Lilies which provide a seed like the "Woka" delicacy from the lakes and ponds of Klamath County.

Stockman's Round Up—Tractors can't swim



by Bob Pawelek
OSU Livestock Agent

Whenever I become engulfed in reports, staff meetings, phone calls, and impact statements, I take a deep breath and try to reach back in my memory to a rusted tin sign hanging crookedly from a single nail on a timber in my Grandfather's corn shed. It read,

"In life, all a man needs is a good dog, enough to eat and a mule."

Recalling those growing up years, it never occurred to me that Old Granddad had his choice of a good string of horses. But unless he was sorting calves, he always chose a mule to ride. He had his own string of mules to match anyone around, and was indeed proud of them. "A mule was good enough for George Washington," he would say.

The mules around our place could work circles around any draft horse, especially in hot and humid South Texas. They didn't really need a regular diet of oats, and got

by just fine on turnip tops, corn stalks, and range grass. A mule could work inside a barn or in thick mesquite brush by lowering his head when his ears touched a board or a branch. A horse in the same situation would usually throw his head upward and wind up hurting himself. The mules could pull heavy loads of muddy silt up out of the stock ponds, and had the heart and wind to work all day.

Some other advantages those mules had over horses are that they generally worked prickly pear thickets with ease, whereas the horses would find every single rattlesnake hole in the pasture with their feet. I recall many times pulling thorns from the horses' legs, but never from the mules'.

We had quite a few of what we called "cotton mules" around the place, and as the name implied, these critters were used strictly in the cotton fields. The cotton mules were not to be ridden, although my brother and I never passed an opportunity to climb up on the back of an older mare named Kate. She was the least apt to kick or bite, but she in turn rarely passed the opportunity to buck and snort. Granddad would catch us in the act at times, "Leave dem dam mules alone!" he would say. But I'm pretty sure he enjoyed the rodeos we had, at least without our knowing. I would like to think old Kate looked forward to the attention, too.

Along about the time the Eagle landed on the moon, Granddad bowed to modern technology and bought a 12-year-old Ford tractor. Most of the string went to auction and Kate went with them. It took a while for me to get over that. He did hold on to a draft mule, though - a mare mule named Annie. He probably named her after the cantankerous old widow down the county road. "Dem dam tractors can't swim," he would say.

Conference highlights strengths, weaknesses

by Norma L. Simpson

The conference ended by a speaker asking how many men were recovering alcoholics, and about 65 men raised their hands. Several men, young and older, had spoken before the participants about the wonderful feeling of being in recovery and the importance of spirituality to reach that stage of contentment. Several found their talents had been allowed to bloom, and their lives restored even though they had already lost their wives, children, jobs and friends. Becoming a WELL MAN IS A WONDERFUL FEELING, striving as best we can to be, what teams described as characteristics of a well man.

Teams of the conference were assigned into groups when they registered — Bears, Cats, Cows/Bulls, Dogs and Ducks. With eyes closed, each participant searched for groups by the sound of the animal voices. No matter how silly it looked and sounded, it was Fun. We not only broke the invisible bubble we live in, isolating us from each other, but we formed new bonds to strangers. Sometimes our values clashed, and we learned new ways to express our frustrations and concerns about dysfunctional families and the goals for a Well Man. Each group talked about men needing a balance between Spiritual, Mental, Physical, and Emotional parts of life, though expressed differently.

When you are in balance or harmony you can develop into a Well Man. One group said it was possible only when you throw away the outer layer of hate, anger, shame, distrust, jealousy, pain, abuse and rejection. This is like the outer ring of an onion. Inside are many layers that lead you to become a Well Man...to become a leader.

Young boys, released from high school to attend the conference, heard that there is no special time when you go from being a participant to being a leader. It is a continual process, and you can begin right now. The boys heard men, not much older than themselves, talk about searching for the spiritual way that has most meaning to you. The young men realized that they had not yet been searching for the spiritual connections that they must have to become men.

One woman participant commented that "it is important that spouses must not withhold affections from their husbands...It is very damaging to his male esteem." Then a man responded that it is equally important for a WELL MAN to act responsibly in sexual matters. A young couple in front of me agreed. Then the woman said, "I don't want the men to get the idea that we are subservient to men." And one man said "We often treat our women as servants.....does that make us a man?"

When asked about the role of women, there was silence. "Creative Avoidance, a skill of the alcoholic" one man said. The

entire *Gathering of Men* brain-stormed a list of roles of women: "Giver of life, love, contentment, care-giver/healer, listener, reader of body language, educator, role model, and often provider/supporter." And for men? The list was the same though some said warrior, leader, and protector, not on the women's list.

We'll see a complete list of goals and roles of a Well Man in this issue when the dedicated conference planners report the combined thoughts of the groups and participants.

Between sessions of the Men's Wellness conference, I also attended a soup-lunch WIC training meeting at the Wellness Center. After being in the "Duck Family" at the Men's conference, I was struck with the

similar use of words in our group to words on a handout at the WIC training about self-esteem of children. The "52 Virtues of the Week" would make a great poster for your refrigerator door. Cut it out, color it and hang it on the door or side. Or maybe you could put it on your closet bedroom door to remind you each day to try these virtues with your family members...spouse, kids, in-laws and friends. These are positive steps to healthy children, strong families and Well Men.

Source of "52 Virtues" from Virtues Project Inc. Canadian Headquarters, 192 Sun Eagle Drive, RR1 Ganges, BC, Canada V0S 160 and WELLSPRING INTERNATIONAL Educational Foundation.

52 Virtues of the Week

<input type="checkbox"/> Assertiveness	<input type="checkbox"/> Kindness
<input type="checkbox"/> Caring	<input type="checkbox"/> Love
<input type="checkbox"/> Cleanliness	<input type="checkbox"/> Loyalty
<input type="checkbox"/> Compassion	<input type="checkbox"/> Mercy
<input type="checkbox"/> Confidence	<input type="checkbox"/> Moderation
<input type="checkbox"/> Consideration	<input type="checkbox"/> Modesty
<input type="checkbox"/> Courage	<input type="checkbox"/> Obedience
<input type="checkbox"/> Courtesy	<input type="checkbox"/> Orderliness
<input type="checkbox"/> Creativity	<input type="checkbox"/> Patience
<input type="checkbox"/> Detachment	<input type="checkbox"/> Peacefulness
<input type="checkbox"/> Determination	<input type="checkbox"/> Prayerfulness
<input type="checkbox"/> Enthusiasm	<input type="checkbox"/> Purposefulness
<input type="checkbox"/> Excellence	<input type="checkbox"/> Reliability
<input type="checkbox"/> Faithfulness	<input type="checkbox"/> Respect
<input type="checkbox"/> Flexibility	<input type="checkbox"/> Responsibility
<input type="checkbox"/> Forgiveness	<input type="checkbox"/> Reverence
<input type="checkbox"/> Friendliness	<input type="checkbox"/> Self-Discipline
<input type="checkbox"/> Generosity	<input type="checkbox"/> Service
<input type="checkbox"/> Gentleness	<input type="checkbox"/> Steadfastness
<input type="checkbox"/> Helpfulness	<input type="checkbox"/> Tact
<input type="checkbox"/> Honesty	<input type="checkbox"/> Thankfulness
<input type="checkbox"/> Honor	<input type="checkbox"/> Tolerance
<input type="checkbox"/> Humility	<input type="checkbox"/> Trust
<input type="checkbox"/> Idealism	<input type="checkbox"/> Trustworthiness
<input type="checkbox"/> Joyfulness	<input type="checkbox"/> Truthfulness
<input type="checkbox"/> Justice	<input type="checkbox"/> Unity

Pumpkin Seed Snack Combo

- 3/4 cup fresh pumpkin seeds
- 6 Tablespoons butter or margarine
- 4 teaspoons worcestershire sauce
- 1 teaspoon seasoning salt
- 2 cups fried noodles
- 1 cup bite-size toasted wheat cereal
- 13 cups bite-size toasted rice cereal
- 3/4 cups salted peanuts
- 1/2 cup raisins, if desired

Wash pumpkin seeds and blot dry with paper towels. Spread seeds in jelly roll pan and bake 5 minutes at 275°F. to dry. Remove seeds from pan and set aside. Melt butter in same pan; combine with worcestershire sauce and seasoning salt. Add baked seeds, cereals, fried noodles, peanuts, stirring to coat. Bake 40 minutes at 275°F. stirring several times. Cool Mixture on paper towels. Store in airtight container. Add raisins just before serving to preserve crispness of mixture. Makes about 7 cups.

From *Home Made Pasta* booklet from Oregon Wheat Commission

Sweatshirts, towels and more are waiting at the O.S.U. Extension office!!! These items were left behind at the 1995 4-H Wilderness camp session. Come on in to claim them if you are missing anything.