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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.

The Clover speaks

by Sue Ryan

The 4-H program had two very successful 4-H youth and community cooking classes on April 9th and 11th in the 4-H kitchen. Participants learned the secrets behind making Microwave Jams-n-Jellies and Microwave Candies during the sessions. In this Cloverspeaks, I'll share the recipes from Instructor Liz Blann's kitchen for Microwave Jams-n-Jellies.

Microwave Jam and Jelly allows small-batch preparation, which fits into busy schedules. In addition, we know our preserves won't scorch and do not require constant attention. Boil-overs are a thing of the past as long as a large, deep bowl is used. Be sure to read **Jam and Jelly Tips** before making your first batch. Either liquid or powdered pectin may be used in microwave jam and jelly making. It is best, however, not to substitute one for another in a given recipe. The key to understanding the use of these two pectins is to remember that powdered pectin is boiled with the fruit so it dissolves before adding sugar, while liquid pectin is already dissolved and can be added with sugar.

JAM AND JELLY TIPS

1. Do not double the recipe.
2. Do not reduce sugar.

3. For jam and jelly making, be sure to use a deep 4 quart or larger glass or microwave safe bowls.

4. All cooking times given are a guide. You may need to add or subtract cooking time due to brand differences or wattage differences in microwave ovens. Remember to use the highest power setting, 100%. After jam or jelly mixture has come to a full rolling boil, power may be reduced to 50 to 70% for a gentler boil if needed.

5. Wait until the jam or jelly mixture comes to a full rolling boil as the recipe directs. Be patient!

6. Jams and jellies need to be stirred to distribute heat. Frequently jam or jelly mixtures will boil up when stirred-be careful!

7. Sugar mixtures get very hot so remember to use pot holders when removing bowls from the microwave oven.

8. Whenever pectin is added, add it gradually, stirring very well.

9. To test jelly for doneness: Dip a metal spoon into boiling jelly, remove and allow the juice to drip from the side of the spoon. As it nears the jelly stage it will drip from the spoon in two drops, 1/4 to 1/2 inch apart; when the jelling point has been reached the two drops will run together and drop off in one sheet or flake.

10. A conventional candy or jelly thermometer may be used to test for doneness instead of the jelly test. However, be sure to test with the microwave power off. Do not leave the thermometer in the microwave oven with the power on. At sea level, the jelling point is reached at 220 degrees to 222 degrees Fahrenheit. At higher altitudes it is reached at lower temperatures.

TRADITIONAL BERRY FREEZER JAM

Blackberries, blueberries, boysenberries, gooseberries, huckleberries, loganberries, marionberries, raspberries or strawberries will all work well in this recipe. Makes about 3 pints.

- 4 cups slightly crushed fresh berries *
 - 4 cups granulated sugar
 - 2 Tablespoons lemon juice
 - 2 ounces liquid pectin
- Combine berries, sugar and lemon juice in a deep 3 quart or larger bowl. Microwave for 7 minutes on HIGH (100%) power; stir

well to combine. Continue cooking 5 to 8 minutes more, stirring once halfway through cooking time. Mixture should come to a full boil.

Remove from microwave and stir in pectin, making sure it is well combined. Let cool 2 to 3 minutes. Fill containers to within 1 inch of the top and seal.

—For immediate use: Refrigerate; keeps several weeks.

—For longer storage: Cool to room temperature, then freeze.

JUICE JELLY

This versatile jelly can be made with any of the following: apple juice, grape juice, cranberry or cranapple juice cocktail. Makes about 4 half-pint jars.

- 2 cups juice
- 3 1/2 cups sugar
- 3 ounces liquid pectin

Combine juice and sugar in a deep 4 quart or larger bowl. Stir to mix well. Microwave uncovered on HIGH (100%) power until mixture comes to a full boil, about 12 to 14 minutes. Stir halfway through cooking time. After mixture has come to a full boil, stir in pectin. Microwave on HIGH, bringing mixture back up to a full boil. Time at full boil for 1 minute. Skim off any foam with a metal spoon and pour jelly into hot, sterile jars, seal.

Variations:
Mint Jelly: Prepare jelly with apple juice as directed. After skimming, add 1/2 teaspoon mint extract or 1 drop mint oil and 6 to 8 drops green food coloring (optional). Stir to mix, then pour into hot, sterile jars and seal.

Rose Geranium Jelly: Add 4 rose geranium leaves to apple juice and sugar before cooking. Prepare as directed, removing leaves before lading into hot sterile jars.

Many thanks to Liz Blann for coming down on April 9th to share her secrets about Microwave Jam-n-Jelly making. In the next edition of Cloverspeaks, I'll have the Microwave Candymaking recipes for you.

"Troubled" children have stress symptoms

by Norma L. Simpson

The OSU Extension office gets a newsletter called *School-Age Connections*. The last issue contained a story by Cathy Malley. She wrote about the "Hurried Children" who make up a large portion of the troubled children seen by clinics. Many of these young people experience school failure, are involved in delinquency and drugs and are those who are committing suicide. These children complain of headaches and stomach aches. The children are unhappy, hyperactive or lethargic and unmotivated. Most often we associate these same symptoms as related to stress by adults.

A common statement is that children are very adaptable, and so they bounce back easily.

But are they able, or do they tend to find other ways to respond to changes and crises by changing their behavior?

The following list of behaviors may indicate that the child is under stress. You will recognize these behaviors from most children at times. But for the child with a stress

overload, these behaviors may exhibit most of these and most of the time.

Stressed children may:

- * become unresponsive, withdraw from others
- * have frequent temper tantrums
- * act sullen or unhappy
- * develop eating problems
- * have frequent physical complaints like headaches, or stomach aches
- * be overly sensitive to mild criticism
- * show aggression toward others
- * have an uncaring attitude about their behavior or responsibilities
- * develop excessive self-stimulation habits
- * become clumsy, jittery, nervous
- * be hyperactive, unable to concentrate
- * talk compulsively about anger, threats or fears

Malley suggests that parents and teachers can do small things that change children's behavior:

Make a picture of each child that the children can like - so that they will see themselves as persons of worth. If you don't have a camera, ask someone to help you. I know that kids pull faces, but try to get one of them that does not make fun of themselves. Especially, don't tell them to look at the camera. They tend not to be positively supportive of the idea. Once you have the picture, display the picture in such a way to say "These are Special Children - unique - one of great worth to the family."

Emphasize a positive concept of others so that they see others as persons of worth

I loved Auntie even with whisker on her chin. She likes it because her mother had one too.

Encourage children to be themselves, rather than being pushed to be what they are not. For example I have a number of children who come to my OSU extension office because it is full of books and magazines. These children love to read rather than be in the basket ball court throwing hoops.

Allow children to progress at their own speed, within the framework of their own abilities - self achievement. How many times to you hear "Why are you so slow? Why can't you do it like your brother?"

Motivate children to see the world of knowledge around them through experiences and reading that will answer their questions. In our tribal setting, most things are passed from one person to another. Help the children search for the person to gain from the elders and others who value their Indianness. Many trips to the museum could open their eyes to the past and the present. The Culture and Heritage Department has opened the eyes, ears and tongues of many about the tribal languages of the reservation with the most modern of technology in the computerized program.

Allow time to learn at their own pace and time to spend by themselves absorbing what they have learned. Sometimes the hectic pace of reservation living has cut short the time needed to benefit from the learning, sifting and winnowing the kernels of new knowledge when they make the most impression. Young minds need time.

Freedom from anxiety - so that their confidence may grow in their own ability to cope with the experiences that lie ahead. Value the children's interest to sort through their new experience - either alone or with you. Recently a mother told me that her daughter was terrific about sharing her life. I complimented the mother for teaching her child what wonderful things we have to share together. The Mother and Father had taught their children very well, the importance of the parenting roles and the benefits.



Registration for sewing classes ends April 30

by Norma L. Simpson

Registration begins ends April 30 for three three-hour classes for Beginners who are learning to use their sewing machines. The classes are free to Warm Springs Reservations participants, male and female.

To participate you need to register on a first come first serve basis.

Class 1: **Friday May 3** - 9 am to 12 noon - 8 participants only

Class 2: **Friday May 3** - 1:30 to 4:30 pm. - 8 participants only

Class 3: **Saturday May 4** - 9 am to 12 noon. - 8 participants only

Please arrive promptly so that we can all receive instructions before we work with each individual person on their own machine.

Participants need to:
Bring your own sewing machine, and instruction book for the machine if you have one.

Bring oil for sewing machines'

Bring needles that fit the machine and types of fabric that you sew on. If you sew on jeans and other heavy fabric, bring size 16 (or 100 European size). If you want to sew on light as well as heavy fabric, buy a box with sizes #10 - #12 - #14 - #16.

Bring 1/2 yard light colored plain fabric to use to test the machine and to learn various types of stitches to use as samples for future sewing sessions at home.

Bring a spool of dark thread (polycord) which is polyester thread covered with cotton.

Bring at least one bobbin for your machine

Bring pins and a pin cushion.

Bring sharp scissors, and any special fabric you want to learn to sew - such as interfacing for collars.

Bring a small screw driver designed for your sewing machine if you have one.

This is short notice because we may soon lose the space during the remodeling of the building for an elevator. If you plan to attend, notify your friends too. The notice will go to the KWSO before you read this in Spilyay, so register promptly.

Oregon Indian Education Association conference held

by Norma L. Simpson

During the Keynote Speech of US Senator Ron Wyden of Oregon and panel of Donald Sampson of the Confederated Tribes of Umatilla, before the Oregon Indian Education Association, we heard them say many things about the changes of funding to Tribal programs as a result of the present congress. Our astute lobbyist and Tribal delegations from around the USA have been able to restore many of the budget cuts to Title 9 funding for Education to JOM for the 1997 budget. Only to hear from Mike Clements that the budget proposed by President Clinton is probably "dead in the water". It means we need to continue to fight for the educational funding that is needed.

One nugget that came from the speakers was the importance of education, and the earlier the better. Start with the tiny ones with learning to listen and speak.

When I returned to the office, I recalled an article by Jo Anne Kock's Extension Connection Home Economics Newsletter July 1995. The next two Spilyay issues will give different ideas about the family's role to teach each new child to speak and to listen.

Here are some ways that you can help your infant or young child learn to talk.

During the first six months:

Stimulate the child by talking to her or him. If this does not come naturally to you, try some ways to talk with the child as you work.

When you are caring for the baby, tell her what you are doing. "Let me wipe off you

face." Now I wash you nose. "giggle, giggle, babble, babble" says the child as she tries to form words. Remember she is too young to do much else. But she is learning that words and sounds come from her mouth, and she is trying to talk with you. Talk like you normally do as you respond in the conversation. "I love to hear you babble and giggle. How about a hug for your efforts!"

Share a picture book or the newspaper as you check on the specials at the supper market. Talk out loud, as you see the meats, the milk bottle, the bananas. She begins to think that pictures are associated with words you speak.

Find time every day to be alone with your boy or girl and to play-talk with the toys or the furniture or the pets or with food. "Would you like the milk instead of juice? Listen to your baby, Answer your baby each time she "talks" to you, only you use words instead of his babbling sounds. Have conversations with him. Yes, you know it is not the type of conversation that you use with grown up children but it is the way the children learn. Each person can "talk to the child, and respond to the child's attempt to talk to you. Remember it is a long process, and every person in the village has a role to play whether the child in a cradle board, a crib, in the car seat or on horse back. Talk about the trees, the flowers, the cows, the roots, the friends and the elders.

Six Months to a Year:

Talk to her directly. Use key labeling words: "Where are your socks?" not "Where

are they?" Talk with the infant so she can see what you are talking about. Hold up the socks and tell her "I'm putting your socks on your feet. Now let's put on your moccasins."

Talk to her about things that will be interesting. Maybe the new Bunny toy he got for Easter. Use a lot of facial expression and hand gestures. Try to connect your gestures to the words you are using. The baby will respond. Try to understand what your baby is saying. Respond with smiles and words and joy for the growth of your baby.

Say "Listen to 'Talking Drum' on KWSO. Can you hear the drums and the singers?" The sing along with them. You might be surprised as the child sings with you.

Talk to your baby in sentences that make sense, including familiar situations and use the first few words she uses. Do not correct invented words the child makes. These are slips of the tongue that will get better as the child learns. If you ridicule the child at this point, the child will stop trying to grow up. Most of the ideas in the article came from Your BABY AND CHILD: FROM BIRTH TO AGE FIVE, by Penelope Leach.

Remember to sign up for any of the three camps OSU Extension is offering, call for deadlines.

STOCKMAN'S ROUNDUP: Graze with care during greenup



by Bob Pawelek
OSU Livestock Agent

We put up with a lot of snow and rain and frosty wind and mud this past winter. Chapped hands and numb feet are finally healing up.

The earth is warming and the grass is sprouting. Turn 'em out and let 'em graze. Wait. Be careful.

A quick burst of grass is not always beneficial. Sometimes it can turn deadly for your animals. A condition known as grass tetany is likely to occur at such times.

Poisonous plants are also beginning their development. Lupine poisoning is among the most serious problems ranchers here face.

Tetany and its symptoms

Grass tetany occurs most often in older cows with calves under two months of age. Cows grazing fast growing, young pasture grass may be most at risk to develop tetany problems. Cloudy, windy, rainy weather seem to affect the cow and the grass by lowering magnesium levels. A week may pass after cattle are turned on to a pasture before any signs are seen.

Affected animals may become excitable, expressing a wild stare with erect ears. They are uncoordinated and tend to lean backward. An animal affected by grass tetany often has trembling muscles, grinding teeth, then come down with convulsions and soon die.

Preventing tetany

Graze clovers and legume-mixed pastures first. Legumes contain twice or more the concentration of magnesium than grass grown on the same soil. Very thin cattle should be fed well with long dry hay, and be exposed to a mineral block for several days before entering lush pastures. Watch your herd carefully for the first week or so after they've been turned out.

Treatment

Early treatment by or on the advice of your vet is very important. Cattle down for more than 12 hours are prone to suffer muscle damage and rarely recover. Animals should

be handled gently with as little stress as possible. Magnesium sulfate (epsom salts) may be used either subcutaneously or intravenously as a treatment. Any treatment should be done only after consultation with your vet.

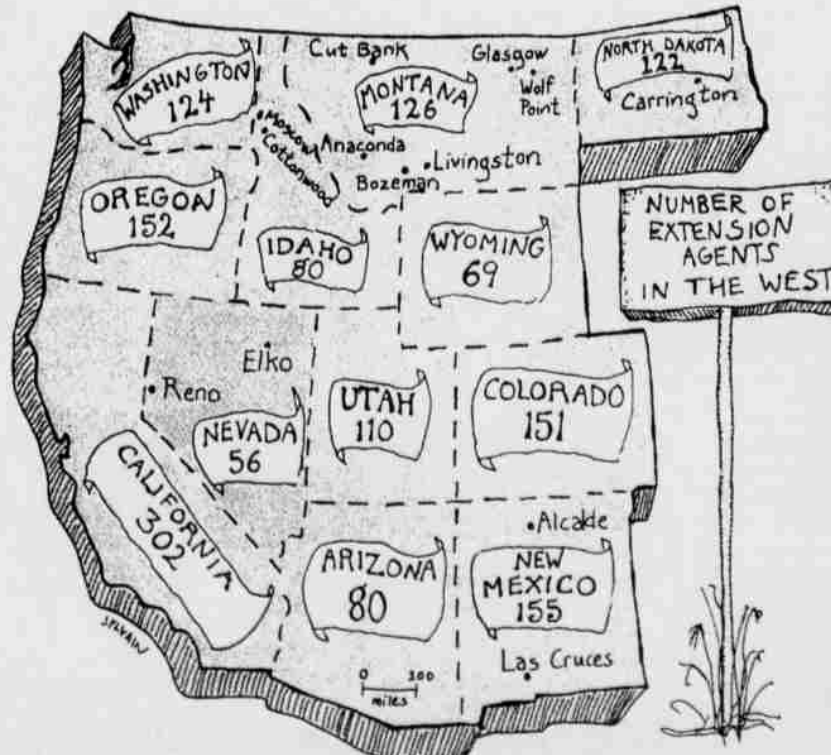
Lupine poisoning

Lupine is a common wildflower in the Northwest, with tall blue flowering parts. Ingesting lupine may cause "crooked calf disease," characterized by buck knees, twisted or crooked front legs, twisted spine and neck, and other abnormalities. Young pregnant cows run the greatest risk when grazing toxic lupines early in growth. The early flowering and post-seeding stages have low hazard.

Prevention

To reduce the incidence of the crooked calf syndrome, grazing lupines during their least hazardous growth period and reduce exposure of pregnant cows when they are in their most susceptible period of pregnancy. The hazard is at its highest when either young lupine or lupine in the mature seed stage is grazed by cows whose average stage of gestation is between the 40th and the 70th day of pregnancy. The hazard is lowest when lupine is in either the early flower or post-seed stage.

If introducing horses onto infested pastures, feed and water the animals well before turning them out. Minimal ingestion of the lupine toxin can kill a horse, given a chance.



What is cooperative extension?

The West's extension covers some ground: They counsel Colorado wheat farmers whose crops are being nibbled by antelope, broadcast advice on pest control over the radio waves in Washington's apple country and help farm kids raise prize calves. They distribute press releases with titles like: "New Crop Year Should Include Personal Stress Management," "New Videos Offer Tips on Controlling Gophers and Ground Squirrels," "Fat-Free Doesn't Mean Calorie-Free" and "Hog Cutback."

Cooperative Extension was formed by Congress in 1914 as an adjunct to the land-grant university system. Do-everything county agents and regional specialists-which together number about 1,500 in the West-often consult university researchers to answer local questions. The tow systems were mandated to help rural people stay productive and prosperous. They are funded by a combination of a, state and county funds.