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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.



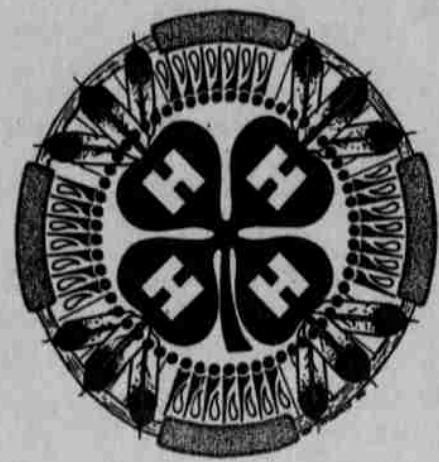
The Clover speaks

Plan now for the fall of 1998 to be a 4-H Leader

What is the 4-H Leaders Job?

1. To help 4-H members learn specific project skills.

4-H members have fun with projects while "Learning by doing."



Youth remember better if they actually experience something.

Class to begin on July 17

Native American Law: Tribes, Treaties, and The US Government college credit course will be taught this summer at Warm Springs. This is an upper division 3 credit course being taught by Kurt Peters, professor at Oregon State University.

Native American rights, economic development, and natural resources are at the center of many contemporary issues involving federal, state, and local relations with tribes. This course will study the structure of Native American treaty relationships and considers the future of these agreements.

And have an opportunity for "hands-on learning. Learning takes place within the learner—it is not something done to the learner. We encourage skills that will be

Useful to the young person now and in the future. We help each member develop good habits, experiment with new ideas, and practice problem-solving skills. By doing this, we help them become self-directed, productive, contributing members of society.

2. To teach members how to think, not what to think. We help develop creative thinking in young people by giving them a chance to make decisions on their own. They'll learn from their own choices.

3. To recognize and encourage each 4-H member so they feel noticed

And important. The most significant recognition that can be given to members is sincere praise. Attention or Compliments—letting them know they are important and what they have done is worthwhile. This is what 4-H is all about—the personal development of the Girl and Boy.

Welcome to the world of 4-H.

The 4-H program at Warm Springs is in need of 4-H leaders. For the fall of 1998. Call 553-3238 and become a 4-H leader. You will be helping the youth of Warm Springs.

The course will be taught at the Education Service Building (Old Boys Dorm), Warm Springs on July 17-18, July 31-August 1, and August 14-15. On Fridays the course will begin at 7 a.m. and end at 10 p.m. On Saturdays the course will run from 8 a.m. to 4 p.m.

Cost will be \$360 plus books. To sign up call 1-800-235-6559. Early sign up highly encouraged so adequate arrangements can be made for the course.

The course is sponsored by the Confederated Tribes of Warm Springs Distance Education Team. For additional information contact Zach del Nero at 553-3238.

Helpful tips on yellowjackets and water

Yellowjackets: Signs of Summer

Yellowjackets—the uninvited guests that hope to share our bar-b-ques and picnics are back already. Most people regard them as a nuisance, others, however, who are allergic to the venom of yellowjackets and to bee stings have real fears of this pesky insect.

Bee or Yellowjacket? First, of all what's the difference between a yellowjacket and a bee? Bees gather pollen and flower nectar while yellowjackets are mostly meat eaters but will also consume plant and fruit juices. Yellowjackets are particularly fond of rotting fruit. Yellow jackets are more likely than bees to sting without provocation. Normally no stinger remains in the skin and a single yellowjacket may sting more than once. Honeybees on the other hand, are much less likely to sting. The bees sting is generally more painful, the stinger is normally left in the skin, and a single bee can sting only once.

Yellowjackets are heavy-bodied wasps, black with yellow or white markings. They live in gray, papery nests located either below ground, or suspended above ground in trees or under the eaves of houses and garages.

There are several kinds of yellowjackets. "Workers" are the great providers, bringing home insects, meat or rotting food to nestmates. Workers are also the warriors and will defend the nest and queen against intruders. There is only one Queen to a nest. Her responsibility is to lay eggs. She begins a nest in the spring by laying a few eggs and raising these workers to adults. By the end of summer, nests may contain hundreds or even thousands of workers. It is in August and September that yellowjackets are most troublesome and dangerous. By fall the nest has also produced a crop of new Queens and male yellowjackets. New Queens leave the nest and winter over in a protected spot. They reappear in Spring to build a new nest, lay eggs and raise workers, starting the cycle all over again. Only two Queens survive the winter and these Queens almost never reuse the previous

year's nest.

Control of nuisance nests. From time to time nests need to be removed because they are too close to human activity. Here are some suggestions for safe and effective nest removal: (1) If the nest is underground, wait until night when the temperature is less than 40 degrees. Yellowjackets cannot fly at this temperature. Pour boiling water into the nest. If the nest is above ground, you can use a hose spray with a jet stream. Soak the entrance hole and nest well, and leave quickly. This should also be done when at night when the temperature is under 40 degrees; (2) Treat nests at night with an approved aerosol insecticide; treating at night will assure that workers are inside and relatively calm. Use an aerosol that propels a stream of insecticide "up to 20 feet" so you can stand off a safe distance; (3) Don't pour gasoline into ground nests. This is dangerous and harmful to the environment; and (4) use products specifically made for yellowjacket control. Read the label, follow the instructions on the pesticide product label. The label will tell you what is a legal and safe application.

Trapping. Non-toxic yellowjacket traps are available in yard and garden stores. The most effective traps use a synthetic attractant called n-heptyl butyrate to lure worker jackets into a trap from which they cannot escape. Traps can provide temporary relief at outdoor functions, by drawing workers away from people, but they are not effective for area-wide nest control

—edited from OSU Master Gardener's High Desert Gardening Letter, June 1998

Water : The Ultimate Drink

Water is often overlooked as an essential part of good health. If you need convincing that water is important, consider that we can live weeks without food, but only days without water. Now that summer is here, consider the

following questions and answers about water on the hot days ahead:

Q: How much water do you need?

A: The average adult needs about 8 cups (8 fluid ounces) of water each day. This amount may be higher if you weigh more, if you are physically active, if you eat a high fiber diet, if you are pregnant or if you live in a hotter climate.

Q: Where should you get most of the water you need each day?

A: Drinks such as plain water, juices and milk (which also contain vitamins) are your best choices. Foods also supply some water, especially fruits and vegetables. Celery, lettuce, tomatoes, and watermelon have a lot of water in them. You can also choose from decaffeinated coffee, tea, and soups.

Q: What about coffee, tea and other drinks?

A: Coffee, tea, and some soft drinks with caffeine can cause your body to lose water, so they are not the best choices. Alcoholic beverages are also dehydrating. Sports drinks are not needed if you are involved in moderate activity.

Q: Isn't thirst a good way to tell if you need water?

A: No. Thirst is not always a good indicator of your need for fluids, especially if you are young, older, sick or very active.

Q: What about babies? Do they need water?

A: Yes. Babies six months old or less get their water from breast milk or properly made baby formula. In hot weather, however, babies may need extra water (about 1 cup to 1 1/2 cup each day). Also babies who begin eating solid foods, especially protein foods, like meat, poultry, yogurt, eggs and cheese, can be given 1 cup to 1 1/2 cup of water each day. If in doubt about the amount of water needed, check with a doctor.

edited from NewsTips, April/May 1998

Helpful tips on meat, vegetables, etc. can help every day

Tips for Seniors: How to Relieve "Dry Mouth" Symptoms

The feeling of "dry mouth" is more common among older adults. Dry mouth, however, is not a normal part of aging. When older people do experience dry mouth, it is because they suffer from diseases that cause the condition or because they take medications and treatments that produce dry mouth as a side effect.

Over 400 medications list dry mouth as a side effect. Dry mouth is a typical side effect of medications prescribed to regulate blood pressure, depression, painkillers, tranquilizers, diuretics, and even over the counter antihistamines. Radiation therapy and chemotherapy can also cause changes in saliva composition and output resulting in dry mouth. Dry mouth can cause discomfort and interfere with a person's ability to chew, taste, swallow and speak.

If you experience dry mouth, consult your doctor so the underlying cause can be identified and treated. Although there is no best way to treat dry mouth, the National Institute for Dental Research recommends the following steps to relieve the sense of dryness:

1. Take frequent sips of water or drinks without sugar. Avoid caffeine-containing beverages like coffee, tea, and soft drinks.
2. Drink frequently while eating. This will make chewing and swallowing easier and may increase the taste of food.
3. Keep a glass of water by your bed for dryness during the night or upon waking.
4. Chew sugarless gum. Chewing may produce more saliva.
5. Eat sugarless mints or hard sugarless candies, but let them dissolve in your mouth. Cinnamon and mint are often the most effective.
6. Avoid tobacco and alcohol.
7. Avoid spicy, salty, and highly acidic foods that may irritate your mouth.

—Edited from Nutrition Notes, Vol. 2, No. 3, North Dakota State University Extension Service.

Summer: A Time for Freezing and Thawing!

Preserving the taste of frozen garden pro-

duce, meats and baked goods is often a test of how you thaw it out. Proper thawing is essential to maintaining the taste and texture of frozen foods. It affects the juiciness of meats, the texture and flavor of vegetables and fruits, and the moisture level of baked goods. Following is some food for "thaw-ght."

Fruits and Vegetables

*Fruits and vegetables taste fresher when frozen in a sealed freezer bag. Thaw frozen fruits and vegetables in the refrigerator overnight in the freezer bag.

*Frozen items can be thawed more quickly by immersing the sealed bag into cold water, changing the water frequently until food is thawed.

*Corn on the cob tastes fresher if completely thawed before cooking.

*Thawed fruits and vegetables that have been at room temperature for under 2 hours can be refrozen.

Meats

*Prevent bacteria from multiplying! Defrost meats in the refrigerator. Never leave thawed meat at room temperature or warmer as bacteria multiply.

*Prevent contamination! Do not let meat, thawed blood or juices come into contact with other food. Meat should be in a pan or freezer bag that will contain thawed blood and juices. Thawed meat, blood and juices could contaminate other food through contact.

*Thawed meats and poultry kept in the refrigerator should be used within 2-3 days. Thawed seafood kept in the refrigerator should be used within 1-2 days.

Baked Goods

*Thaw baked goods, breads, rolls, and desserts at room temperature.

*Baked goods wrapped in their original packaging, or wrapped with plastic will avoid moisture loss.

Safety First

Once food is thawed, it is susceptible to bacteria and spoilage. When you have defrosted food for use, keep in mind the following tips:

*Thawed frozen food will spoil faster than fresh food. Remove only the amount

you need, remove the air from the packaging, reseal, and return the remaining food to the freezer.

*Never thaw foods at or above room temperature. Food spoilage bacteria multiply most rapidly at temperatures between 40 degrees F and 140 degrees F.

—Edited from Dow Brands, 1993.

Home Gardening: Questions and Answers on Composting

What is composting?

Composting is a natural process by which organic matter such as food scraps, pet wastes, fallen leaves, and grass clippings are broken down into a rich material that can be used to enrich the soil.

Why should I compost?

Compost improves your soil by returning organic matter to the soil in a useable form. Compost 1) improves the texture of the soil; 2) allows the soil to hold more water and nutrients; and 3) adds essential nutrients to the soil. Improving your soil is the first step toward improving the health of your plants. Composting your yard and kitchen wastes also helps to cut down on the amount of material being disposed of in the local landfill.

What can I do with the Compost?

Compost can be added to the soil in gardens, planter boxes, and houseplants. Partially decomposed compost can be used for mulching to help conserve moisture, maintain soil temperature and reduce weed growth.

How do I get started composting?

There are various methods of composting. The best method for you will depend on: 1) the time you have to maintain the pile, and produce a useable product; 2) the space available for composting; 3) the amount of material available for composting; and 4) the amount of compost needed.

Where can I get more information on composting?

There are several methods of composting listed in brochure entitled "Composting in Central Oregon." These free brochures are available at the OSU/Warm Springs Extension office. This informative brochure explains the principles of composting, and includes a trouble-shooting chart.

the workshop are available at the Extension office. Call Bob or Bodie for further details.

Deworming increases gains

Deworming cows and calves, or calves only, significantly increased summer average daily gains (ADG) compared to calves reared where neither cow nor calf was dewormed. That's according to Oklahoma State University researchers who evaluated deworming strategies in cows and calves on Eastern Oklahoma Bermudagrass pasture grasses.

Deworming was done using label-recommended doses of ivermectin pour-on. The researchers evaluated treating cows only, deworming cows and calves, and deworming calves only. The table shows the resulting ADG.

Avg. Daily Gain of Cows and Calves by Treatment Protocol			
Treated	Control		
Trial 1: Deworming cows only:			
ADG of cows, lbs.	0.44	0.33	
ADG of calves, lbs.	1.83	1.70	
Trial 2: Deworming cows and calves:			
ADG of cows, lbs.	0.52	0.35	
ADG of calves, lbs.	2.05	1.80	
Trial 3: Deworming calves only:			
ADG of calves, lbs.	2.05	1.74	

STOCKMAN'S ROUNDUP: OSU statewide offering education class



by Bob Pawelek
OSU Livestock Agent

Earning a degree will soon be less of a struggle.

Distance education coursework will be used to fulfill requirements for on-campus degrees or transfer to other institutions. Using a variety of media, OSU will offer coursework in several

degree programs.

These programs will be delivered cooperatively with community colleges and Oregon State System of Higher Education institutions, and will support a cluster of related degree programs to include:

- *a baccalaureate degree in Liberal Studies,
- *a baccalaureate degree in Environmental Sciences,
- *a baccalaureate degree in Natural Resources,
- *a minor in Natural Resources, and
- *a minor in Environmental Policy.

For more information, call our office at 553-3238, or the OSU statewide toll free number, 1-800-235-6559.

Range field day to be held Eastern Oregon Agricultural Research Center and the Department of Rangeland Resources are sponsoring a Field Day on June 30. The theme will focus on meadow ecology and management.

A fee will be charged for lunch. No registration is required.

The will be held at the Northern Great Basin Experimental Range, 35 miles west of Burns. Program agenda and preregistration form for

"Communicating with Older Persons with Disabilities"

by the Office of Victims of Crime Participant Manual

Abuse of the elderly has many reasons for happening. Frustration on the part of the older person, the caregiver, family members and also the police often come from poor communications. Ah yes, you hear that term "communications" once again. Remember it takes all parties to make communications.

"Because many older people have communications impairments, it is essential for law enforcement officers (and caregivers) to develop skills that will optimize their effectiveness in interviewing victims, witnesses and suspects.

Hearing-Impaired Persons

Many older people have a partial hearing loss. This means that they can hear some sounds but not others. Most of the elderly with hearing loss do not learn sign language. Rather they depend on lip reading and hearing aids or other electronic devices to assist them.

If police suspect that an older person has a hearing loss, they should ask him or her if he or she is having difficulty understanding. Officer should not assume that he or she is having difficulty. Lots of people mutter you know, but refuse to admit it. Or the sounds of their soft voices are smothered by the air conditioner noise. Police should ask the person if he or she has a hearing aid (some older people who have hearing aids choose not to wear them all of the time). There are numerous methods and devices for assisting individuals who have hearing disabilities with communication.

Most people with hearing impairments compensate for the loss by paying more attention to visual cues. For that reason it is important that they can clearly see the speaker's lips, facial expressions, and hands.

Effective Communication with Hearing-Impaired Adults

—Ask the person if he or she would prefer to use written communication or an interpreter.

—Arrange the room where communication will take place so that no speaker and listener are more than six feet apart, and all are completely visible.

—Concentrate light (but be sure it is not glaring) on the speaker's face for greater visibility of lip movements, facial expressions and gestures.

—Position yourself directly in front of the person to whom you are speaking.

—Do not stand in front of a light source such as a window.

—Speak to the hearing-impaired person from a distance of no more than six feet, but less than three feet.

—To get the person's attention, use a light touch on the arm or shoulder.

—Establish eye contact before you begin to speak.

—Speak slightly louder than you normally would.

—Speak clearly at your normal rate, but not too quickly.

—Use short, simple sentences. Keep language concrete (rather than abstract concepts).

—Eliminate as much background noise as possible.

—Never speak directly into the person's ear.

—If the person does not appear to understand what's being said, rephrase the statement, rather than just repeating the same words.*

—Repeat key words and phrases. Ask the listener to repeat what you have said.

—If you cannot understand the person's answer to your question him or her to repeat or rephrase the response. (That may be more easier said than done.)*

—Use open-ended questions, not questions requiring a "yes" or "no" answer. (If the person has "slow motion" understanding, you might try the Yes/No questions, which the victim might be able to answer with a nod or shake of the head. At least it would establish some form of communication.)*

—Do not over-articulate. Over-articulation distorts both the sound of speech and the face, making visual clues more difficult to understand.

—Include the person in all discussions about him or her.

—Avoid smoking, chewing gum, or covering your mouth while you speak.

—Use visual aids whenever possible—drawings, diagrams.

—Watch for signs of fatigue in your listener.

—When using written communications, remember the following:

- * Keep your message short and simple.
- * Use short words and phrases.
- * Face the person after you have written your message
- * Use visual aids.
- * Always treat the elderly person with dignity and respect.
- * Avoid a condescending tone.

It is better to give for the victim the time needed for the mental translating to finish to really understand, and time to respond to one statement at a time. Otherwise the three statements became very mixed up.

Communicating with a Person with Dementia/Alzheimer's Disease

Communicating with someone who is confused, disoriented, or forgetful may be difficult. It is important, however, not to assume that someone with dementia cannot provide credible information.

Before interviews the older person, it may be helpful to get guidance from a service provider or family member who know the person. The service provider or family member may be able to provide information that can help the police determine whether the dementia is recent or long-term and whether there are times of day when the older person is more alert and oriented. Close attention should be paid to the older person's reactions. Emotional responses may reveal what the person cannot express in words. If the older person becomes agitated or frightened when asked about a certain person, it may be cause for concern.

If the person is having difficulty remembering when event occurred, police should use memory cues. For example, if Mrs. T does not remember the time at which her son arrived, she may be able to relate his arrival to other events that she does remember or that can be tracked in other ways. Questions such as "Were you watching television when he came?" "Do you remember what show you were watching?" or "Was your attendant here when he came?" may yield the desired information

Have a safe Pi-Ume-Sha celebration!