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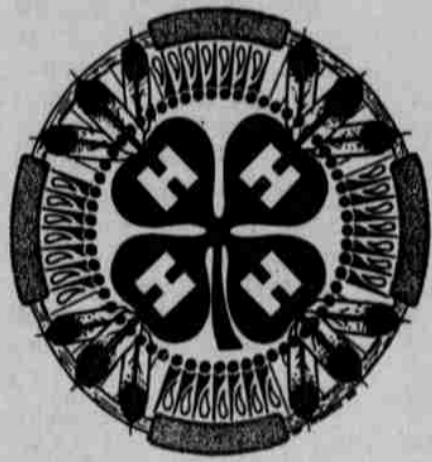
The Oregon State University Extension Service staff is devoted to extending research-based information from OSU to the people of Warm Springs in agriculture, home economics, 4-H youth, forestry, community development, energy and extension sea grant program with OSU, United States Department of Agriculture, 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 is gearing up for Fall, and we are looking for leaders. 4-H Clubs can be short-term, lasting only 4-8 weeks or long-term—lasting the entire school year. Before an adult can become a 4-H leader in



Warm Springs, they must complete a Basic 4-H Leader Training and Pre-Service process. Here are the fall & winter dates for 4-H Leader training, plus a little more on what and how 4-H clubs do and learn.

- Basic 4-H Leader Trainings:**
- Saturday, September 12th 10:30 a.m. at the 4-H Center.
 - Wednesday, September 23rd 5:30 p.m. at the 4-H Center.
 - Saturday, October 10th 10:30 a.m.—locations for Oct, Nov, Dec. TBA.
 - Wednesday, October 14th 5:30 p.m.
 - Saturday, November 14th 10:30 a.m.
 - Wednesday, November 18th 5:30 p.m.
 - Saturday, December 12th 10:30 a.m.
 - Wednesday, December 16th 5:30 p.m.
- People who are interested in becoming 4-H Leaders can attend the training on one of these dates or call to make an appointment with Sue or Arlene. It's a good idea to come

in before the training to do a sit-down visit with us. There is some minimal paperwork involved for what is known as Pre-Service or before you get started with your club.

Last spring, the state 4-H program came out with a new training manual for 4-H volunteer development. Part of what the manual covers is what 4-H is and how it is delivered.

What is 4-H about?
 Every 4-H member selects at least one project. A project is what the member decides to study, make or raise. Members choose projects that fit into their families, communities, and their ways of life.

Members should take only one or two projects the first year. Sometimes members plan more than they can accomplish and get discouraged.

Basically, 4-H members "learn by doing". Young people, with guidance from adults, learn essential life and technical skills and how to live with people and serve their community and country by practicing these skills in real-life situations.

4-H members learn by taking part in:
 *Project Work: Project work helps members gain knowledge and skills, and learn to accept responsibility. By doing project work at home, members can develop a feeling of partnership with their parents.

*Presentations: 4-H members show and tell others how to do things they learn. This is called giving a presentation, and it is a member's first step to helping others and developing leadership, and communication skills.

*Record Keeping: 4-H members write a record and story of what they have done in each project. Keeping records helps members evaluate their 4-H learning and develop business sense. Records should be completed and signed by a member's parents and leader at the end of the 4-H year.

*Recreation: 4-H'ers learn to enjoy life, themselves, and their association with others

in social activities.

*County Contests: 4-H members taking part in contests are judged and receive ribbons for their efforts and they learn how to improve their skills.

*Exhibits: Members may exhibit their project results at club meetings, local fairs, or the 4-H county and state fair. Exhibiting 4-H projects shows others what 4-H'ers are doing, helps members improve their work, and gives members a sense of pride and accomplishment.

*4-H Camp: Many 4-H members attend camp. They take part in educational and recreational experiences as they learn more about nature and living with people.

*and Additional Opportunities as they are developed at the local, county and state levels.

Who Helps 4-H Members?
 4-H members are helped by adults. These adults are volunteer leaders. Every 4-H group needs one or more adult leaders. These leaders:

- Help teach boys and girls.
- Help organize the club.
- Help officers and help at meetings.
- Tell parents about 4-H.

Becoming a Volunteer 4-H Leader

The orientation and training process to be officially enrolled as a leader in the Warm Springs 4-H Youth Development program involves the following:

- Completion of a "4-H Volunteer Service Application"
- Attendance at "Basic 4-H Leader" Training.
- Completion of an enrollment form.

Adults and teens interested in becoming volunteer 4-H leaders need to contact the 4-H office and visit with the 4-H agent. In addition to the orientation sessions, leader training in subject-matter related to the various 4-H projects is held throughout the year.

For more information call 4-H at 553-3238.

Natural Resource notables

by Zach del Nero

The Value of Healthy Riparian Areas

The following contains excerpts from an article by Sherman Swanson, Range Specialist for the University of Nevada Cooperative Extension Service.

The transition areas between the aquatic ecosystem and the nearby, upland terrestrial ecosystem are called riparian areas. These areas are identified by soil characteristics plant communities that indicate free or unbound water and include the wet areas in and near streams, ponds, lakes, springs, and other surface waters.

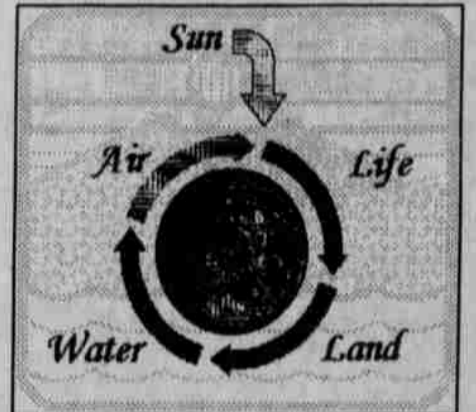
Water Means Life in the Desert
 Riparian areas can produce more vegetation per acre than any other part of the range. They are the proverbial oases in the desert that attracts humans, livestock, and wildlife. Riparian vegetation is not only highly productive, it also has the potential to stay green for a much longer part of the year than upland vegetation.

Fisheries and Wildlife

Wildlife use riparian areas more than any other single habitat. Big game use riparian areas for water and to browse or graze on riparian plants. These areas also provide necessary hiding or thermal cover. Small mammals, reptiles, and amphibians abound in the thick undergrowth near water. More than half of the vertebrates living on rangeland needs riparian areas for some critical period of their life cycle. Salmon, steelhead, and other fish species depend on healthy riparian systems to provide cover, food, and to maintain proper instream water temperatures and levels of dissolved oxygen. Well-knitted, stable stream banks and riparian vegetation provide over-

hanging banks that shelter fish and shade water.

Water
 Water in riparian areas gets used



downstream as well as on site. Water can be the limiting factor controlling such things as livestock herd size, wildlife population size and diversity, agricultural development, and urban development. Users depend on abundant sources of clean water. Improper management in logging, road building, livestock grazing and other uses can negatively impact water quality. Instream water temperatures are highly dependent upon streamside cover and riparian area quality, as well as uplands management.

Vegetation
 Riparian vegetation improves water quality by filtering out sediments and nutrients from flows, as well as dissipating energy. When plants reduce water velocity, sediments drop out and add to flood plains. Plants grow in this sediment, using roots to stabilize stream banks during peak flows. Riparian flood plains store water during high flow, then release it back to the stream during long, dry periods.

Vegetation can remove excess nutrients, thereby "cleaning" water as it passes through the system. Water with excess nutrients can cause eutrophication downstream, a condition where water becomes choked with too much organic matter and may appear green and murky. As the organic matter decays, it may deplete the supply of dissolved oxygen to levels below that which fish and other aquatics may require. Eutrophication is a special problem for cold water fish like trout, which require highly oxygenated water.

Management
 Proper management of riparian areas involves all land users. It is every person's responsibility to protect this vital resource while enjoying its tremendous value. Those who make management decisions have a special responsibility to understand the needs of the resource. With proper management, all multiple users will benefit. Without it, we stand to lose even more of this precious and invaluable resource.

If you would like more information on riparian area management, feel free to contact the OSU Extension office at 553-3238.

Wanted: 4-H Leaders!!!!

Male and/or female, willing to teach a skill or craft to children. You pick the age group to work with, the days & times to meet, the length of the class & the number of children in each class. It can be short-term or spread out throughout the year. Also it can be anything you to teach, sports, crafts, home ec., etc.

The 4-H office can help with some supplies or a location to meet.

Please contact Arlene or Sue at the OSU Extension Office if you are interested 553-3238.

Thanks to all

Thank you to everybody that helped with the 4-H Culture Camp at Peter's Pasture. It was a wonderful experience for all involved. If I had forgotten to mention you in the last issue, it was not intentional.

A big thank you goes out to Bernice Mitchell for the teepee poles and to Jenny Langnese for stepping in and teaching T-Shirt Art work, we really appreciate your input to make the camp a success.

Now that this year's camp is over and done with, I'm beginning on next year's camp. So until I see you again, Thank you all & God bless.

Arlene Boileau,
 4-H Director

HOME SWEET HOME

By Bernadette Handley, OSU Extension Home Ec Agent



YOUR CHILD'S FIRST DAY AT SCHOOL

Reading, writing and... anxiety. The first day of school can be both an exciting and stressful occasion for children and parents alike. Exciting because it's a milestone, stressful because it means separation. In most families, it causes butterflies and even some tears. Preparation-yours and your child's-can smooth the transition, however. Whether your child is starting day care, nursery school or kindergarten, there are many simple things you can do to help prepare him or her for this new adventure.

Start Early
 That bond you've forged with your child is priceless. But it's also complex, and breaking it—even for a few hours—can be a traumatic experience, particularly for a toddler. Experts say that until the age of three, children are usually unable to retain a mental picture or understand the concept of time. When your child can't see you, he or she might assume you're gone forever. Even a slightly older child may experience fear in your absence.

Start early to help your child adjust to your occasional absences. If you are a working parent you may have already faced this issue. Play a recording of your voice to help your infant relax when you step out of the room. Gradually increase the number and length of visits with relatives, friends and other caregivers to improve your child's comfort level with those outside your immediate family. Later, arrange play visits in your home and in other people's homes to help your child improve social and play skills.

Laying the Foundation
 School is just one of many new situations your child will have to face in life. But because small children don't come equipped with adult-size coping skills, it's up to you to help your child see change as a challenge. Many of the things you can do to help prepare your child for school are just good

parenting skills. Be sure to concentrate on all aspects of development—emotional, social, physical and intellectual. Pay particular attention to the following advice:

- *Provide a safe and healthy home environment.
- *Make sure your child eats a balanced diet and gets enough physical activity.
- *Take advantage of your child's natural curiosity to explore new situations and learn new concepts.
- *Praise your child and use positive reinforcement.
- *Show your child affection and concern.
- *Foster your child's self-worth.
- *Coach your child on how to participate, cooperate and communicate.
- *Demonstrate how to express kindness and appreciation.
- *Teach your child to smile, make eye contact and listen to others.
- *Allow your child to be a child.
- *Say what you mean, mean what you say and follow through on your word.

Are You Both Ready?
 First, ask yourself how you're feeling about this milestone in your child's life. If you're experiencing fear and anxiety, try not to communicate this uneasiness to your child. If you're feeling ill at ease, attend meetings and activities at the school. Set up brief meetings with the principal and teachers. Ask to sit in on classroom sessions to observe not only what the children are learning but whether they seem to enjoy learning. Gradually you'll begin to feel better about entrusting your child to the care of others. And once you believe school is going to be an exciting experience, there's a good chance your child will feel the same way.

Just because your child knows colors, shapes or letters doesn't necessarily mean he or she is ready for school. Although there is no one quality or skill a youngster needs, ask yourself the following questions to get an

idea of whether your child is ready for this major step:

- *Does your child exhibit confidence? Independent children are able to separate from parents for a period of time and can do some things for themselves.
- *Is your child curious? Curiosity is demonstrated when your child asks questions and seems interested in new experiences outside the home.
- *Does your child have age-appropriate verbal skills? Your child should be able to communicate with adults and other children.
- *Does your child demonstrate social skills? He or she should show a beginning ability to share, take turns, participate in a group, tolerate frustration and express negative feelings appropriately.
- *Does your child have a lengthening attention span? Children need to be able to focus and sustain an activity briefly.
- *Does your child possess play skills? He or she should be able to use play materials both with and without direction.
- *Does your child exhibit age-appropriate physical development? For example, children should be able to feed themselves, use the toilet and go up and down stairs.

Finally, in deciding if your child is ready for school, consider the timing. Have you recently moved, had a new baby or experienced a family crisis? Has your child been sick? If so, now may not be the best time to start an optional program such as nursery school.

The Big Day
 The decision has been made, and your child has been enrolled in preschool or kindergarten. There are a number of things you can do to help prepare your child for that first-day milestone:

- *Tell your child in advance that he or she soon will be going to school.
- *Be positive and reassure your child that school is a good place.

WSFI would employ tribal members through a pool of applicants managed by Work Experience & Development Department. Employees would realize an immediate education through hands-on experience. Yet the plan moves beyond that. With Oregon State University's commitment to Warm Springs through "OSU Statewide," employees can earn an Associate or Bachelor's degree.

Incorporating the farms as a tribal enterprise is the ultimate goal, with the option of setting aside some fee properties for individual tribal members who wish to undertake a farming venture on their own.

Beginning with one farm as a pilot seems to be an appropriate move. The working group is considering the Moody property as an ideal starting point, even though it is within the Reservation boundary. It may be that the pilot project will have to settle for the Mecca property near the mill.

Start-up capital would be required for putting these farms and ranches back into production. Funding from outside sources is being sought.

STOCKMAN'S ROUNDUP: Farms initiative considered



by Bob Pawelek
 OSU Livestock Agent

Over the past several years, the Tribes have made several wise investments in properties that extend across reservation lines. Many of these holdings have valuable agricultural potential, yet lie idle.

An opportunity exists for these properties to be managed profitably. The branches of Education, Natural Resources and Economic Development are working on a plan to utilize these properties as an educational tool, as well as a means of advancing individual and tribal net worth.

Many tribal members come from an agricultural background, and want to work in a capacity that will afford them an opportunity to learn more about farming. The plan involves employing tribal members on these farms, and, at the same time, offering employees an opportunity to continue their formal education.

The Warm Springs Farms Initiative (WSFI) will incorporate the essence of the Branch of Natural Resources' "Econ Recon" project, written in 1994. Econ Recon provided an assessment of potential natural resource based economic opportunities available to the Tribes. The basic difference between the two initiatives is that WSFI embraces education as well as economic enhancement. WSFI also addresses management of tribal fee lands.