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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.

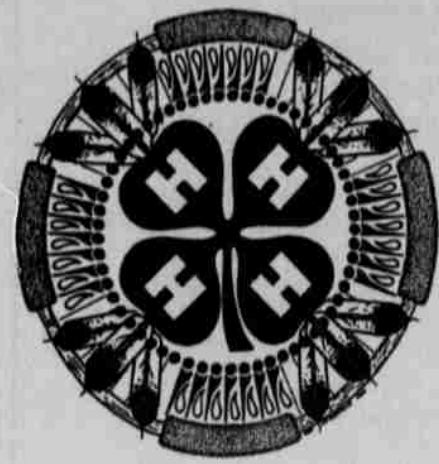


## The Clover speaks

Why do 4-H clubs require helmets?  
By Bob Pawelek

A recent horse riding death in Montana compels me to discuss the reasoning behind requiring 4-H'ers to wear helmets when horseback.

There have actually been four such incidents in the past couple of years in that area. Most



professional horsemen would say that these deaths were probably the result of a foot caught in a stirrup.

The newspapers reported, "horse trainer found in pasture with head injuries," professional rider found along the road with hoof imprint to the head; child succumbs to head injuries from riding accident."

The odds of sustaining a serious head injury from being bucked or thrown are not very high. All of the above mishaps occurred on thawed ground. When your foot is caught in a stirrup, the first place your body goes is into the hind feet and flank of your horse. It is not the normal

response of a horse, even a child's trusted mount, to kick and try to get away. If he's running down a fence line, your head is going to come in contact with posts going 30 miles an hour. Even if you're hung up for only a couple of jumps, it takes only one kick from a 1,200-pound horse to do irreparable damage.

Most saddlehorses have iron shoes on their feet.

I am not a proponent of the helmet rule. Some kids think 4-H is milksop enough without the added embarrassment of helmets. Sadly, even a handsome cowboy like me would look dorky wearing a yellow helmet.

Fashion, however, does seem to contribute to the issue. I have seen horses shy, unseating their rider with their boot still wedged in the stirrup while the rider lands on the ground. What would have happened had the boot not come off? Lace-up boots, the latest fad, are not going to come off, no matter what.

So at least you won't see a pair of those on my feet. If it were up to me, I would probably ban the lace-ups and make the helmet optional. But it's not up to me.

The point here is plain and simple-let's keep the kids safe.

## Natural Resource notables

Zach del Nero, Natural Resources Agent  
Hey man, got any weeds?

Most likely, you do. We are on the edge of being overrun by another wave of introduced weeds—and we need your help to stop the invasion. It has been a wet and cool spring, and we still have time to knock back some of the weeds before they flower and set seed.

Spotted knapweed and diffuse knapweed and two of the worst that we have. Along your driveway and into your yard and/or pasture you can probably see them right now—they are dark green, about 1-2 feet tall standing upright from a single stem. There are several things you can do with them now—you can spray them with Roundup (careful to read the label before you use it) or you can simply chop them off with a shovel or hoe. If you choose the shovel method, you can just lay them over and leave them, or rake 'em up and burn them (see Fire Management for a permit FIRST). I must stress to you that this is an emergency—if we don't act to stop this weed, it's gonna bury us....here's why:

\*In Montana, Spotted Knapweed has invaded sites and reduced elk forage by up to 90%

\*90% reduction in forage means 90% less elk—this effects deer and other wildlife just the same

\*Knapweed has allelopathic traits—that means that where it grows, it drops chemicals into the soil so that other plants cannot grow there

\*Knapweeds are poisonous to livestock and horses

\*Knapweeds spread very quickly—they will be flowering and going to seed within the next 2-3 weeks. Each plant may carry 50,000 seeds or more

\*These weeds will overtake root grounds and other culturally significant plants—eliminating the foods we have always depended on

\*Control programs may take 7-10 years or more

The Range and Ag Department has led CTWS efforts against Noxious Weeds for over 10 years, dedicating scarce monies and logging thousands of man-hours in control and survey. We are losing the battle at the community level—the weed populations in your yard, your neighbors' yard, and other public areas are spreading out to the Range and Forested areas. These weeds move with

wind as well as on your pickup when you go out to haul wood or hay, and on your car



when you head to town or wherever.

The main point is that weed control is everyone's job. Each Department has a responsibility to control weeds in its own area, and every community member has the responsibility to control weeds on their own property. If you have questions about weed identification or weed control, please contact us at the OSU Extension office.

## Position Announcement #018-842

**Position:** Extension Faculty  
4-H Youth Development Education  
**Rank:** Assistant Professor  
**Tenure:** Annual, Tenure Track  
**Position Available:** Immediately  
**Application Deadline:** July 20, 1999  
**Location:** Klamath County (Klamath Falls)

**Background**  
The Extension Office is located in Klamath Falls, and includes a staff of six faculty for the agriculture, home economics, forestry, and 4-H Youth Development programs. The 4-H Program includes over 700 members and over 200 volunteer adult leaders.

The Klamath County of today is a modern, progressive area offering economic opportunities and conveniences often found only in much more cosmopolitan settings. Yet still are seen the lakes, rivers, wildlife, trees and the land.

**Position Responsibilities**  
1. Provide overall leadership for 4-H Youth Development programs in Klamath County, and specific program content leadership for cluster programs in an area appropriate to individual background and cluster needs.

2. Coordinate and teach workshops, tours, contests, and training meetings in 4-H project areas, leadership, and life skills development based on discussions with cluster 4-H faculty, 4-H Program Leader, and Staff Chair.

3. Provide leadership and educational support for 4-H volunteers as needed to implement club based 4-H Programs, school enrichment, and special interest programs.

**Education & Experience Requirements**  
1. Master's degree required with at least one degree in youth development, education, agriculture, home economics, or a closely related field.

2. Extension and or related educational experience preferred.

3. Demonstrated teaching, written and oral communication skills including effective use of mass media.

4. Demonstrated ability to work as a team member with other professionals and volunteers.

5. Demonstrated ability to successfully interact with youth 5-19 years of age (Kindergarten through 12th grade).

6. Experience in managing volunteer led programs and an understanding of the role of program advisory committees.

7. Demonstrated ability to lead groups and to plan, organize, evaluate, manage, and delegate details associated with program and office management.

8. Demonstrated ability to communicate effectively and develop, deliver and evaluate programs for a diverse audience of youth and adults.

9. General knowledge of computers, and skills for use of word processing and other data management computer programs.

10. Ability to work independently with minimal supervision.

**Application Procedures**

In responding to this announcement, please refer to the position announcement number. For full consideration, all materials must be received by July 20, 1999. A complete file consists of:

1. Resume describing professional experience and education.

2. Copies of all college and university transcripts.

3. At least three letters of reference. These should be sent directly to the Personnel Unit from the writer.

4. A written narrative describing how your experience, qualifications, and interests have prepared you for this position.

Apply To:  
Extension Service Operations Center  
Personnel Officer  
Oregon State University  
108 Ballard Extension Hall  
Corvallis, OR 97331-3602  
Phone: 541-737-3991  
Fax: 541-737-4095  
E-mail: [margaret.phillpott@orst.edu](mailto:margaret.phillpott@orst.edu)

## HOME SWEET HOME

By Bernadette Handley, OSU Extension Home Ec Agent



Hey... Dad... This Father's Day, do you know how important you are to your child's well being? Fathers are involved in their children's lives in ways that ago well beyond the traditional role of economic provider.

Fathers who work long hours have a limited amount of time to spend with their children. However, though they are absent much of the time, they may still serve as positive role models for their children. In terms of relative frequency, fathers devote more time to play and provide many forms of affection and comfort to their children. Contrary to popular belief, fathers are not the sole or main disciplinarians of their children. Particularly in the first 2 years of life, mothers are more likely to discipline their child than are fathers. Nevertheless, fathers share this important role of monitoring and regulating a child's behavior.

Fathers look out for their children's welfare in many ways, including ensuring their needs are being met by outside institutions. A father's involvement in his children's school affects their school performance including higher class standing, more enjoyment of school and lower likelihood of failure, suspension or expulsion.

Father also provides a fair amount of behind the scene support for children. For example,

### Class begins June 21

Oregon Wage & Hour Rules require minors under 19 years of age to be certified before they can operate farm machinery when hired by farmers or ranchers (There are some exceptions).

To provide an opportunity for youth who would not be able to obtain their certificates through VoAg classes in High School, OSU Extension Service is taking reservations for its Central Oregon Farm & Tractor Safety Training & Certification Course.

The course will be conducted at the Madras High School VoAg classroom on June 21, 22 & 23, 1999 from 8 a.m. to 5 p.m. each day. Class size is limited to 20 students and only for minors who will be 14 to 17 years during the upcoming agricultural season. Youth need to register and pay at the Jeff. Co. Ext. Office by June 17, 1999. Cost is \$30.

For further information or to make reservations call 475-3808.

men can provide a great deal of emotional support to the mother of their children and help with the practical care of the child—whether they live with the mother or not. Fathers may also provide children with links to extended family and community resources, which helps teach children family history as well as essential cultural knowledge.

Fathers are more likely to engage children in play activities while mothers tend to spend more time in routine care-giving activities. Further more, the style of play that mothers and fathers engage in with their children differ, with fathers engaging their young children in more physical interaction during play.

So...why not start the summer by leading your family in activities to boost their health? More than 60 percent of adults are not regularly physically active and 25 percent are not active at all. Moreover, nearly half of children 12-21 years of age are not very active on a regular basis. Physical activity actually declines as children become adolescents. A survey conducted in 1996 recommended that parents get involved in their children's physical activities.

Why be more active? Regular physical activity boosts your mental health because it helps you resist stress, reduces anxiety and depression, and makes you more alert. It also improves physical health by reducing the risk of

diabetes and high blood pressure, and may protect against cancers such as colon cancer.

Regular physical activity involves moderately intense activities like walking briskly for a minimum of 30 minutes on most days, or shorter sessions of activity that add up to 30 minutes, according to Ellen Schuster, OSU Extension nutrition and foods specialist. For instance, says Schuster, breaking the 30 minutes in to three 10-minute segments will meet your daily goal. Children may need an additional 30 minutes of physical activity on most days.

Tips for the home: 1) Buy toys or equipment that promote physical activity, 2) Limit time spent watching television, videos and playing computer games, and 3) Use physical activity rather than food as a reward.

Tips for your own backyard: 1) Run, jog and walk in a family treasure hunt, 2) Toss around a ball, 3) Try juggling with your family, 4) Jump rope, 5) Play Frisbee, 6) Play basketball, badminton, volleyball, 7) Take the family pet for a walk and 8) Wash the car.

So, use this Father's Day as a rallying point to get your family involved in physical activity. For more family fitness ideas, go to the following web site: [www.shapeup.org/publications/99.tips.for.family.fitness.fun/index.html](http://www.shapeup.org/publications/99.tips.for.family.fitness.fun/index.html)

## What do Warm Springs Parents want from the local 4-H Program ?

By Arlene Boileau, OSU Extension 4-H Agent

Please take the time to read and fill out the following survey to better assist the 4-H program to serve you and your families.

### Warm Springs 4-H Survey

A. Describe the kind of 4-H club you would want your children to participate in? \_\_\_\_\_

B. List the day & time you would be willing to have your child in a 4-H Club. \_\_\_\_\_

C. Would you be willing to a 4-H Leader? If no how would you suggest to recruit leaders? \_\_\_\_\_

If yes list your name and Ph # below

Name: \_\_\_\_\_ Address: P.O. \_\_\_\_\_ City \_\_\_\_\_ Zip: \_\_\_\_\_

Street address: \_\_\_\_\_ Ph # \_\_\_\_\_

D. How can the 4-H Program at Warm Springs better serve the families of Warm Springs? Please describe: \_\_\_\_\_

Fill out the survey and drop in the box with a big 4-H on it in the Warm Springs Post office or stop by the OSU Extension Office in the Education Building and leave the survey with Deanie Johnson

## STOCKMAN'S ROUNDUP: Why do we have livestock at all?



by Bob Pawelek  
OSU Livestock Agent

Don't they just eat the food that would be better utilized by being given directly to people?

Agricultural animals have always made a major contribution to the welfare of human societies by providing food, shelter, fuel, fertilizer and other products and services. They are a renewable resource, and utilize another renewable resource, plants, to produce these products and services. In addition, the manure produced by the animals helps improve soil fertility and, thus, aids the

plants. In some developing countries the manure cannot be utilized as a fertilizer but is dried as a source of fuel.

Food is, by far, the most important contribution of agricultural animal, although they rank well behind plants in total quantity of food supplied. Plants supply over 80 percent of the total calories consumed in the world. Animals are a more important source of protein than they are of calories, supplying one-third of

the protein consumed in the world. Meat, milk and fish are about equal sources of animal protein, supplying, respectively, 35%, 34% and 27% of the world supply of total protein.

There are many who feel that because the world population is growing at a faster rate than is the food supply, we are becoming less and less able to afford animal foods because feeding plant products to animals is an inefficient use of potential human food. It is true that it is more efficient for humans to eat

plant products directly rather than to allow animals to convert them to human food. At best, animals only produce one pound or less of human food for each three pounds of plants eaten. However, this inefficiency only applies to those plants and plant products that the human can utilize. The fact is that over two-thirds of the feed fed to animals consists of substances that are either unde-

sirable or completely unsuited for human food. Thus, by their ability to convert inedible plant materials to human food, animals not only do not compete with the human rather they aid greatly in improving both the quantity and the quality of the diets of human societies.

Table 1 presents some statistics that are

ignored by those who would suggest that we can no longer afford the luxury of animal foods. Only about one-third of the land area of the world is classified as agricultural. Thus, roughly two-thirds of the land area of the world is not suited for any sort of agricultural use because it is covered by cities, moun-

tains, deserts, swamps, snow, etc. Of the 35 percent that can be devoted to agriculture, less than one-third (or about 10% of the total land area) can be cultivated and produce plant products that the human can digest. The remaining two-thirds of the world's agricultural

land is covered by grass, shrubs or other plants that only ruminant animals can digest. Thus, the inefficiency of animal is not a major concern since they represent the only way these plants can be converted to human food. As the human population of the world increases, it is likely that we will be forced to depend more and more on ruminant animals to meet the increased demands for food.

Thus far, nothing has been said about monogastric animals. It is true that swine and poultry can be competitors with the humans for food if they are produced by the intensive confinement systems widely practiced in the developed countries. In fact the highest proportion of feed grains and other concentrates, such as oilseed meals, fed to livestock in the United States are fed to swine and poultry. Current grain prices make this profitable. This obviously could change if grain prices increase in the future. However, the high reproductive rate and favorable feed efficiency of swine and poultry would keep them as important contributors to the diets of humans.

Table 1. Characteristics of Agricultural Land in Various Geographical Regions.

Region	Total Land	% of Total Land that is Agricultural	% of Agricultural Land in Cultivated Land	Permanent Pastures
	(1000 sq.mi.)	(%)	(%)	(%)
World	50,495	35	31	67
Developed Countries	21,176	36	33	66
Developing Countries	29,319	34	29	69
Africa	8,994	37	19	79
Asia	10,334	38	45	53
Europe	1,826	49	55	38
Oceania	3,254	61	9	91
N. America	7,084	27	46	53
S. America	6,771	31	15	81
U.S.A.	3,524	47	43	56

Source: FAO Production Yearbook