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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

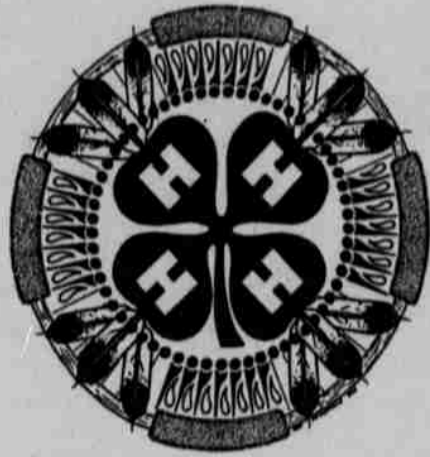
by Arlene Boileau 4-H Agent & Minnie RedDog 4-H Prgrm Ass't.

Wanted 4-H Culture Camp Staff
 Are you looking for a fun way to spend two weeks in August?

Enjoying a couple of weeks in the sun with the youth of Warm Springs at 4-H Culture Camp at Peters Pastures.

Dates of 4-H Culture Camp:
 Session I August 5-12, 2000
 Session II August 13-20, 2000
 These are the positions needed at this time:

- 3-Camp Cooks
- 1-Head female camp counselor
- 1-Head male camp counselor
- 1. Lead sweat house leader (female)
- 1-Lead sweat house leader (male)
- Camp Counselors
- Pick up an application at the SO Extension Office in the Education Building.
- Call or at 553- 3238
- Sign up for the Warm Springs 4-H Culture Camp at Peters Pastures
- Culture Camp dates are Session I



August-6th - 12th Session: II August 14th - 20th. Cost \$50.00 (ask about scholarships) and with this comes good meals, fun times with your friends, and make new friends, sleep in a tent, tie dye a T-shirt and a heck of a good time.

Well Little Cooks here we go again with another recipe for you to try. This time we will cook Saucy Spaghetti. Remember to wash your

hands and have big sister or brother in the kitchen with you. You'll need the following:

1 pound of Hamburger, 1/2 teaspoon of instant minced onion, 1/4 teaspoon salt, 1/4 teaspoon dried oregano leaves crushed, Dash of pepper 19 -ounce can spaghetti in tomato sauce with cheese. Green pepper and onion rings. Grated Parmesan cheese. Take out 1 medium skillet, wooden spoon, measuring spoons, can opener. Brown the meat in the skillet (electric skillet 350). Stir. Spoon off the fat. Add onion, salt, oregano and pepper. Use can opener to open the spaghetti. Pour spaghetti into the browned meat. Stir with wooden spoon. Top with green pepper and onion rings, Cook covered, over low heat for 5 minutes. Sprinkle with cheese. Serve with hot garlic bread and juice. Enjoy your meal.

Children have never been very good at listening to their elders. But they have never failed to imitate them. James Baldwin

Natural Resource Notables

by Zach del Nero,

Federal studies predict impacts of global warming

Global warming - how much do we really know about it? Any day you can pick up the paper and see some sort of news about it - one scientist says its no big deal while another says it's the end of the world. One thing is for sure - global warming is real.

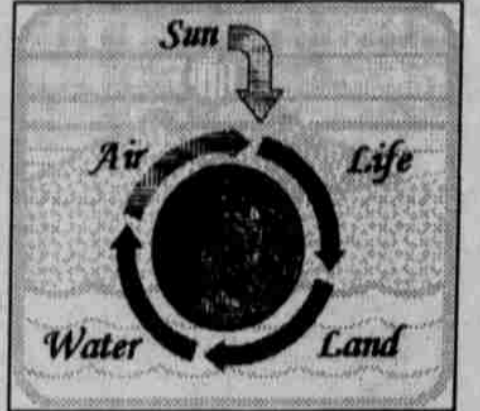
One time I saw a cartoon in a newspaper, it had a picture of a guy sitting in his car in his garage. The picture showed exhaust coming out the tailpipe and filling up the garage and the guy didn't look too healthy. The caption on the cartoon read "Greenhouse effect - get it?"

That's the simplest picture of global warming I've ever seen. My daughter really likes dinosaurs, so we watched that "Walking With Dinosaurs" show that was on Discovery Channel. The last part of the show talked about how the earth had lots of volcanoes going off ("geothermal activity" they called it) and this was all adding up to fill the atmosphere with toxic fumes and gases. This, along with a comet hitting the earth, led to the extinction of 65% of all life on earth. I couldn't help but think of all the stuff that we in the industrialized world has put into the air, water, and land - and the earth has begun to show signs that it cannot take too much more. It's common sense really, we add more and more heat to the atmosphere - and it heats up. But we are not just talking about heat, there is an endless list of chemical and biological changes that are going on at the same time - and they will affect our lives and those of our grandchildren.

I remember joking about it that I like the idea of global warming - sounds pretty good to have Hawaii weather on the Oregon coast! But it isn't that simple. Global warming and environmental change will lead to irreversible changes in the landscape, plant and animal life, and human life.

This week, CNN reported that the Federal government predicts widespread impacts on the U.S. as a result of global warming. The report, "Climate Change Impacts on the United States," is the first national assessment of how global warming might affect America. The report predicts an increase in average tem-

peratures between 5-10 degrees Fahrenheit over the next century



with the following possible effects:
 *Cities grow hotter with the "heat-island" effect as buildings and streets absorb heat (ever been to Phoenix in August?). In addition, global temperatures will rise and make things even worse. This also means that people will use more and more energy to power air conditioning, etc. - generating even more pollution.

*Heavier precipitation and faster evaporation - leading to greater frequency of very wet and dry conditions. Floods and droughts are expected to get worse.

*Some ecosystems could disappear or otherwise be severely damaged. Alpine meadows in the Rockies and sugar maples in the northeast could die out, while southeast forests could break up into more grasslands.

*Rising sea levels will cause coastal wetlands to shrink and put coastal communities at increased risk of storm surges (like all that flooding on the East Coast in the winter storms). This leads to problems as animal and plant species disappear - and high risks of pollution when storms hit and knock out these town and cities.

*The report also predicts more heat waves and an increase in crop yields (so I guess there could be more food in the short run).

The report is still a draft, and the final will come out of Congress this fall. CNN says that the report predicts little impact on the US economy as a whole, but rough times for some communities including coastal areas, ski resorts, and those in delicate ecosystems.

So what does this all mean to us



HOME SWEET HOME

By Bernadette Handley, Family & Community Development Agent



Hi well are you managing your children's TV habits?

Consider the facts:

- *Children spend more time watching TV than in any other activity except sleeping.
- *Preschoolers spend more time in front of the TV than it takes to get a college degree.
- *By the time they graduate from high school, most children will have spent 15,000 hours watching TV, compared to 11,000 in school.
- You can learn a lot in 15,000 hours. Next to parents, TV is the most influential teacher most children will have. Children learn from TV all the time. Programs don't have to be "educational" to teach. What children learn from the "flickering blue parent" can either interfere with or enhance their growth. The choice is up to you.
- Most programs children watch are meant for adults. But children don't have our broad experience with the real world. For young children, TV is the real world, even if it differs from their own values and experiences.
- Children believe what they see on the screen. They can't always tell the difference between what is real and what is make-believe, and this can confuse and mislead them. In some cases, the consequences are more severe. Children have been known to hurt themselves and other people by imitating what they have seen on the TV screen.
- TV can hurt children in other ways. We know, for example, that children who watch a lot of TV can become passive. Children need to do things in order to grow. When they spend a lot of time in front of the TV, they lose chances to become creative, use their minds, and develop their motor skills. Many parents and other experts on children worry, about some of the "hidden" messages of TV. They fear that some programs teach negative attitudes toward women and minorities. They are concerned about the desire for toys and sugary food that TV commercials create in their children. And, of course, the mounting evidence on the relationship between TV violence and violence in our society is disturbing to us all.
- But TV is not all bad. TV can also be a window on the world. It can broaden children's knowledge and interests by introducing them to:

- *Places they've never seen;
- *People they've never met; and Things they've never done.
- TV also can teach children skills such as reading, counting, spelling and problem-solving, and healthy attitudes toward themselves and other people. Sharing, self-control and courage are among the positive behaviors children can learn from watching TV. Television is here to stay. It is an extraordinary invention that can enrich children's lives—or stunt their growth. It all depends on how you as a parent guide TV viewing in your home.
- There is no need to go to the extreme of forbidding any TV viewing in your home. You may decide, though, to go down to cut down on the amount of time your children watch TV. Or you may want to be more selective—using TV as a baby-sitter—isn't a good ideal either. Instead, make TV viewing an active experience for your children.
- *Become aware of what your children are watching
- *Plan their viewing; *Talk to them about what they watch; *Follow up TV viewing with active experiences.
- For better or worse—the choice is up to you. Television can be rich learning and social experience for your children. With a little planning, you can change what might be a solitary experience into a chance for family members to learn and draw closer together. To add a healthy and human dimension to TV viewing in your home, try some of the following ideas.
- Find out what your children are watching. Watch programs with your children whenever possible. If you can't join them, let them know you're there to talk about a program or answer questions.
- Also ask them about what they think about different shows and encourage them to ask questions. Don't be afraid to express your
- Talk about issues that come up on programs, the difference between.
- Talk about issues that come up Property. Tell you about issues that come up on programs, the difference is: They don't want to talk about issues. Talk about issues that come up on programs. The differences between make-believe and real life. TV characters and how they liked talk about issues type. Talk about issues that come up on programs, the difference between make-believe and

real life, TV.

Talk about issues that come up on programs, the difference between make-believe.

TV about issues that come up on programs, the difference between make-believe and real life. TV characters and how they are like or unlike people you know, and how violence can hurt people.

Plan their TV menu
 On a daily or weekly basis, go over the TV Guide or a local program listing with your children and select programs for viewing. If they want to watch a show you think is inappropriate, explain what you don't like about it. Be gentle but firm in enforcing your limits. Encourage them to watch a wide range of programs. Provide them with many other activities.

Follow TV viewing with active experiences.
 Encourage children to draw or act out what they saw. Have them make up a story about one of their favorite programs. Type it up and let them illustrate it.

Help them write letters to stars, stations and sponsors, asking questions and expressing opinions.

Play games to increase their language skills. For example, look for a new word each day, or think of programs and characters that begin with different letters.

Follow new information and interests with books and field trips.

Think up games like describing a TV character and having other guess who it is or imagining what certain characters would do if they appeared on different programs.

With older children, talk about how TV shows are made and produced. If possible, visit a TV studio or arrange for children to participate in a program.

Of course, even while building on the benefits of TV, you can't ignore its negative aspects. When you see something you don't like, write a letter to your local station, a TV network, the press, your Congressional representative, or a group working for better programming for children. Or start your own group. Many local groups, like Action for Children's Television, have been influential in causing better programming for children on both local and national levels (EC 1295 Helping Children Grow: Managing Children's TV Habits).

STOCKMAN'S ROUNDUP: The new Extension Service



by Bob Pawelek
 OSU Livestock Agent

The U.S. land-grant university "Extension Service" model is arguably among the most effective organizations ever created. Over the last century the Extension Service has been a major source of informa-

tion and advice for millions of people. Young people have learned citizenship and life skills through 4-H and other youth programs. Farmers have become remarkably more proficient in feeding the nation and the world based on Extension-provided information. Families and communities are healthier and happier because of the Extension Service.

From its original rural focus, Extension programs have expanded to suburban and urban areas. The scope of Extension activities and programs has increased, adding new skills needed by individuals, families, and communities.

Because the currencies of the Extension Service have been information and human development, and because its programs focused on families and natural resources, the organization has thrived throughout four generations. The Extension Service was successful as the nation

moved from an agrarian to an industrial society and beyond. With this long-lasting record of success, why would the land-grant University Extension Service need to change now?

There are two fundamental trends in the world today that demand changes in the Extension Service if it is to survive and retain its premier utility. First, the information needed for guiding a family or a community no longer arrives slowly or in discrete packages. Today, families and communities (and businesses) have the opportunity to benefit from huge amounts of information, arriving rapidly from multiple sources. They must sort out and evaluate what is truly useful or even essential. The current configuration and practices in the Extension Service, despite some forays into modern information management, are simply not designed for the age of information technology.

The second fundamental change

is that technology now drives virtually all economic systems. To be successful, the Extension Service must become an active partner in the use of technology in all of its programs, and in the technology sector itself. Otherwise, Extension will become too expensive, marginalized, obsolete, and not a key participant in the information technology world that is here as we enter the 21st century.

Certainly the Extension Service for the next decade will retain and expand many of its current programs and activities. However, Extension must immediately reconstruct itself as an organization to meet the needs of its current and future constituents. Among the most basic changes are the following.

1. Become a partner with the high-technology sector in addition to the agriculture and forestry sectors.
2. Expand the focus of its programs from the current constituencies of

persons, families and communities, to include companies, whole economic sectors and entire counties and regions.

3. Become experts at detecting and then serving the complex information needs of all constituencies, utilizing the broad strengths of OSU and its partners.

4. Meet the life-long education needs of all constituencies, integrating distance and continuing education programs with those of the Extension Service.

5. Operate the Extension Service on a business basis, providing as much free assistance as possible, but generating sufficient revenue to ensure that the needs of its constituents are met.

The new Extension Service will serve as a national leader, like other parts of the University, as it responds to changing conditions to better serve our diverse clientele.



Remember 4-H Culture Enrichment camp at Peter's Pasture
 August 6 - 12 session I for 2nd to 5th grade
 August 14 - 20 session II for 6th - 9th grade