



CHAPTER 1

BRIEF HISTORY OF 4-H

4-H was formed as the result of dedicated, forward-looking people, working individually and in groups. These innovators were interested in youth education. Although the 4-H Youth Development Program (YDP) was not a program established by just a few individuals, several are highlighted below.

In 1902, A. B. Graham, an Ohio school superintendent, organized a boys' and girls' club with a home project based on corn. This became the first 4-H club. The first 4-H emblem was a three-leaf clover introduced by O. H. Benson some time between 1907 and 1908. The clover was used on placards, posters, badges, and canning labels. In 1908, pins with the clover emblem were introduced. The H's signified Head, Heart, and Hands.

Benson cited the need for four H's rather than three, suggesting that they stand for head, heart, hands, and hustle. The present 4-H design was adopted when O. B. Martin, who was directing club work in the South, suggested that the 4-H's stand for Head, Heart, Hands, and Health.

Otis Hall, State 4-H Leader in Kansas, wrote the original 4-H pledge. When the Executive Committee of the Land Grant College Association asked R. A. Pearson, president of Iowa State College, and Dr. A.C. True of the Federal Extension Service to write a pledge for 4-H, they submitted a pledge written substantially by Hall.

By 1912, UC was helping school districts form youth agricultural clubs in rural areas. In 1914, 84 high school agricultural clubs were active in California. The initial objective of the clubs was not to train youth in skills, but to influence the farm and home practices of their parents. Cooperative Extension (CE) staff outlined project work.

With the passage of the Smith-Lever Act by Congress in 1914, all CE work, including boys' and girls' clubs, became an official function of the United States Department of Agriculture (USDA) directed through the land grant college system. The extension of the Smith-Lever Act pertained to the black land grant colleges that were established in 1890, as well as the land grant college system that had been established by the Morrill Act in 1862. The Smith-Lever act was amended and then consolidated in 1953. Discussions on the floors of both houses of Congress on May 21, 1953, clearly established that CE was to continue conducting 4-H YDP work.

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In 1915, competition arose among 4-H clubs in California. Thirty-seven clubs had at least six boys each. In 1917, some 2,716 participants in 208 high school agricultural clubs were engaged in projects under UC's direction. Contest winners received prizes, usually a trip to Berkeley or the University Farm in Davis. In the summer of 1914, 142 boys spent three days camping in militia tents at the University Farm in Davis. This was the start of the annual summer 4-H Leadership Conference.

During the 1920's, agricultural club work grew. More than 5,000 youth were enrolled by mid-decade, and more than 400 volunteers contributed their time to club work. The club summer camps continued at the University Farm, bringing youth together from throughout California.

In 1928, the title "4-H" appeared in California reports of youth work. In the 1930's more than 10,000 youth in California 4-H clubs learned skills through individual projects, and developed leadership and civic responsibility through community improvement projects. As totalitarianism threatened Europe toward the decade's end, 4-H leaders placed new emphasis



on training for citizenship, the history of democracy, government processes, political parties, and voting.

In 1953, 4-H programs were reorganized to include a broader audience. Projects were offered in rural electricity, tractor maintenance, entomology, and home economics. Projects were no longer required to show an economic return. 4-H clubs were sometimes used to extend research, as in the case of a 1950's Butte County project where club members conducted livestock feeding trials using almond hulls, a food-processing by-product that was usually burned as waste. The feeding trials were successful and almond hulls became widely accepted as satisfactory feed for cattle.

During the late 1960's, the traditional 4-H program received new stimulus. Congress appropriated funds for programs in low-income, urban areas, and state funds were allocated for urban youth work. Some counties developed experimental 4-H programs, adopting projects and methods for new groups with special needs. In 1964, there were 37,000 4-H members in 1,000 clubs. By 1969, 4-H had grown to 50,000 members, with 20 percent of the members coming from low-income areas.

In the 1970's and 1980's, federal legislation focused on equal opportunity for women, the disabled, and ethnic minorities. The 4-H program sought to attract minorities with short-term projects, in-school and after-school programs, and special urban and migrant outreach efforts. Because some of the traditional 4-H programs and delivery methods were ineffective with inner-city youth, 4-H specialists and advisors expanded the program by seeking grants and private funds for special projects, such as a summer outdoor education project in the San Joaquin Valley.

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During the 1980's, dramatic demographic and social changes occurred in California, spanning the dimensions of race, ethnicity, language, and socioeconomics. Many immigrants from Asia, Latin America, Russia, and the Caribbean settled in California. Family patterns that included single-parent households and working mothers made an impact on youth needs.

In response to these changes, 4-H fostered new ideas to revitalize existing programs and start new ones. In urban areas, 4-H pioneered programs in low-income housing projects to offer education in drama, arts and crafts, cooking, math, and reading. To reach large and heterogeneous populations in urban areas, 4-H collaborated with urban community organizations and became a partner in federally funded programs designed to help children catch up in school, get health care, and adapt to their community.

Youth development experts expressed concern about the growing number of youth unsupervised during afterschool hours. In response, 4-H began working with schools and community organizations to establish before- and after-school programs to help unsupervised youth.

The stage is continuously being set for progress in the 4-H YDP. The 4-H Center for Youth Development at UC Davis allows greater emphasis on youth development research. Long-term changes are occurring in the organization of departments in land grant colleges that focus on youth. Departments that focus on food and nutrition, community development, human development, and agricultural economics are being organized into divisions within colleges. This should facilitate communication across fields and levels of science.

In the twenty-first century, changing trends in demographics, economy, and resources will continue to challenge Californians. Although resources are scarce, the 4-H YDP is attempting to serve a more diverse audience. Personnel are continually examining and redesigning programs and projects to meet the needs of an ever-changing society.



PHILOSOPHY, PRINCIPLES, AND CORE VALUES

Mission of 4-H

The University of California 4-H Youth Development Program engages youth in reaching their fullest potential while advancing the field of youth development.

“The University of California 4-H Youth Development Program engages youth in reaching their fullest potential ...”

Guiding Principles

The following principles guide the 4-H YDP:

1. 4-H YDP staff sets the educational standards.
2. Programs and activities must be developmentally appropriate for specific age groups and foster interaction between 4-H members and adult volunteers.
3. 4-H members and adult volunteers should be active participants in the design, implementation, and evaluation of programs.
4. Programs and activities will provide opportunities for developing and enhancing life skills and be consistent with the 4-H YDP core values.
5. All participants have the right to be accepted, respected, and appreciated by others.
6. All participants have the right to equal access to information and activities.
7. Partnerships will be developed to enhance program effectiveness and efficiency and increase access to research information.
8. Adult volunteers will be recruited, trained, supported, and recognized.
9. 4-H YDP and activities will be evaluated.

Core Values

4-H YDP core values require that programs be:

1. Responsive to California’s youth and families,
2. Inclusive and diverse,
3. Innovative and adaptable,
4. Accountable for actions and resources,
5. Collaborative and team focused,
6. Honest, fair, and equitable,
7. Respectful for the health and well being of people, animals, and the environment;
and
8. Evaluated regularly and adjusted as needed to maintain effectiveness.



4-H SYMBOLS



Colors and Emblem

The 4-H flag consists of a green, four-leaf, stemmed clover on a white background. The clover has a letter "H" in white or gold on each leaf. The H's stand for Head, Heart, Hands, and Health. The 4-H emblem symbolizes the aim and desired results of effective learning for each individual.

- HEAD** Problem solving: ability to sort out complex problems
- HEART** Emotional development: developing good attitudes toward work and learning; developing acceptance and appreciation for other
- HAND** Skills development: ability to do, skill in doing and habit of doing.
- HEALTH** Physical development: understanding and appreciating a growing

Pledge

I pledge —
 My HEAD to clearer thinking,
 My HEART to greater loyalty,
 My HANDS to larger service, and
 My HEALTH to better living,
 For my club, my community, my country, and my world.



4-H Slogan: "Learn by Doing"

This slogan is a belief in a way of learning that allows individuals to practice and use new knowledge and skills. The results can mean the direct application of knowledge and skills to 4-H'ers.

4-H Motto: "To Make the Best Better"

The motto encourages individuals and groups to do the "best" they can in whatever is attempted, and then strive to improve the next time so the initial "Best" becomes "Better".



AFFIRMATIVE ACTION IN 4-H Diversity

The California 4-H YDP is open to all residents of California regardless of race, color, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristic), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. Specifically, diversity in the 4-H YDP is a goal and a source of strength for UC, and the 4-H YDP is committed to understanding, valuing, and increasing diversity among staff and participants.

Affirmative Action is built into all 4-H YDP as a continuous feature, rather than a once-a-year effort. In planning each program, this is accomplished by:

1. Designing programs that meet the needs of, and are accessible to, all participants, without discrimination.
2. Developing program content and subject matter so that it has appeal to all potential clientele.
3. Developing a delivery system adapted to the various kinds of clientele.
4. Making reasonable accommodations (e.g., modifying or adaptive programming) to allow all members and adult volunteers with disabilities participate.
5. Publicizing the 4-H YDP availability to all potential clientele.
6. Examining programs for possible geographic, economic, or social barriers and making appropriate adjustments.
7. Each 4-H club or group serving a neighborhood or community should have membership that reflects the diversity of gender, ethnicity, and ability/disability representative of that community; or all reasonable effort is made to acquaint potential clientele in that neighborhood or community with the availability of the 4-H YDP.

“Affirmative Action must be built into all Cooperative Extension 4-H YDP as a continuous feature, rather than a once-a-year effort.”

Affirmative Action reports are developed annually with information being drawn from the completion of the *Audience Participation Data Information Sheet* and *4-H Outreach Documentation* which are completed at the club and/or individual level.