



National 4-H History Preservation Program

February, 2013 Newsletter

Volume IIV Number II

US Presidents and 4-H



President William Howard Taft with Southern Club Champions in 1912. (Courtesy of National Archives)

February is the month when the nation honors our presidents. The history of 4-H and American presidents dates back to almost the beginning of 4-H.

Possibly the first presidential event was a meeting of 4-H youth with President William Taft in 1912, which is captured in a historic photograph. A 1921 photograph shows the Texas 4-H Dairy Judging Team with President Warren Harding at the White House.

In 1922, Calvin Coolidge was the first president to be named an Honorary Chairman of the National Committee on Boys' and Girls' Work (4-H). For several decades, successive presidents also accepted this honor. President Herbert Hoover wrote in his acceptance letter "The work of the 4-H Clubs is fundamental. It is bringing about a more economic production of all agricultural crops; it is improving rural homes; it is developing rural leadership, molding character and building citizenship."

The first National 4-H Camp was held in front of the U.S. Department of Agriculture in 1927. Nearly every year, US presidents hosted 4-H camp youth at the White House or visited them at the camp. This tradition continued after the camp became the National 4-H Conference held at the National 4-H Center from 1959.

The Presidential Award, presented to the two top winners each in Achievement, Citizenship and Leadership, was established in 1961. In 1986, the number of Presidential Award recipients expanded to 12 winners each year. In addition to Leadership, Citizenship and Achievement, winners of the Presidential Award could include other national award program winners and no longer was equally divided between boys and girls. Beginning in the 1930s the award was presented to the top winners in the name of the President of the United States. The last 4-H Presidential Awards were presented in 1993. You can read more about this program at: http://4-HHistoryPreservation.com/History/National_Recognition/Presidential_Winners.

From the 1950s into the 1970s, the 4-H Report to the Nation was presented to the president, other government leaders and 4-H partners during National 4-H Week and throughout the year. The 4-H Report to the Nation was an annual compilation of 4-H membership data, program highlights and photographs. While the 4-H Report to the Nation Team (usually eight outstanding members, selected at National 4-H Congress) presented 4-H's report nationally, local groups across the country shared the report with leaders at the state level to promote 4-H statewide.

Presidents have been included in significant 4-H celebrations. President Dwight Eisenhower

cut the ribbon that opened the National 4-H Center in 1959. President Richard Nixon addressed the delegates at the 50th National 4-H Congress in Chicago in 1971. During the national 4-H centennial celebration, President George W. Bush welcomed a delegation of 4-H members in the Oval Office, where he was presented with a National Friend of 4-H plaque.

More recently, the Michigan 4-H Mentoring Program was invited to the White House to celebrate National Mentor Month. During National 4-H Week in 2012, three 4-H members and three 4-H adult mentors were lauded as White House Champions of Change.

YOU Can Be a Part of Voices of 4-H History!

In celebration of the 100th anniversary of Cooperative Extension Service in 2014, the 4-H History Preservation Team has launched the Voices of 4-H History Project. Our goal is to collect 100 stories from 4-H past members, volunteers, staff, and supporters to share as a part of this anniversary.

A webinar will be held on Friday, February 22 from 3 - 4 p.m. EST to explain the project and share the experiences of states that are piloting the project.

RSVP to Tom Tate (tateace@aol.com).

To join the webinar, follow these instructions:

Adobe Connect

<https://connect.moo.umd.edu/md4h>

Enter as a guest

Call in number [1-866-295-5950](tel:1-866-295-5950)

Participant Passcode: 68099#

If you have any questions about the Voices of 4-H History Project, please visit the website <http://4-hhistorypreservation.com/Voices/> or contact Jim Kahler (jkahler@nifa.usda.gov), Tom Tate (tateace@aol.com) or Kendra Wells (kendrawells@gmail.com).

Voices of 4-H History Pilot State News:



California is combining two of their current opportunities and initiatives: technology training for youth and participation in the Voices of 4-H History project.

4-H members (age 13-19), 4-H volunteers, and 4-H staff in California have the opportunity to participate in a workshop presented by the 4-H Technology Leadership Team to learn the basics of video production. One of the goals of the workshop is to prepare youth to interview 4-H volunteers, staff, alumni, and stakeholders for the Voices of 4-H History Project. There is no cost to participate. These trainings are provided with financial support from BestBuy through the California 4-H Foundation. To learn more about the Film Making project in California visit: <http://ucanr.edu/film/>.

Hands-On History: 4-H and US Presidents

As you noted above, since almost the beginning of 4-H, presidents and/or first ladies have met with 4-H members, volunteers and staff to recognize their efforts and the accomplishments of the 4-H program.

Have any 4-H members, alumni, volunteers or staff in your club or local 4-H program been honored by the president or first lady for their

4-H accomplishments? Invite them to tell their stories at a club meeting, or interview them to share at a meeting or write an article for your 4-H newsletter or web page.

For several decades, selected 4-H members presented the 4-H Report to the Nation to the president. Role-play that you and members of your club have been asked to give a new 4-H Report to the Nation to the president. What information would you need to gather? What would you tell the president about the variety of projects and the diversity of membership in 4-H today? What would you say to make the president really understand the value to you – personally – of 4-H work?

During National 4-H Week, prepare a 4-H Report to the Community about your club or county program that you can present to local officials and stakeholders. Thank them for their support that has contributed to these local 4-H achievements.

To make a contribution to the National 4-H History Preservation Program; please go to <http://4-HHistoryPreservation.com> to check your options, or mail a check payable to **National 4-H Council at:**

National 4-H History Preservation Program
National 4-H Council
c/o Wells Fargo Bank
PO Box 75375
Baltimore, MD 21275-5375

Please write **4-H History Preservation Program** on the memo line of your check.

Two 4-H'ers Share Their Experiences

Back in the early days of 4-H many of the top achievers had lofty goals and were true leaders among their peers. They took full advantage of the newly created 4-H events - the camps, the judging contests, and National 4-H Club Congress in Chicago.

We are fortunate that some of these young members documented their thoughts and

experiences. Two of them wrote books which have now been digitized and are in the Books Archives on the 4-H History Preservation website at <http://4-HHistoryPreservation.com>.



As shown in the Hinshaw book, a party of 4-H club members from Oregon, Washington and Idaho enroute to the National 4-H Club Congress in Chicago in 1926. Kenneth Hinshaw is standing on the left in the photo.

Kenneth Hinshaw, from Washington State, attended the 1926 National 4-H Club Congress in Chicago and was selected the national leadership champion, becoming a proud recipient of the Moses Trophy. Kenneth wrote a book, "4-H A Story" in 1935 weaving together actual 4-H experiences, historical sketches of Boys' and Girls' 4-H Club Work, and chronicles of important 4-H events.

And across the country, Charlie Goodwin, a young 4-H boy from Guilford, New York, wrote his autobiography, "A Dreamer and His Dreams," in 1928. The story relates how Charlie started out with big dreams, but little resources, winning little by little until he was a top achiever and leader.

He attended many of the state and national judging events of the day, won a trip to Camp Vail and was a delegate to the first National 4-H Camp in Washington, DC, and a delegate to National 4-H Club Congress in Chicago the first year his state sent delegates.

The Dreamer and His Dreams



Charlie Goodwin, Author
Guilford, New York



Cover photo of Charlie Goodwin's autobiography showing the proud author in his 4-H uniform.

The National 4-H History Preservation leadership team strongly suspects that there may be other printed documentation of 4-H'ers sharing their experiences, either in published form or unpublished manuscripts. If you know of other efforts of this nature that we could borrow to have digitized for the history website, we would like to hear about them. Write to: info@4-HhistoryPreservation.com.

View past editions of this newsletter at: <http://4-HhistoryPreservation.com/Newsletter>.

If you'd like to share 4-H History with friends and colleagues through Facebook, <http://4-HHistoryPreservation.com> now displays a 'Share On Facebook' button in the left margin, just above the 'Donate' button.

Contemporary History: Adapting the “Age-old 4-H Model” to a New Audience (Offenders)

By Bill Svendsgaard, Retired 4-H Extension Educator, Minnesota

The 4-H model of experiential learning also works in a prison. After retiring from 26 years as a 4-H Extension Educator in Hennepin County, Minnesota, I am now teaching offenders in two prisons using the 4-H model of learning. Now in my fifth year as the art teacher in the State Department of Corrections for Women (two days weekly) and in my second year as the art teacher in the State Department of Corrections highest security prison for men (two days weekly), I am using the 4-H non-formal learning program with the five steps of the 4-H experiential learning model to reach the heretofore unreachable – and now criminals – in my art classes.

The students are all ages, representing all racial and socio-economic backgrounds. Many are covered with tattoos reflecting gang associations or other values. They all are extremely independent, perhaps because they have so little independence. Most have had a very dysfunctional past and a disturbing childhood. They are quick to reject praise but quietly seek approval. The majority deal with addictive behaviors and lack social skills. Through all of this, lots of intelligence and talents can be found in any class. They are ripe for a 4-H type learning experience.

In these situations, the most important part of the five-part 4-H model is the first step, which is “experience the activity.” I place art materials in front of them, show examples of their uses, let them experiment with art techniques and

never say “you have to do anything for me or for anyone else – just play with the stuff and see what happens. You are in control of this art project.” Responses frequently are, “I can't do art” or “I am not interested.” Curiosity wins out over boredom and soon someone asks me to see what happened.

It slides into the **second step** of experiential learning called “sharing results.” They want me to hear what happened and expect some sort of approval.

Already we are into the **third step** of “discussing the results.” They recognize what worked and what didn't. It's easy for me to praise what they liked, and when they ask me what I like, I can open a door for improvement – but not before. Defensiveness seems to reign with those being controlled or feeling oppressed.

Step four on generalizing is tricky, due to the confidentiality act. I cannot ask them personal questions nor converse about anything relating to their criminal offence, both for privacy issues and for my own protection. But we can generalize the outcomes of their art experience for art's sake and make references to what it may offer to re-entering private life someday when and if released.

Step five of application, the last step, is easy because for each offender, prison life with other offenders creates its own community or world and they can practice any life skill in their own setting learned through an art experience.

The educator, John Dewey, said: “Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity.”



One offender used acrylic to paint this landscape.

Many offenders have children left behind. Aimed at that last objective, using information “to perform another activity,” I created an art class called “Art for Creating Family Ties,” to help prisoners strengthen communication with their families. The 4-H model of learning is now shared with their own children as they partially finish a piece of art and mail it home to a child to finish on his/her own. A sample would include a memory cloth where the offender draws a picture on cloth of a most memorable experience once shared together and the child adds to the picture what he or she remembers. Being apart, they can still create together and during visitation days or through the mails, they embellish steps two through five of the 4-H model of learning.

It's an old but time-tested model which holds up in contemporary – and sometimes non-traditional – situations, like prisons.

Note: This is an abstract. To read the entire text, please visit <http://4-HHistoryPreservation.com/contemporary> .

Contact the 4-H History Preservation Team

Email: info@4-HHistoryPreservation.com

Visit: <http://4-HHistoryPreservation.com>

Tweet: @4H_History

