

Philosophy and Policy

Introduction	1
❖ Vision.....	2
❖ Mission	2
❖ Values	2
❖ Shared Ownership.....	3
4-H Name and Emblem.....	3
❖ Colors, Motto, Pledge	4
❖ Philosophy and Goals.....	4
❖ Trademark	4
❖ Graphics	5
4-H Funding	5
Tax Exempt Status.....	5
Distinctive Features of 4-H	6
History of 4-H	6
❖ The Early Years.....	7
❖ Expansion to New Audiences and New Places	7
❖ 4-H Around the World.....	7
❖ History of 4-H in Washington State.....	8
❖ 4-H Youth Development Today	8
Justification of 4-H.....	9
Legal Justification.....	9
Experiential Education.....	13
Related Legislation.....	13
4-H Youth Development Glossary	

Introduction

4-H is one of a kind! 4-H provides a series of learning experiences through which youth, with help from parents, interested adults, older 4-H members and a caring, skilled and talented professional staff grow personally as they develop skills for living and responsible citizenship. Membership is open to all boys and girls from kindergarten to 19 years of age.

4-H is everywhere--in cities, in suburbs and small towns, and in rural communities. 4-H is the largest youth organization in the nation. In the United States 4-H has more than 7.6 million members and 680,000 leaders. In Washington, 4-H reaches nearly 80,000 youth and 10,000 adult volunteers. One of every six adults has belonged to 4-H; that's 45 million alumni! 4-H-type programs are also international; approximately 60 countries have similar programs that enroll an estimated 4 million kids.

Vision

Washington State University Extension 4-H Youth Development is developing young people to become productive citizens who are engaged in positive change, meeting the needs of a diverse and changing society.

Mission

4-H youth development education creates supportive environments for all youth and families to reach their fullest potential. This will be accomplished through a systemic approach of foundation and mission driven science to meet our goals to:

- ❖ provide formal and non-formal experiential learning,
- ❖ develop skills that benefit youth throughout life,
- ❖ foster leadership and volunteerism in youth and adults,
- ❖ build internal and external partnerships for programming and funding,
- ❖ strengthen families and communities,
- ❖ employ research based knowledge and the land grant university system, and
- ❖ embrace and expand the traditions of the 4-H Youth Program

The 4-H Value Set

Youth development is the focus of everything we do. 4-H allows individuals to unlock their potential through working with the following values:

- ❖ active involvement in self determination of their learning activities,
- ❖ quality experiences that stimulate skills for living and lifelong learning,
- ❖ relationships that empower people to voluntarily help themselves and each other,
- ❖ interaction with caring adults and peers to create a positive family-like support system.

Partnerships are essential in successful youth development for:

- ❖ program innovation, quality
- ❖ delivery capabilities,
- ❖ creating and delivering caring environments,
- ❖ access to research-based knowledge.
- ❖ resource development,

Volunteerism is fundamental to:

- ❖ delivering quality programs,
- ❖ developing adult educational capacity,
- ❖ teaching youth to volunteer.
- ❖ your development as a professional

Diversity strengthens the ability of 4-H to:

- ❖ develop positive values among program participants in today's global society,
- ❖ develop and deliver quality educational experiences,
- ❖ provide opportunities for program involvement regardless of one's economic, social, or marital status, culture, age, disability, gender or sexual orientation.

Shared Ownership

The 4-H program is based on a philosophy of shared ownership. Its basis is the belief that extension faculty, staff, and volunteers (adults and youth) share vision, ideas, and responsibilities for the program. They also share leadership roles and decision making. Shared ownership is a dynamic partnership that requires extension staff and volunteers to share in planning and implementing programs. Tasks are divided according to individual talents and interests, rather than by title or role expectations.

Each partner should feel that program will be strengthened with the cooperation and support of the other partner. For the shared ownership partnership to work there must be a balance of trust, credibility, truth, and accountability between extension staff and volunteers. However, ultimately the leadership, responsibility, and authority for the 4-H Youth Development program remains with the WSU Extension and its Extension Educators who are held legally and ethically accountable for the operation of the 4-H Youth Development Program.

4-H NAME AND EMBLEM

All uses of the 4-H name and emblem must be consistent with the educational purposes, character-building objectives, and dignity of 4-H. Particular care must be observed in raising funds for 4-H through sale of a commercial article. Leaders should consult with extension personnel on questions regarding use of the 4-H name and emblem.

The emblem is a four-leaf clover with an H in each leaf. The letters in the emblem stand for Head, Heart, Hands, and Health. They form the foundation for all 4-H programs. Here is a brief explanation of what each of the four H's mean:

Head--learning to think and make decisions, understanding the "why," gaining new and valuable knowledge.

Heart--being concerned with the welfare of others, accepting responsibilities of citizenship, determining values and attitudes by which to live, and learning how to work with others.

Hands--learning new skills, improving skills already known, develop pride in ability to work, and respect for it.

Health--practicing healthful living, protecting your own well being and that of others, making constructive use of leisure time.

The 4-H name and emblem are held in trust by the Secretary of the U.S. Department of Agriculture. The State 4-H Program Director in each state authorizes their use. In each county, the Extension personnel delegate their use to 4-H groups. Federal law prohibits the use of the 4-H name and the official 4-H emblem if the use will exploit the 4-H program, its volunteers or members. To use the 4-H name or emblem, a volunteer or organization should get prior approval by completing and having signed form C0747, Request for Organizations to Use the 4-H Name and Emblem. If a conflict arises, the State Program Director 4-H Youth Development makes the final determinations. For more information about the 4-H Name and Emblem, refer to "The 4-H Name and Emblem; Guidelines for Authorized Use," National 4-H Headquarter, USDA. See http://www.national4-hheadquarters.gov/emblem/4h_name.htm

4-H Colors

The 4-H colors are green and white. The green four-leaf clover has a white "H" on each leaf to represent one of the four H's--head, heart, hands, and health.

4-H Motto

The 4-H motto is "To Make the Best Better." It emphasizes the aim of each member to improve their project work and work together with others to build better clubs/groups and communities. It means that each person will do the "best" that he or she possibly can in whatever is attempted, then will try to improve the next time so his or her original "best" becomes even "better." 4-H'ers stretch their abilities and capacities to greater achievement, not to the breaking point, but within their own potential.

4-H Pledge

The 4-H pledge elaborates the meaning of each of the four "H's."

As a true 4-H member I pledge:

My HEAD to clearer thinking,

My HEART to greater loyalty,

My HANDS to larger service,

My HEALTH to better living,

For my club, my community, my country, and my world.

4-H Educational Philosophy and Goals

The "Learning by Doing" philosophy of 4-H emphasizes the importance of involving members in the learning process. "What people hear, they may doubt; what people see, they may possibly doubt; but what people do, they cannot doubt."

Federal Trademark

The 4-H Name and Emblem is a Federal mark, protected by 18 U.S.C. 707, and is entrusted by Congress to the Secretary of Agriculture. The Secretary has delegated responsibility for the proper use of the 4-H Name and Emblem to the Cooperative State Research, Education, and Extension Service (CSREES) and, within CSREES,

responsibility resides in the National 4-H Headquarters-USDA. The use the 4-H Name and Emblem is for the educational and character-building purposes of the 4-H program and can be used only as authorized by the statute.

Using the 4-H Name & Emblem: Graphics Basics

The graphic use of the 4-H Name and Emblem is controlled by the State and National 4-H Program. This control describes the use of the whole Emblem, color, full color printing, electronic media use, using the name, using the name with partnerships, and the use of the Emblem in Animation. For additional information contact the State 4-H Office or go online at National 4-H Headquarters at <http://www.national4-hheadquarters.gov>.

4-H FUNDING

The 4-H Youth Development Program is tax-supported. The combined financial efforts our county, state, federal, and private funding has permitted 4-H to develop into a practical, educational program based on everyday living.

4-H Youth Development is a program of Washington State University Extension, the Federal Extension Service, and the United States Department of Agriculture. Many Extension personnel are faculty members of the University, and volunteers in 4-H are sometimes referred to as non-paid field staff of the University.

TAX EXEMPTION

As determined by the Internal Revenue Service (IRS), 4-H Clubs and Affiliated 4-H Organizations are exempt from Federal income tax under provisions of the Internal Revenue Service (IRS) Code. Donors may deduct contributions to 4-H clubs and affiliated 4-H organizations such as; bequests, legacies, devises, transfers, or gifts as applicable under the IRS Code.

The IRS has assigned a Federal Income Tax Group Exemption Number to 4-H which must be used by all 4-H Clubs and affiliated 4-H organizations when filing or corresponding with the IRS. The Group Exemption Number (GEN) is 2704. Additionally, there is a Federal Tax Identification Number, commonly know as an Employer Identification Number (EIN) assigned to the National 4-H Headquarters-USDA that identifies that office as the “parent” entity for 4-H Clubs and Affiliated 4-H Organizations. That Federal Tax Identification Number is 52-1057382. These numbers are available for reference when addressing tax exemption status questions about 4-H clubs and affiliated 4-H organizations. For questions concerning the Tax Exempt status of 4-H Clubs or Affiliated 4-H Organizations, please contact the State 4-H Office.

DISTINCTIVE FEATURES OF 4-H

4-H is a real life experience. Members learn how to complete tasks and make decisions similar to those that are important in adult life.

4-H can be a family affair. Others members of the family can participate if they want to; sometimes parents, brothers, sisters, and friends can be reached and taught new ideas through 4-H members.

4-H is about decision-making. 4-H'ers learn to stand on their own feet, to think for themselves, and to explore and consider alternative solutions to real life problems.

4-H provides ownership. Making, buying, and selling a product or service are all part of 4-H. Each project "belongs" to the member.

4-H is based on science and fact. The resources of Washington State University Extension, this state's Land Grant University, are used for the development and carrying out of 4-H projects and programs.

4-H is part of a community. A 4-H group becomes involved with improving economic and social conditions where the members live. Members learn about citizenship by taking community responsibility.

4-H is "learning by doing", it's an action program. 4-H'ers watch others, they study, they experiment, and they "do and practice" their projects on their own.

HISTORY OF 4-H

An American innovation, the 4-H Youth Development Program of Extension originated at the turn of the century to improve life in rural areas. Introducing improved methods of farming and homemaking, 4-H taught youth to "learn by doing." The yearly program in one of those early clubs consisted of growing corn, planting a garden, testing soil, club meetings, and visits to club members' plots and exhibits.

A close affiliation between the school and the home existed in this early 4-H program--adults in the family often being persuaded to adopt new practices as a result of the successes experienced by the 4-H youth. The first record of a 4-H type activity was in 1898. Liberty Hyde Bailey of Cornell University introduced junior naturalist leaflets into rural schools and helped organize nature study clubs.

In 1907, 4-H work began under the auspices of the U.S. Department of Agriculture. In 1914 the Smith-Lever act established Cooperative Extension, an organizational entity of the U.S. Department of Agriculture and the land-grant college system. Created by this act and subsequent legislation to conduct educational programs of an "informal, non-

resident, problem-oriented nature," Cooperative Extension provided the professional staff and support needed to direct the growth of the early 4-H program.

The Early Years

By 1915 there were 4-H clubs in 47 states. During World War I, the energies of 4-H members were devoted to raising food; Projects included raising corn and canning tomatoes. Following a period of readjustment after World War I, 4-H club work showed continual growth. Some states developed 4-H programs in close relationship with local school districts, others established clubs as community programs separate from schools.

The term "4-H" was first used in a federal publication written in 1918 by Gertrude Warren, one of the pioneers of 4-H. In the early 1920's a group at a conference in Washington, D.C. discussed the need to give boys' and girls' club work a distinctive name that could be used nationally. Several people, including Miss Warren, favored 4-H as the name for the organization. In 1924, Boys' and Girls' Club Work became known as 4-H. The pledge was adopted in 1927.

As the 4-H program continued to grow through the 1920's and 1930's, more emphasis was placed on developing the individual person rather than the product. The focus of the program was developing skills in farming and homemaking.

A major change occurred during World War II when much effort was directed toward victory gardens, civilian defense, salvage programs, bond campaigns, and food preservation. The victory garden program also brought 4-H to people in urban areas; 4-H previously had been regarded as a rural program.

Expansion to New Audiences and New Places

The 1950's and 1960's saw increasing numbers of non-farm kids enrolling in the program. Today Cooperative Extension and its 4-H Youth Development Program serve people in towns, cities, and rural areas with the following emerging issues: prevention programs, information on agriculture, family living, community development, and other related subjects.

4-H Around the World

In 1948, 4-H became international with the establishment of the International Farm (later changed to Four-H) Youth Exchange. The growth of 4-H around the world has been impressive. 4-H type clubs now exist in at least 60 countries; they have a total membership of over 4 million young people. Wherever you travel around the globe you'll probably see the familiar clover symbol. Nearly 45 million Americans from all walks of life have been 4-H members. A few of the more famous 4-H alumni are Roy Rogers, John Denver, Dolly Parton, Alan Shepard, Don Meredith, Tom Wopat, Charley Pride, Reba McIntire, Al Gore, Orville Redenbacher and Bonnie Dunbar.

History of 4-H in Washington State

The first recorded boys' agricultural club in Washington State was organized in Yakima, in March 1912. The Seal River School Canning Club in Wahkiakum County was formed on July 31, 1914 with eight girls. In addition to canning, the girls were taught to cut and sew aprons and caps to use as they worked. In 1915, four of the members gave demonstrations at the county fair in Skamokawa, a four-hour trip by fishing boat.

The first state 4-H club week was held in Pullman, in June 1922. Washington State was represented at the first national 4-H camp held in Washington, D.C. in 1927.

4-H Youth Development Today

4-H is conducted in all 39 Washington counties by Extension 4-H faculty and staff. They plan youth programs with leaders based on local interests. Since people's interests vary, 4-H programs differ from county to county and from state to state.

The volunteer leader is a branch of the 4-H program. 4-H Professionals provide training for volunteers, and they in turn, teach youth. The 4-H program is for all young people both rural and urban and from all racial, cultural, economic and social backgrounds. Washington youth are involved in 4-H in a variety of ways: organized clubs, special interest groups, and short-term projects. 4-H reaches kids through in-school programs, 4-H Challenge, school-age care programs, camping, and in programs planned to meet specific needs of youth and the communities where they live.

Girls and boys "learn by doing" in 4-H. Youth participate in projects that give them knowledge of science, agriculture, home economics, personal development, community service, leadership, and citizenship. Often the knowledge they gain leads to a career. Through 4-H children also learn to define and solve some of the problems facing them and their communities; this might include problems of environment, health, and substance abuse.

The projects are the foundation of the 4-H program. Flexibility in the kinds of learning offered and in the variety and number of projects is the key to success in 4-H.

For the current listing of projects offered, see EM2778, 4-H Projects and Publications in hard copy, on CD, or on the web at <http://4h.wsu.edu/EM2778CD/index.htm>

LEGAL JUSTIFICATION OF EXTENSION 4-H YOUTH DEVELOPMENT

The Smith Lever Act of 1914 and the re-authorized of the Act and its provisions in September 29, 1977 is legal justification for Extension programming between the Land-Grant Colleges and the United States Department of Agriculture.

EXPERIENTIAL EDUCATION IN EXTENSION 4-H YOUTH DEVELOPMENT

"Liberty cannot be preserved without a general knowledge among the people. The preservation of the means of knowledge among the lowest ranks is of more importance to the public than all the property of all the rich men in the country. Let us dare to read, think, and speak and write."
-- John Adams, 1765

Ernest A. Lynton, University of Massachusetts, stated that a commitment to outreach and public service has been a characteristic of American Universities from their inception. From the founding of Cornell and the passage of the Morrill Act, one finds throughout the past century a strong sense that the university should have a direct, effective and ongoing relationship to its external constituencies. That is what President Van Hise of the University of Wisconsin meant when he said that the borders of the campus were the border of the state. Those who view the university as having an organic, almost symbiotic relationship with its society, acting as a continuous source of expertise and advice, see this expanded and interactive role as an intellectual and academic one, and not as some kind of civic duty of philanthropic benevolence. This uniquely American conception of the university view the institution as the primary societal mechanism not only for the creation of new knowledge together with direct transmission to the young in its classrooms, but also for the distribution of knowledge to all sectors of society. It is extension in the quite literal sense: extending the academic institution both geographically and functionally. There is widespread agreement that the spectacular growth of American agriculture during the past hundred years has been significantly enhanced by the statewide outreach networks of the Cooperative Extension Service of our Land Grant Universities.

In recent years, the potential importance of the outreach role of the universities has increased substantially as:

"Knowledge has become the central economic resource. The systematic acquisition of knowledge...has replaced experience...as the foundation for productive capacity and performance."
-- Peter Drucker

The knowledge of which Drucker speaks is usable knowledge, which is available and understandable to the practitioner and can be applied to an actual problem or task.

The Land-Grant colleges, established in every state by federal statute, coordinated and focused federal and state research efforts. Their primary subject matter was first agriculture and engineering with a focus on rural America. They later expanded this educational service to meet wider community needs.

Seaman A. Knapp, the father of the extension movement, said in his 1907 address at The State Teachers College, South Carolina:

“What makes a nation firm, great and wise, is to have education percolate all through the people. I want to see education in this great country, correspond to the county, your mission is to make a great common people and thus readjust the map of the world.”

The legislation establishing the Land-Grant system, the Department of Agriculture and the subsequent legislation establishing the State Agricultural Experiment Stations and Extension have proven to be some of the most significant legislation passed in improving the quality of life in the United States. The Smith-Lever Act of 1914 created the Cooperative Extension Service which was to be a partnership between USDA, the land-grant colleges and universities and local governments. This unique federal-state-local partnership has functioned effectively for more than 70 years.

The need for Extension's help in supplementing the formal education provided by the schools is no less critical today than it was in 1914. The need for practical education for youth in the laboratory of real life is abundantly clear. The Extension program, including 4-H, must continue to exert a strong influence on the development of people, as well as on what people do or produce.

The continuing education and development of all our people is crucial to the success of the nation. Publicly supported education is essential to the preservation of our democratic society. The public funding investment in education in both the laboratory of real life and in the classroom is essential. Both areas must be broad in scope; they cannot and should not be limited to one or a few specialized areas.

The Carnegie All Our Children report calls a society that puts children first “a vital, resourceful, caring moral generation--everyone's children the next generation's strength and well being would become everyone's responsibility.”

Schools are moving back to basics quite rapidly and at the same time saying that policy makers cannot depend on the school and family to do it all. There is, in fact, a reiteration of what the NEA Public Policy Commission wrote in their report several years ago when they said:

“..The American people must somehow be made aware of what is at stake in this matter. They must give greater financial support; they must yield to their young citizens a social role that will enable them to become good citizens of the future. They must find ways to elevate and improve the activities of character forming agencies which

supplement the schools. If they do not do these things, the consequences of their neglect are not pleasant to contemplate."

There is good reason to believe that the 4-H program, emanating from the Land-Grant Universities, has a much more significant role today than it did 70 years ago when school superintendents started boys' and girls' clubs to supplement and complement the schools. Shirley Brice Heath and Milbrey Wallis McLaughlin state:

"The problems of educational achievement and academic success demand resources beyond the scope of the schools and of most families. We believe that promising responses can be crafted by moving from a focus on component of the problem teachers, text, and families--to a focus on the functional requirements of a healthy, curious, productive and motivated child. This change in perspective draws attention to the child as an actor in a large social system and the institutional networks and resources present in that larger environment. It requires us to look beyond family and school to get a full view of the primary networks that make up a child's environment."

CES 4-H was created to be such an informal educational instrument in this larger environment.

To provide continuity to society, one's country, the world, and life itself, each generation is obliged to provide information, educational opportunity, responsibility, and inspiration to the next. This is why 4-H exists. Those who participate in 4-H do so principally because of intrinsic satisfactions gained from participation in hands-on program of learning how and why to do thing useful to living and making a living. Unintentionally, J. Bronawski, in *The Ascent of Man*, described 4-H to perfection: "... the hand, when it uses a tool (is) an instrument of discovery---. We see this every time a child learn to couple hand and tool together-- to lace its shoes, to thread a needle, to fly a kite---. With the action there goes another, namely finding pleasure in the action for its own sake in the skill that one perfects, and perfects by being pleased with it. This at bottom is responsible for every work of art and science too: our poetic delight in what humans do because they can do it. The hand is the cutting edge of the mind. In the end, the march of man is the refinement of the hand in action."

Studies in the field of experiential learning and cognitive development indicate: Experience in a job, in voluntary service, in voluntary service, or by mean of some other opportunity to handle novel responsibility is important an perhaps essential to the transition to adulthood and this transition is marked by progress through successive stages of cognitive development, social roll perspectives, and moral judgment. For most young people the experience needed for development cannot all be found in school; greater opportunities for experience with responsibility in school are needed (Graham)

The 4-H youth development program effectively contributes to broadly define human development goals. The variety of specific educational programming available provide young people with a broad spectrum of potential educational experiences supported by

strong subject matter base. Experiential learning is included in all aspects of programming. Emphasis is placed on practical experience. Youth learn in a practical atmosphere from awareness to understanding. Involvement and leadership in a program are often some of the highest forms of learning. Through these experiences, young people have the opportunity to make personal discoveries, develop life skills, and learn about decision making and problem solving processes. They are exposed to potential life long recreational and vocational possibilities.

The uniqueness of the 4-H program is its interrelatedness to all facets of the local, county and state communities. The program is multi-aged, vocational and professionally diverse and coeducational--reaching down from the Department of Agriculture through the Land-Grant universities and State Extension Services, to the county Extension office, thence through volunteer to the youngsters and the private industry sector of the community. Conversely, ideas, practical knowledge and personal concern feed up through the system to keep program relevant.

County Extension university faculty identifies leaders and invites their participation. The genius of the 4-H program is the support system for volunteers by the academic and professional organization and support of volunteers for the youths. The result is a forum in which volunteer use their talents, knowledge and available time to the utmost. These volunteers who are ordinary people with varied interest, each may wish to preserve an art, develop youth talent or improve youth skills, yet lack time and knowledge of procedures to arrange meeting places, juggle time schedules, recruit participants, and marshal additional skilled participants, locate information, plan workshops to learn teaching techniques or perform onerous tasks necessary for them to contribute their time and their expertise to children. But, the support systems of professionals allow volunteers to work productively, obtain information and training, and expand their own knowledge and outreach to the children through every community facet. Leaders learn from specialists from universities the latest results of research.

Thus, 4-H is a vehicle for youth and adults to identify and achieve personal goals, cope with, contribute to, and assume leadership in society. It is available to youth without regard to race, creed, sex, ethnic and occupational background or geographic place of residence. It is learning-by-doing that places the 4-H learning experience apart from much of the didactic teaching - learning processes in contemporary American schools. It is this public trust for expansion of educational achievement beyond the scope of the schools and of most families that has stimulated legislation and public resources to Extension 4-H.

RELATED LEGISLATION

4-H, the youth development phase, is an integral and essential part of the total Extension System's educational programs. From the very beginning it was intended that the Extension Service would provide for the teaching of boys and girls.

On February 2, 1912, United States Department of Agriculture administrator sent a letter to the states stating that the regular emblem for all label relating to Boys' and Girls' club work would be the four-leaf clover. The term 4-H Club was first used by the USDA in 1918 and the four-leaf clover emblem was patented in 1924.

Thus, it became the official trade-mark of the USDA, Land-Grant extension education program for youth audiences. In 1948, the 80th Congress legislate the 4-H Club name and emblem as the legal title.

The legal basis for 4-H work is set forth by the intent of the United State Congress as its members drafted the original Smith-Lever Cooperative Extension Act, Signed into law by President Wilson May 8, 1914. Its purpose is as follows:

4-H YOUTH DEVELOPMENT PROGRAM GLOSSARY

Achievement Program – Event at which awards and honors are presented to 4-H members, adult volunteer leaders, and others for accomplishments in 4-H.

Activity – Any group program selected and carried out by all members, short or long term: safety, health, community service, career exploration, judging, or knowledge bowl, etc.

Advisory Committee – Designated group of individuals who advise Cooperative Extension about 4-H program directions and priorities. It may be a permanent or an ad hoc group.

Ambassadors -- 4-H members in the 8th through 12th grade who assume responsibility for assigned leadership roles within the county.

Ambassador Advisers -- Adult leaders who work with youth in the Ambassador program.

Area Extension Agent -- Agent responsible for a program area in two or more counties.

Citizenship-Washington, D.C. Focus -- One-week program conducted by the National 4-H Council staff; including visiting congress persons, touring historic sites, and discussing citizenship topics.

Community 4-H Club -- The most prevalent type of 4-H club. One or more project groups within the club are organized based on the interests of members and leadership

available. Activities include a general meeting usually held once a month and individual project meetings.

Community Pride -- Program sponsored by Cooperative Extension in cooperation with Chevron USA which encourages youth to learn about and participate in decision making and improving their communities.

Community Service -- Specific activity undertaken by a 4-H club or group to help make the community a better place to live and work.

County Committee -- Group of 4-H leaders and members responsible for organizing, carrying out, and evaluating one county program, such as Public Presentations.

County Extension Educator or Agent -- A WSU Faculty member who conducts Extension programs in one county.

County 4-H Leaders Council -- An organization of all volunteer 4-H leaders within a county. Elected representatives of this group work with the county Extension staff in planning, implementing, and evaluating the county 4-H program. It can include parents and members in some counties.

Cross-Cultural Programs -- Programs that encourage youths and adults to develop understanding and interest in cross-cultural awareness, to recognize the contributions and concerns of other cultures, and to become aware of the interdependence of all nations and people.

Curriculum Development Committee -- Designated group of people representing extension faculty, volunteer leaders, youth or others whose primary purpose is to review selected programs/curriculum materials and make recommendations.

Danish System of Judging -- Evaluation method awarding a blue, red, or white placing on each exhibit as measured against a prescribed standard. No limit exists on the number of placings in each category.

Event -- An occurrence with a definite time and place. Examples: achievement program, talent show, camp, state 4-H conference, tours, county fair.

Extension -- One of the three branches of the College of Agriculture, Natural Resource and Human Sciences, Washington State University, with the responsibility of sharing university-based research and information with the citizens of the state of Washington. Every county in the state has an Extension program conducted by county personnel who are Washington State University Extension faculty members.

Extension Specialist -- A state faculty member of WSU Cooperative Extension responsible for leadership in a particular area (citizenship, environmental issues, diversity and volunteers)

Family 4-H -- A concept of organizing a 4-H club within an individual family. Two or more families may also meet together to plan and carry out group activities.

Insurance -- Medical, accident, or liability insurance that covers members and volunteer leaders engaged in designated 4-H functions. It may be an annual policy or coverage for a specific event. Note: Insurance is not automatically provided.

International Exchange Programs -- Programs for teens and young adults which offer experiences of six weeks to one year in 42 countries with 4-H programs. Exchange delegates live and study with host families to share experiences and ideas, learn new skills, make cross-cultural friendships, and observe youth programs abroad. Programs include International Four-H Youth Exchange (IFYE) representatives and hosts, 4-H/Japan Exchange delegates and hosts, and IFYE (teen) Ambassador.

Interview Judging -- Evaluating a 4-H member's project in a personal interview with the member.

Judging -- Activity in which the member compares and ranks a class of four animals or products and gives reasons for these decisions.

Junior Leader -- Intermediate (sixth to eighth grade) 4-H member who works under the direction of an adult leader and has responsibility to help younger members with their 4-H program. See EM4791, 4-H Leadership Project Leader Guide.

Key Leader -- Volunteer with expertise in one or more areas willing to assist in the county 4-H program.

Land Grant University -- State institution of higher learning with a special mission of providing education to all areas of the state, supported by grants of federal land and other federal funding. Washington State University Extension is the land-grant university for the state of Washington.

Life Skills -- Abilities useful for day-to-day living. Through 4-H projects members develop life skills such as: 1) learning how to learn; 2) applying knowledge; 3) relating to change; 4) developing social responsibility; and 5) developing oneself. Leadership life skills include understanding oneself, communicating, decision making, managing, getting along with others, and working in groups.

Multi-Project Club -- Type of club organized around two or more project groups.

National 4-H Conference: Week-long experience at the National 4-H Center, Washington, D.C., which exposes selected youth to major national 4-H program concerns and program development.

National 4-H Congress -- a five day recognition and leadership event held Thanksgiving weekend. 1300 youth participate in the leadership event.

National 4-H Council -- A not-for-profit educational organization that uses private resources to help expand and strengthen the 4-H program throughout the United States and the world.

National 4-H Week -- The first full week of October is observed each year as National 4-H Week. During this week 4-H'ers explain the 4-H program to the community through newspaper articles, window displays, and personal contact. This is also the time of year that 4-H'ers thank donors and sponsors for their support of the 4-H program during the year.

Premium Book -- Publication of county or state fair boards, listing classes and lots in which members enter their projects; includes premiums to be paid. Primary Members. Kindergarten through second grade children. Programs are informal, noncompetitive, and fun. Responsibility for meeting activities may rotate among parents with the guidance of a club leader.

Program -- A broad term to describe a group of like projects. Example: animal science, family living.

Program Assistant -- Works with the county 4-H program under the supervision of an Extension agent.

Program Leader -- Volunteer authorized by extension to provide leadership in a program or project. Works in cooperation with Extension staff.

Project -- Area of interest in which a 4-H members enrolls. Example: dog, horse, computer. See EM2778, 4-H Projects and Publications.

Project Club -- See Single Project Club

Project Leader -- Adult or teen leader who guides 4-H members in a specific project.

Public Presentation -- 4-H program designed to teach communication skills. Demonstrations, illustrated talks, and speeches are included.

Record Book -- Booklet in which a 4-H member records information about projects, events, awards, leadership involvement, and community service, thus learning basic record keeping skills.

SERIES -- SERIES is an acronym for: Science Experiences & Resources for Informal Education Settings. It is a project composed of the following units: Beyond Drop, Cover and Hold (earthquake preparedness); It Came from Planted Earth (agriculture); From Ridges to Rivers (watershed issues); and Recycle Reuse. SERIES introduces third

through fifth grade youth to science processes through hands on learning and community service.

Single Project Club -- This type of club is organized around a specific project.

Special Interest Groups -- Groups that provide learning experiences for youth in one subject. Examples are: baby-sitting, archery, summer day camps, bread baking. Special interest groups may be short or long term.

Sponsor -- An organization or individual contributing in some way to the 4-H program.

State 4-H Advisory Board -- 4-H volunteers elected by the Washington 4-H Council and youth elected at District Teen Retreats to advise Cooperative Extension on conducting and improving the 4-H program. They are also responsible for conducting the State 4-H Forum

State 4-H Conference -- Annual educational event for Senior members and interested non-4-H youth held in June/early July.

State 4-H Fair -- Annual event held in September at the Western Washington Fair, Puyallup, in which 4-H member's exhibit projects or compete in contests after qualifying on a county level.

State 4-H Fair Board -- Volunteer 4-H leaders elected by the Washington 4-H Council to help advise Extension concerning improving the State 4-H Fair and manage and conduct the State 4-H Fair.

State 4-H Forum -- Annual educational event for 4-H leaders held in a different location each year, usually in October.

State Program Director -- Person responsible on a statewide basis for the total 4-H program, implementing and evaluating all aspects.

State 4-H Faculty -- A group of WSU extension faculty providing statewide leadership.

Teen Leader -- Recommended for Senior members (ninth grade to 19 years old). Responsible for helping an adult leader plan, teach, and carry out a combination of project and club activities. See EM4791, 4-H Leadership Project Leader Guide.

Washington 4-H Council -- Representative group of volunteer 4-H leaders (two to four voting delegates from each county based on size) who make 4-H program recommendations and elect State 4-H Fair Board of Trustees and State 4-H Advisory Board members.

Washington State 4-H Foundation -- A nonprofit corporation formed for the purpose of raising funds for the 4-H youth development program in Washington.

Western Regional 4-H Forum -- Annual educational event of 4-H leaders from the 13 western states and the Pacific Territories, held in a different state each year.