



SECTION 1
EXTENSION AND 4-H



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EXTENSION & 4-H

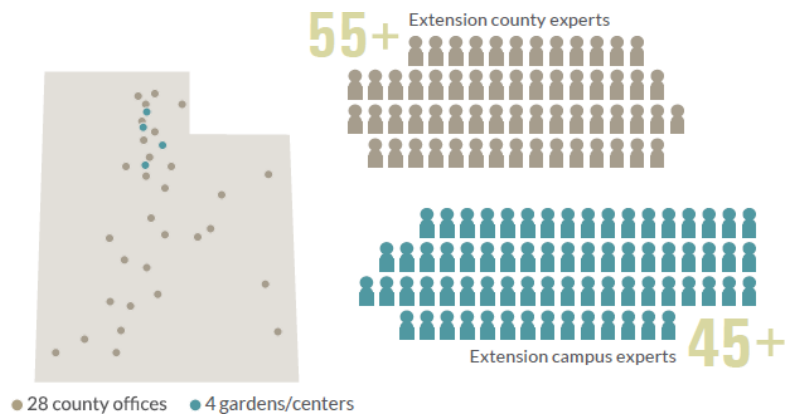
Extension is more than one hundred years old and is as vital as ever. Perhaps even more so, due to the increased diversity and complexity of the issues people encounter today. The Extension system continues its longstanding tradition of extending the university to the people to improve the quality of life for individuals, families, and communities.



A COOPERATIVE PARTNERSHIP

Extension is unique in structure and function. As a partnership of federal, state, and local governments, the Extension system, with its network of county offices and state universities, is in a position to deliver educational programs at the local level throughout the nation. With most university faculty and staff serving at one of over three thousand county offices across the country, the county Extension office is truly the front door to America's land-grant universities. This integration of teaching, research, and public service enables the Extension system to respond to critical and emerging issues with research-based, unbiased information.

A LOOK AT USU EXTENSION



USU EXTENSION PROGRAMS



4-H and Youth



Family and Consumer Sciences



Community Development



Agriculture and Natural Resources



THE HISTORY OF 4-H

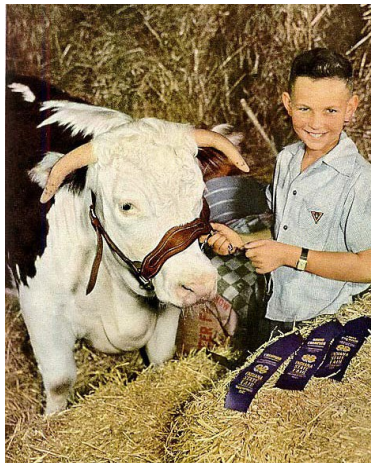
During the late 1800s, researchers at public universities saw that adults in the farming community did not readily accept the new agricultural discoveries being developed on university campuses. However, they found that young people were open to new thinking and would experiment with new ideas and share their experiences and successes with adults. In this way, 4-H became an innovative way to introduce new agricultural technology to their communities.



The seed of the 4-H idea of practical hands-on learning came from the desire to make public school education more connected to country life. Early programs tied both public and private resources together for the purpose of helping rural youth. Building community clubs to help solve these agricultural challenges was a first step toward youth learning more about the industries in their community (4-H.org, 2013). A. B. Graham started one such youth program in Ohio in 1902, considered the birth of the 4-H program in the United States. When Congress created the Cooperative Extension Service in the U.S. Department of Agriculture (USDA) in 1914, it included youth club work. These soon became known as 4-H clubs (4-H.org, 2013). The idea of adopting and innovating new technologies through 4-H continues today.

“The 4-H program is a great example of what Extension has been doing for one hundred years—engaging youth in making positive changes in the communities where they live.”

Kevin Kesler, former director of Utah 4-H



Utah and the Extension division of the Utah State Agricultural College (USAC) began the work of youth engagement in the spring and summer of 1912. James C. Hogenson toured the state of Utah planning to organize Boys’ Potato Growing Clubs in every county. This project helped to fulfill a requirement that the division “provide agricultural and home science information to anyone not attending a land-grant institution,” including young people. Hogenson’s trip was a success. He visited 58 schools and talked with 6,786 boys. With the cooperation of local school officials, he organized clubs. (Murphy, 1996)

4-H continues to be the largest outreach program of the land-grant university system. Many of the original projects started by the early 4-H clubs continue today. As new research and ideas are developed at land-grant universities, 4-H is bringing these ideas to children and youth across the state through a variety of 4-H programs. Unlike any other youth-serving organization, 4-H is the only program connected to a land-grant university. 4-H was created to improve the knowledge, skills, and attitude of youth; it serves as a tool to disseminate the knowledge of the land grant to communities across America.

4-H YOUTH IN UTAH



73,680

