

The University of North Carolina at Asheville

Home Demonstration in North Carolina from 1920-1950:
Revitalizing the North Carolinian Farm One Woman at a Time

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by
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“To maintain and preserve the family farm and the American way of life through improved production, consumption, and distribution, leading toward a better life for the family,”¹ was the goal and motto for home demonstration in North Carolina. While home demonstration agents were maintaining and preserving the family farm by teaching farm women about nutrition and sanitation, they also imposed middle class ideas concerning womanhood that had nothing to do with the farm women’s everyday lives. Even though these were compatible goals, in the dire situation, yard beautification and accessory selection were not vital to the survival of the farm woman or family.

Historians, who have analyzed home demonstration, have not reached a decisive conclusion. Rather historians have varied ideas and opinions based on the time period and area under analysis. In *Mama Learned Us to Work*, Lu Ann Jones claimed home demonstration work did give women a voice economically, as well as, socially. However, this was not the main objective. This was only a small part of a broader attempt to solve the South’s social and economic problems.² According to Jones home demonstration “...assigned women responsibility for the home and men responsibility for the farm, ignored the vital part that women played in agricultural production, and promoted women’s role as consumers.”³ This did little to alleviate women’s need to be independent and coexist along with the men, instead it further developed the idea that women came second to men.

¹ Land-Grant College Committee. *How the Home Demonstration Agent Serves the North Carolina Farm Family*. N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, in N.C. State University Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/468>, I.

² Lu Ann Jones, *Mama Learned Us to Work: Farm Women in the New South* (North Carolina: The University of North Carolina Press), 20.

³ *Ibid*, 18.

Not all historians viewed home demonstration as popular among poor southern farm women. Melissa Walker in *All We Knew was to Farm*, claimed home demonstration was not very popular. Rather the women only took part in what they desired, and in many cases did not heed the information which they received.⁴ Walker went on to develop the idea that home demonstrations were determined by the social and racial class of the women. This meant the race, class, and wealth classification of the women determined what information was presented to them through home demonstration.

In some areas historians were able to uncover differences in demonstrations white and black women were receiving from home demonstration. In the journal, *Agricultural History*, Walker examined how home demonstration aided or discriminated against black women. Walker also discussed a new concept: the ways that black extension agents resisted the white-controlled extension objectives and the segregation of home extension programs.⁵ In Mary S. Hoffschwelle's *Rebuilding the Rural Southern Community: Reformers, Schools, And Homes in Tennessee, 1900-1930*, Hoffschwelle supported Walker by proclaiming, "They [farm women] chose if, when, and how they would participate in outsiders' programs according to their own needs and aspirations."⁶ The people of Tennessee decided which home demonstrations to take part in, which was the same in North Carolina. If the people themselves were reluctant to take part in home demonstrations, then the information was not passed on and farm life did not change.

⁴ Melissa Walker, *All We Knew was to Farm: Rural Women in the Upcountry South, 1919-1941* (Maryland: Johns Hopkins University Press, 2000), 91.

⁵ ---, "Home Extension Work Among African American Farm Women in East Tennessee, 1920-1939," *The Agricultural History* 70 (summer 1996): 491.

⁶ Mary S. Hoffschwelle, *Rebuilding the Rural Southern Community: Reformers, Schools, and Homes in Tennessee, 1900-1930* (Tennessee: University of Tennessee Press, 1998), 125.

In other areas of the South early home demonstration agencies formed due to many of the same reasons as they did in North Carolina. In Danny Moore's *To Make the Best Better*, Moore described the purpose of Tomato Clubs⁷ in Mississippi, "First the clubs were organized to promote home practices that could be carried out in a more convenient and efficient fashion...Reformers were...proposing...to improve the ways they [women] carried out their chores."⁸

Other areas across the United States faced the daunting task of establishing home demonstration, just like North Carolina. In George Ellenberg's *May the Club Work Go on Forever*, Ellenberg explained the chore of gaining access to the farm home, "...it was probably more difficult to gain entry into a farm home and then explain to the woman of the house that her residence was not sanitary, that her children were not clean, or that her family was poorly nourished."⁹ In Ballard County, Kentucky, home demonstration developed on the local level, but like North Carolina the women were reluctant to make the changes to their way of living.

Jane Simpson McKimmon, who was an instructor at the Farmer's Institutes and an influential leader of early home demonstration, offered a more optimistic outlook for home demonstration in North Carolina due to her personal experience. "It has been a ready and receptive people with whom I have worked, a people who were green and ready to grow; and I have seen the sap rise, the leaves put forth, and a multitude of

⁷ Tomato Clubs were formed in the early 1900s to teach girls and women about canning tomatoes, but quickly developed into the home demonstration.

⁸ Danny Moore, "To Make the Best Better: The Establishment of Girls' Tomato Clubs in Mississippi, 1911-1915," *The Journal of Mississippi History* LXIII (2001): 103.

⁹ George B. Ellenberg, "May the Club Work Go on Forever: Home Demonstration and Rural Progressivism in 1920s Ballard County," *The Register of the Kentucky Historical Society* 96 (1998): 141.

blossoms bring fruit in its season,”¹⁰ McKimmon asserted when describing the farm women with whom she worked. McKimmon claimed that home demonstration was a wonderful extension by the United States Department of Agriculture (USDA).

Home demonstration was brought to life by a few outstanding individuals, and Dr. Seaman A. Knapp¹¹ was one of those individuals. In the book, *The Demonstration Work*, Oscar Martin described the ideas, concepts, and contributions of Dr. Seaman A. Knapp to home demonstration. Martin believed home demonstration work varied from location to location and from farm to farm. Martin claimed Dr. Knapp realized he had been working with men and boys until this point. Dr. Knapp commented, “The home eventually controls the viewpoint of a man; and you may do all that you are a mind to in schools, but unless you reach in and get hold of that home and change its conditions you are nullifying the uplift of the school. We are reaching for the home.”¹² Dr. Knapp understood that women had more power within the family than what was shown, or they were given credit for.

Many historians focus on particular time periods, as well as, specific areas of the South. However, few have devoted time entirely to North Carolina between the years of 1920-1950, or focused specifically on the message being presented to farm women through the circulated pamphlets and demonstrations.

Farm life and its conditions in North Carolina between the years of 1920-1950 were harsh and unforgiving for men and women alike. Jack Kirby in *Rural Worlds Lost*,

¹⁰ Jane Simpson McKimmon, *When We're Green We Grow* (North Carolina: University of North Carolina Press, 1945), 343.

¹¹ Dr. Knapp was from New York, but is still known today as the founder of Cooperative Extension Service.

¹² Oscar Baker Martin, *The Demonstration Work: Dr. Seaman A. Knapp's Contribution to Civilization* (Boston: Stratford Company, 1921), 84.

described the people of the South in this time period as, "...a folk so isolated they seemed trapped in a time capsule from the eighteenth century or earlier, a people without factories, who made everything they used with their own hands..."¹³ Pete Daniel in *Breaking the Land*, further described the problems during this time period, "Low agricultural prices during the 1920s and the more widespread depression in 1929 upset the balance of this fragile world. Odd jobs practically ended as businesses went broke."¹⁴ With the 1929 depression, the farming system collapsed and the businessmen joined the farmers no jobs, no money, and no food. The southern farmer was disenchanted often due to falling commodity prices in the 1920s, flood, drought, and eventually economic depression.¹⁵ Time and time again the southern farmer met defeat, which ultimately caused many farmers to accept aid from the government in order to survive.

Many Southern farm women had an even harder life. According to Kirby, "Women in the throes of childbearing and –rearing often labored to exhaustion and despondency."¹⁶ While women were expected to work long hours alongside the men in the fields, they were also expected to tend to their regular chores of housework and child care. Kirby also recounted Oscar Ameringer's¹⁷ description of white American farmers, "Everyone was 'wretched dressed...' He 'found toothless old women with sucking infants on their withered breasts...' Children were 'emaciated by hookworm, malnutrition and pellagra.'"¹⁸ This was the image of several white American farmers

¹³ Jack Kirby. *Rural Worlds Lost: The American South 1920-1960*. (Baton Rouge:Louisiana State University Press, 1987), 180.

¹⁴ Pete Daniel, *Breaking the Land: The Transformation of Cotton, Tobacco, and Rice Cultures Since 1880*. (Urbana: University of Illinois Press, 1985), 68.

¹⁵ Ibid, 65.

¹⁶ Kirby, 157.

¹⁷ German-born socialist editor who spent his youth in the wealthier part of Ohio. Now in Oklahoma cotton frontier along the Canadian River Valley.

¹⁸ Kirby, 187.

throughout the entirety of the South. Furthermore, Kirby claimed, "...there were 676 children under the age of five per 1000 women between the ages of fifteen and forty-four in the rugged subregions of Appalachia."¹⁹ Some saw this as a blessing in order to work a bigger farm, but others saw this as a misfortune of more mouths to feed. If the times were not dire enough, southern farmers had several health problems. Kirby suggested, "Because of their climate and their poverty, southerners were less healthy than other Americans, and they looked it."²⁰ Many southerners were constantly plagued with "lazy"²¹ diseases, which were malaria, hookworm, and pellagra. The women were not happy, old beyond their years, and the children were plagued with curable diseases, if the right resources were in place, and North Carolina was no exception.²² This in turn opened the door for such agencies as home demonstration to come into existence.

Home demonstration evolved around the turn of the century, with the development of Theodore Roosevelt's *Country Life Commission* in 1909, which was a two-year study investigating rural life, paying particular attention to women. The Commission assumed farm women were overworked, underpaid, if even paid at all, and ultimately unappreciated.²³ The fear was that these dissatisfied women would raise dissatisfied children, who would eventually leave the farm, and could potentially cause the demise of the agricultural system.²⁴ Due to Roosevelt's *Country Life Commission*, the USDA conducted its own investigation, which led to Congress passing the Smith-Lever

¹⁹ Ibid, 167.

²⁰ Ibid, 186.

²¹ These diseases were considered "lazy," because much was known about these diseases, but in the South little was done to eradicate them.

²² Kirby, 186.

²³ U.S. Senate. *Report of The Country Life Commission and Special Message From the President of the United States*, 60th Congress, 2nd Session, Document No. 705. 1909 (Spokane, Washington: Chamber of Commerce). Retrieved from Core Historical Literature of Agriculture <http://chla.library.cornell.edu/cgi/t/text/text-idx?c=chla;idno=3319041>, 45.

²⁴ Jones, 15.

Act in 1914. The Smith-Lever Act established the agricultural extension service. This was a cooperative effort between the USDA and land grant colleges. The main goal of the program was to educate people, in particular farmers, about current developments in agriculture and home economics.²⁵

Home demonstration in North Carolina developed from the efforts of Jane Simpson McKimmon and Ira Obed Schaub²⁶. These women initially developed farm girls' and boys' clubs, as well as, tomato clubs. This system would later be identified as home demonstration, and later The Family and Consumer Sciences Department of North Carolina State University's Cooperative Extension Service.²⁷ According to Joe A. Mobley, the North Carolinian farmers, in the late 1920s and early 1930s, "acknowledged the need to surrender a measure of their independence to the dictates of distant bureaucrats. But they were equally aware of internal changes in the way farmers related to one another and to the nonfarming society."²⁸ Many members of the poor farming society in North Carolina realized changes needed to be put into place in order to survive with the changing times, even if it meant surrendering parts of their independence.

Home demonstration agents did not have many characteristics in common with the targeted women receiving home demonstration services. When Jane Simpson McKimmon hired a new home demonstration agent, she looked for specific qualities. Some of the qualities McKimmon looked for were, "Women of good education, with a background of culture in the home, a practical knowledge of homemaking, good business

²⁵ North Carolina State University, "Smith-Lever Act of 1914," <http://www.cals.ncsu.edu/agexed/aee501/smithlever.html>

²⁶ Ira O. Schaub became the first director of the North Carolina corn clubs, which later became 4-H Clubs.

²⁷ North Carolina State University. *Green 'n' Growing*, 2007. <http://www.lib.ncsu.edu/specialcollections/greengrowing/>.

²⁸ Joe A. Mobley, ed. *The Way We Lived in North Carolina*. (Chapel Hill: The University of North Carolina Press, 2003), 475.

ability, and a familiarity with rural life.”²⁹ Many times home demonstration agents were unmarried women who were public school teachers. Often agents believed the education home demonstration provided would help revitalize the southern economy and culture.³⁰ Another difference between agents and the women being targeted by home demonstration was their social class. Home demonstration agents, for the most part, came from a middle class background, whereas the targeted women were from a poor working class background. In the *1936 Home Demonstration Annual Report*, McKimmon described the targeted group of women as farm women who came from a low average farm income, possessed inadequate food and feed production, needed assistance with healthcare, and had little or no access to home or community recreation. The targeted women also had poorly balanced diets, possessed several curable diseases, and did not have proper housing.³¹ The differences between home demonstration agents and the targeted women could possibly explain why rifts often occurred between the targeted women and home demonstration agents from different social and wealth backgrounds.

Home demonstration in North Carolina possessed numerous goals and objectives for their members. One of the many objectives home demonstration endorsed was, “To promote better homes and higher standard of living on the farm.”³² This helped develop the idea that home demonstration was changing farm living standards to mimic middle and upper class styles of living. Another objective endorsed by home demonstration was, “To promote the mental, social, cultural, recreational, and community life of rural

²⁹ Jones, 109.

³⁰ Ibid, 111.

³¹ Jane S. McKimmon, *Annual Report 1936 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 17
<http://www.lib.ncsu.edu/resolver/1840.6/443>

³² Land-Grant College Committee, I.

people.”³³ In some ways the objective indirectly claimed that there was something wrong with the mental, social, and cultural way of life for rural farm people. The last objective of home demonstration proclaimed, “To improve the educational and spiritual life of rural people.”³⁴ Even though it was probable that rural farm people needed more formal education, they most likely had some type of spiritual belief. Home demonstration possessed the idea that rural farm people needed more help than with just growing crops and being sanitary. Home demonstration wanted not only to change the living standards of farm people, but cultivate their cultural, social, and mental being.

While home demonstration promoted middle-class womanhood ideas, it also presented farm women with vital information, like nutrition. Some of the concepts taught included planning well-balanced meals, the symptoms of malnutrition, and how to care, select, and prepare certain foods. In the *1921 Annual Report*, a home demonstration agent illustrated her work and outreach in New Hanover County:

The county nurse and I planned county-wide visits to the rural schools where we weighed and measured the children. Undernourished children were given special attention by us through personal visits to the mother. We suggested remedial diets and gave a list of foods to the parents showing amounts needed by the child during the day. We also placed food charts in every rural school explaining food and its uses in the body.³⁵

This demonstrated the time, effort, and outreach home demonstration agents were putting into their work. In Marguerite L. Pettee’s *From a County Home Demonstration Agent’s Notebook*, she described what a typical poor farm family ate, “At one time the mother had only \$2.00 a week to spend on food. They bought uncooked cereals, nubby

³³ Ibid, I.

³⁴ Ibid, I.

³⁵ Jane S. McKimmon, *Annual Report 1921 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 4
<http://www.lib.ncsu.edu/resolver/1840.6/443>

potatoes... and dried beans. They had some macaroni and spaghetti, since they were cheap and filling.”³⁶ This description explained why the poor farm family was eating what was available. They did not have money to buy nutritious and healthy food, or possibly they did not possess the knowledge of how to preserve and save nutritious food for the winter. In order to rectify nutritional deficiencies in the farm families’ diet, home demonstration circulated pamphlets concerning specific food issues.

Home demonstration agents also helped with sanitation and health. In Duplin County an agent asserted, “Three [homes from a kitchen contest] have had running water put in the house and the garbage cans with lids on them have been bought to take the place of the old lard tub which sat outside the kitchen door and furnished a place in which flies could breed.”³⁷ An agent in Perquimans County insisted, “All club women have been asked to see to it that the school children in their community have separate drinking cups, a supply of good water and that they wash their hands before eating and are careful to cover the cough and sneeze with a handkerchief.”³⁸ In the *Study of Home Demonstration Work Among the White Rural Families of Wake County-1947*, Verna Stanton found, “In many cases club members have not only provided necessary foods but have gone into the homes and given instruction in the preparation of these foods. In 48 counties agents and club members have helped 1,284 pellagra patients.”³⁹ The given information was vital to the survival of the farm family. It taught farm families how to

³⁶ Marguerite L. Pettee, “From a County Home Demonstration Agent’s Notebook.” *Annals of the American Academy of Political and Social Science* 225 (1943): 61-63. www.jstor.org/ (accessed March 16, 2007), p. 61.

³⁷ James H. Gray, *Annual Report 1925 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 53, <http://www.lib.ncsu.edu/resolver/1840.6/448>

³⁸ Ibid, 66-67.

³⁹ Verna Stanton, *A Study of Home Demonstration Work Among the White Rural Families of Wake County-1947*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 56, <http://www.lib.ncsu.edu/resolver/1840.6/167>

prevent diseases, prepare balanced meals, stay healthy, and be more sanitary in order to prevent the spreading of germs. This information not only improved the health of the farm families, but also their standard of living. However, while providing the rural farm families with this vital information, they also presented poor farm families with middle class ideas, which could alter the mental, social, and cultural beliefs of the poor farm families.

At the same time, there were many activities women took part in, which had little to do with sanitation or nutrition, but did impose middle class ideas concerning womanhood. According to *Farm Women Build for Tomorrow*, “The monthly program of the home demonstration clubs was built around the following subjects:...selection of pattern in relation to one’s figure; well planned meals...color, convenience, and comfort in the home...you and your appearance, and...living with your children...”⁴⁰ Home demonstration offered a wide array of activities poor farm women could take part in.

In some incidents home demonstration taught women how to be better house wives by presenting them with nutritional advice. In *Five Lessons in Preparation of Food*, the pamphlet described how food was easily digested if it was attractive and well prepared.⁴¹ When trying to teach poor farm families better nutrition it was not pertinent that it was attractively prepared. This helped develop the idea that home demonstration was trying to restructure class order. If these farm families were poor and starving, it was their last concern if the food was attractively prepared. A pamphlet entitled *Salads*

⁴⁰ *Farm Women Build for Tomorrow* (excerpted from *A Year to Remember: North Carolina Agricultural Extension Service*). Raleigh: N.C. Agricultural Extension Service, 1945, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/895>

⁴¹ Cornelia C. Morris. *Five Lessons in Preparation of Food for North Carolina Demonstration Club Girls* (Extension Circular, No. 140). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, March 1936, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/103>, p. 3.

described the value of vegetables, “They [salads] are appetizing; they are economical and easy to prepare; they give variety to the diet and they can be used for almost every occasion.”⁴² This pamphlet promoted the idea that anyone could grow a garden and have fresh produce to eat, because it was simple and cheap. The pamphlet also described the essentials of a salad, “It [salad] should be attractively arranged on plate or dish---not too fixed. It should harmonize in flavor and color with the rest of the meal.”⁴³ At the same time the pamphlet promoted the idea that salads should be used at certain occasions and should be attractive to the entire meal, which was irrelevant when teaching about nutrition.

The imposition of middle class womanhood ideas even influenced packed school lunches. In the pamphlet entitled *School Lunch* the troubles a mother went through to plan and pack a nutritional lunch in relation to the entire day’s meals was described.⁴⁴ The pamphlet suggested the mother should plan lunches days ahead of time, which was not a luxury of a poor farm woman. The pamphlet also described how sandwiches should have been made, “For sandwiches always use bread at least a day old. Slice bread one-fourth to one-third thick...Place other slice of buttered bread on top and cut into desired shapes.”⁴⁵ Farm women sent what was available or in season. This developed the idea that when publishing some of these articles, the writers were considering their middle class backgrounds and not taking into consideration the poor farm women’s backgrounds.

⁴² Mary E. Thomas & Sallie Brooks. *Salads* (Extension Circular, No. 211). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, October 1936, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/46>, 2.

⁴³ *Ibid*, 4.

⁴⁴ Mary E. Thomas. *The School Lunch* (Extension Miscellaneous Pamphlet, No. 17). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, June 1934, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/490>, 1.

⁴⁵ *Ibid*, 4.

While the pamphlets and demonstrations conveyed meaningful and necessary information, they indirectly promoted social standards, more readily accepted by middle class women, through the description and elaboration of better prepared foods.

Another program these farm women took part in dealt with clothing and accessories. According to Willie N. Hunter and Julia McIver, in the Extension Miscellaneous Pamphlet entitled *Selecting Accessories*, “You can tell a smart woman by her accessories.”⁴⁶ In some cases farm women did not have the means to acquire accessories, and other times even if they did have the money, they did not have a place to wear the fancy clothes and jewelry. The pamphlet also claimed, “Accessories are an important factor in expressing good taste in dress and are a means of keeping costumes up-to-date and introducing an element of newness and charm into the wardrobe.”⁴⁷ This can be seen as an attempt by home demonstration to move these poor lower class farm women to a middle class style of living. However, home demonstration was publishing information that improved the standard of living by giving these farm women access to information, which they might otherwise have never been exposed to.

Particular pamphlets taught women how to create a more appropriate wardrobe by, in some cases, explaining the health benefits. The Extension Miscellaneous Pamphlet entitled *Feet and Shoes* explained the importance of the feet, “They [feet] are to the body what the foundation is to a building.”⁴⁸ This pamphlet explained the importance of the

⁴⁶ Willie N. Hunter & Julia McIver. *Selecting Accessories* (Extension Miscellaneous Pamphlet, No. 49). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, January 1941, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/183>, 1.

⁴⁷ Ibid, 1.

⁴⁸ Willie N. Hunter. *Feet and Shoes* (Extension Miscellaneous Pamphlet, No. 34). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, January 1941, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/183>, 1.

feet to the entire body. This taught the women to better take care of their feet, as well as, their families' feet while at the same time learning how to do so. In the *Selecting Accessories* pamphlet the affect of shoes on health was discussed, "Shoes have much to do with health. Beware of too short or too narrow shoes. They spoil the carriage and cause a strained facial expression."⁴⁹ In another Extension Miscellaneous Pamphlet the importance of foundation and support garments were described, "A study of a chart of the human body will help one understand the importance of the foundation garment in its relation to health: the body framework---skeleton, the important internal organs, nervous system, and the muscular system."⁵⁰ While this pamphlet was teaching women the importance of foundation and support garments, it was also conveying the idea that women were more respectable if they were wore such garments. Therefore, they concealed themselves, which made them appear more intelligent. These pamphlets taught poor farm women health benefits of an appropriate wardrobe.

In other incidents the pamphlets explained how to save and use leftover material, how to make wardrobe items themselves, how to better care for items, and what to buy if one absolutely had to buy an item new. For example in the *Foundation and Support Garment* pamphlet it described the importance of cleaning girdles and corsets, "It is necessary to wash girdles and corsets often, for perspiration and dirt destroy the fibers of a corset---not soap and water."⁵¹ The pamphlet also taught women how to make a brassiere from left over material, "The bandeau may be made from scraps of lace. A

⁴⁹ Accessories, 2.

⁵⁰ Ibid. *Foundation and Support Garments* (Extension Miscellaneous Pamphlet, No. 40). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, March 1938, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/190>, 1.

⁵¹ Ibid, 3.

piece of elastic about $\frac{3}{4}$ " long and $1\frac{1}{2}$ " wide is used in the back."⁵²The pamphlets stressed the importance of making it one's self and getting the most use out of an item. At the same time, home demonstration was promoting gender ideology, because the pamphlets and demonstrations were geared solely toward farm women and girls, not men and boys. These pamphlets and demonstrations were also ultimately saying that the attire of these farm families was not appropriate, especially if home demonstration was trying to change the cultural and social being of these farm people.

Another program, which was not as vital to the survival of farm life, but home demonstration promoted it nonetheless, was home furnishings. The 1921 Home Demonstration annual report described a model farm home:

Each floor was stained a soft brown and kept in good shape with a mop which the wife had made. A little ochre had been added to the whitewash and instead of a glaring white the walls were cream... There were bright cretonne cushions on the chairs and window seat... The table cloth had been removed and a cream table runner with a stenciled border put in its place... The kitchen was arranged for the convenience and comfort of the housewife...⁵³

This was what many home demonstration agents wanted to find when they walked into other farm houses. However, not all farm women had the means to elaborately redecorate their home as the previous example. The woman in the previous example had been modernized in some ways. She had redecorated her home in such a way that when anyone visited they would almost believe they were walking into a middle class woman's home. In the 1925 Home Demonstration's Annual Report it described how one woman remodeled her home with the instruction of a home demonstration agent, "...I [home demonstration agent] visited her to see what the family had really

⁵² Ibid

⁵³ *Annual Report 1921*, 12.

accomplished and I was amazed. They had added an extra bedroom, a dining room and kitchen and had remodeled the old kitchen into a living room, an unheard of thing in their family before.”⁵⁴ The family even remodeled the furniture, “They had made a bookcase without glass doors...a window seat with cretonne coverings...The walls had been refinished and the chairs had been painted...”⁵⁵ The agent wrote as if she were surprised the family had taken the remodeling of the home to such a level. The family was possibly unsure of what the end result would be, but were willing to remodel themselves and take the risk of trying something new and unfamiliar. This remodeling project could have been an example for other farm families, because if one family was capable of this much, then other families could complete similar projects.

Home beautification was another program offered by home demonstration, which attempted to beautify farming communities by specifically addressing individual homes, churches, and any other community gathering location. Home beautification included: painting homes, making open lawns, planting native shrubbery, planting trees and flower beds, and constructing outdoor living rooms.⁵⁶ Home beautification was not essential to the survival of the farm family, but according to the 1933 annual report, “The leaders felt that a satisfying setting influences the morale of the family and is just as important as increasing the family income.”⁵⁷ Home demonstration portrayed the idea, that in order for farm families to make the transition from an unhappy and less prosperous lifestyle, to that

⁵⁴ *Annual Report 1925*, 53.

⁵⁵ *Ibid*, 53.

⁵⁶ North Carolina State College. Agricultural Extension Service, *Home Demonstration* (Excepted from Annual Report of Agricultural Extension Work in North Carolina 1937), N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 53-54, <http://www.lib.ncsu.edu/resolver/1840.6/667>

⁵⁷ McKimmon, *Annual Report 1933 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 79, <http://www.lib.ncsu.edu/resolver/1840.6/716>

of a middle class citizen, it helped the mood and morale to have a beautiful lawn and garden. According to the 1941 home demonstration annual report beautification taught farm families how to live a fuller life.⁵⁸ In the 1925 annual report an agent professed, “We had a miniature house built and painted and carried this around...to demonstrate the planting of flowers...We further impressed the ‘Better Home’ idea with movies and lantern slides.”⁵⁹ Other than turning the farmstead into suburban America, beautification taught farm families to respect, and in some cases, accept the standards and requirements for middle class living. Through home beautification home demonstration altered the cultural and social sphere of many poor farm families, which was one of the stated objectives of home demonstration. Home beautification was a vivid reminder of what home demonstration could do, if the people allowed it.

When home demonstration agents addressed the cultural and social aspects of farm life, they attempted to alter such qualities as speech, manners, and even social acquaintances. In *Table Manners* the author described proper conduct at meals, “...Eat quietly and slowly, lips closed...It is courteous and thoughtful of a boy to seat his mother even at breakfast...”⁶⁰ This was not teaching the farm woman or even the family to live a more productive and meaningful life. Rather, this was teaching farm families to have better manners, which were more similar to people from a middle class background. The 1941 home demonstration annual report discussed how proper English should be used by all family members in attempts of moving away from improper speech, which was

⁵⁸ Ruth Current, *Annual Report 1941 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 141, <http://www.lib.ncsu.edu/resolver/1840.6/485>

⁵⁹ *Annual Report 1925*, 69.

⁶⁰ Ruth Current, *Annual Report 1938 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 141, <http://www.lib.ncsu.edu/resolver/1840.6/668>

another attempt to alter the social sphere of farm families. In the annual report Harvard University President Eliot was quoted saying, “I recognize but one mental acquisition as an essential part of the education of a lady or gentleman---namely, an accurate and refined use of the mother tongue.”⁶¹ Home demonstration attempted to improve the English usage of farm families in order to enrich both the cultural and social aspects of farm families.

Another social and cultural attempt is further visualized in 1948 in the article *Making and Keeping Friends*. The pamphlet suggested, “We can look around us at the people who have the most friends. They aren’t the people who have the most money or the most expensive or the best looking clothes.”⁶² Through this quote it is evident that home demonstration agents tried to enhance the farm families’ social awareness by teaching them that everyone was capable of making friends. The pamphlet also claimed, “It [personality] is the sum total of YOU---the way you look, the way you sound, and the way you act...It is true that some people are born better-looking than others, but no one is born with a ready-made personality, no one is born with habits of cleanliness and neatness, and good taste in clothes---all a part of personality.”⁶³ These types of pamphlets were not teaching women or the families how to change their physical way of living, but their social style of living. Through the proper social demonstrations poor farm families would begin to mingle with the middle and upper class and move away from the drudgery, disrespectful class others associated them with.

⁶¹ *Annual Report 1941*, 118.

⁶² North Carolina State College. Agricultural Extension Service, *Making and Keeping Friend*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 2, <http://www.lib.ncsu.edu/resolver/1840.6/60>

⁶³ *Ibid*, 3.

Between the years of 1920 and 1950 home demonstration, in North Carolina, was able to show positive growth in participants within the program, even though some information presented by home demonstration was not pertinent or vital. In 1921 there were 544 women's clubs and 539 girl's clubs. There were also numerous campaigns held, which included: 1 home convenience, 7 housekeeper's week, 1 home and school improvement, 4 beautification of premise, and 3 cooperative marketing.⁶⁴ These campaigns allowed the women to come together in a specified area, and share ideas and information. This also allowed home demonstration agents to meet in one location and reach numerous women without having to travel all over the county. These campaigns were held on certain days in every county across North Carolina. This showed that at first home demonstration was not welcomed into the home, but as time passed the women became more receptive to home demonstration agents. In 1925 there were 623 girls and 5,302 women who enrolled in home garden demonstrations, but only 356 girls and 3,926 women completed the demonstrations. There were 352 girls and 2,247 women who enrolled in beautification of home grounds, but only 176 girls and 1,489 women completed the demonstrations. Also, during the year of 1925 there were 101 homes, which installed sanitary outhouses, and 221 homes, which used methods to control flies, mosquitoes, and other insects for the first time.⁶⁵ Over time home demonstration was able to offer more variety in the types of demonstrations and activities, which allowed the farm families to become more informed about certain issues.

In the decade of the 1930s the enrollment numbers for home demonstration continued to rise. In 1931 there were 19,099 women and 12,950 girls enrolled in the food

⁶⁴ Annual Report 1921, 2-4.

⁶⁵ Annual Report 1925, 51-100.

and nutrition program. 13,865 women and 7,142 girls completed the nutrition program, which was a program that taught women how to plan healthy nutritious meals, taught women the value of certain foods, and taught women how to eat healthy at a cheaper cost. In 48 counties home demonstration agents helped 1,284 pellagra patients. Also, in 1931 there were 788 home demonstration clubs for white women with a membership of 20,831. There was an increase from 1930-1931 by 96 clubs. The club membership increased by 2,892 from 1930-1931. The grand total of home demonstration membership for both women and girls was 44,958 with a 4,924 increase from 1930.⁶⁶

In 1935 there were 78 white counties that organized for home demonstration. This meant that on average there were 16 women's clubs and 10 girl's clubs for each county with a total membership of 54,310.⁶⁷

In the decade of the 1940s home demonstration membership also continued to rise. In 1941 there were 95 counties organized with white home agents, which meant that out of the 100 counties in North Carolina 95 counties had access to home demonstration pamphlets and demonstrations. There were 23 counties organized with Negro home agents. The total membership for home demonstration in North Carolina for the year 1941 was 39,405, which included women, girls, and boys. For the year home demonstration served 42,542 women in North Carolina.⁶⁸ In 1944 home demonstration membership rose again. In 1944 women's membership in home demonstration increased

⁶⁶ McKimmon, *Annual Report 1931 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 5-36, <http://www.lib.ncsu.edu/resolver/1840.6/476>

⁶⁷ Annual Report 1935, 74-89.

⁶⁸ Annual Report 1941, 1-4.

by 3,668. The girl's membership increased in home demonstration by 3,285.⁶⁹ Lastly, in 1950 home demonstration offered 1,681 different home demonstration clubs.⁷⁰

While it is impossible to conclude whether or not home demonstration in North Carolina was a success or failure, it is obvious from the enrollment numbers, from around 1920-1950, that more and more farm women were becoming involved in home demonstration over time. As time passed it is possible farm women became more receptive to home demonstration messages, or possibly the farm women could better relate to the demonstrations being offered. Some of the farm women might have wanted someone to step into their home and teach them how to be a better house wife and a member of a higher social ranking. The women who were receptive to home demonstration agents would have seen the possibilities home demonstration offered; a way to wash the filth of farm life from their faces and attempt to assume a new womanly and social distinction. Home demonstration in North Carolina would have left a lasting impression either by teaching women new and practical information, or by imposing middle class womanly ideas.

While home demonstration in North Carolina did maintain, improve, and preserve the family farm, it did so by imposing middle class ideas of womanhood on the farm woman. Through the demonstrations and circulation of particular pamphlets, home demonstration in North Carolina made advances in teaching poor farm families how to better prepare food, improve health, and, dress better using the means that were available

⁶⁹ Ruth Current, *Annual Report 1944 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 2, <http://www.lib.ncsu.edu/resolver/1840.6/476>

⁷⁰ ---, *Annual Report 1950 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, 2, <http://www.lib.ncsu.edu/resolver/1840.6/476>

while imposing middle class ideas of womanhood. Nonetheless, home demonstration work in North Carolina will go down in American Southern history as one of the most pivotal and renowned assistant agencies in the South, due to its attempts at establishing and improving women's place on the farm.

Primary Bibliography

Current, Ruth. *Annual Report 1938 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/668>

In this annual report there is a map, a listing of state home demonstration agents, and a detailed report of how the home demonstration was organized for the year. The annual report also discussed Farm and Home Week, Exhibits at the state fair, a narrative report of negro home demonstration work, outlook for the upcoming year, pamphlets, projects, state wide projects, and home beautification details.

---. *Annual Report 1941 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/485>

This annual report addressed organization, personnel, and Farm and Home Week. Furthermore, the annual report discussed foods and nutrition, food conservation and marketing, handicrafts, clothing, spending cotton stamps, home management and house furnishings, home beautification, pamphlets, better English, negro home demonstration work, and cooperation with the state fair.

---. *Annual Report 1944 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/476>

This annual report discussed organization of home demonstration work, projects, personnel, the home demonstration narrative, clothing, agriculture projects, child development, and negro home demonstration work for the year of 1944.

---. *Annual Report 1950 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/576>

In this annual report organization and personnel are discussed. Furthermore, projects, the home demonstration narrative, clothing, agricultural projects are discussed for the year of 1950.

Farm Women Build for Tomorrow (excerpted from *A Year to Remember: North Carolina Agricultural Extension Service*). Raleigh: N.C. Agricultural Extension Service, 1945, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/895>

This article described what farm women were doing to better themselves. The

article specifically addressed how the women were making changes to their homes. The article also discussed how other women could become involved and change their household settings.

Gray, James H., *Annual Report 1925 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/448>

This annual report offered the narrative home demonstration report for the year of 1925. The annual report also offered contests and graphs showing the correlation between girl involvement rates and women involvement rates in the home demonstration agency.

Hunter, Willie N. *Feet and Shoes* (Extension Miscellaneous Pamphlet, No. 34). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, April 1936, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/104>

This pamphlet discusses how the feet are important to the entire body. The pamphlet describes why it is important to ensure that shoes fit the foot properly. The pamphlet goes into greater detail about the consequences of wearing shoes that do not properly fit.

---. *Foundation and Support Garments* (Extension Miscellaneous Pamphlet, No. 40). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, March 1938, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/190>

This pamphlet discusses the purpose of foundation and support garments. The pamphlet discusses foundation garments in relation to health. Furthermore, the pamphlet describes the appearance, fitting and figure types, how to make under garments, and how to clean them.

Hunter, Willie, and Julia McIver. *Selecting Accessories* (Extension Miscellaneous Pamphlet, No. 49). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, January 1941, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/183>

This pamphlet discusses the importance of choosing accessories. The type of accessories chosen for an outfit can either promote or undermine the smartness of a woman. The pamphlet considers color, size, texture and type of shoes, jewelry, and even scarves.

Land-Grant College Committee. *How the Home Demonstration Agent Serves the North Carolina Farm Family*. N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, in N.C. State University Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/468>

This article discussed how the home demonstration came into existence, what the goals and objectives of the home demonstration were as a whole, and the article also explained how the home demonstration agent was able to conduct his or her work in such an orderly fashion. The article also offered definitions for particular parts of the home demonstration, as well as, general programs and activities offered by the home demonstration agency.

McKimmon, Jane Simpson. *Annual Report 1921 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/443>

In this annual report the home demonstration narrative is provided, as well as, several pamphlets. The annual reports also addressed nutrition, milk, preservation of foods, home cured meats, campaigns, clothing, household furnishings, the home dairy, poultry work, markets, beautification of the farmstead, fairs, and negro home demonstration work.

---. *Annual Report 1931 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/476>

In this annual report there is information concerning the organization of home demonstration work, as well as, a narrative report of what took place in 1931. The annual report also discusses projects, as well as, agricultural projects, clothing, and child development.

---. *Annual Report 1933 Home Demonstration Division*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/716>

This annual report tends to focus on the 4-H girls club. The annual report contains information about the club's health work, project accomplishments, goals for the upcoming year, and recreational work.

Morris, Cornelia, C. *Five Lessons in Preparation of Food for North Carolina Demonstration Club Girls* (Extension Circular, No. 140). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, March 1936, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/718>

This article described the importance of preparing healthy foods to ensure one was getting the nutrients they needed. The article also discussed how when preparing foods one needed to be sanitary.

North Carolina State College. Agricultural Extension Service. *Home Demonstration* (Excepted from Annual Report of Agricultural Extension Work in North Carolina 1937), N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/667>

This article was an extension to the 1937 narrative home demonstration report. The article discussed the activities and programs the women were taking part in. Furthermore, the article described the benefits of the women joining the club.

---. *Making and Keeping Friend*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/60>

This pamphlet described the importance of making and keeping friends. Furthermore, the article claimed that everyone could make and have friends. The pamphlet also offered ideas for making and choosing friends. The pamphlet described the characteristics of a good friend.

---. "Smith-Lever Act of 1914," <http://www.cals.ncsu.edu/agexed/aee501/smithlever.html>

The Smith-Lever Act established the agricultural extension service. This was a cooperative effort between the USDA and land grant colleges. The main goal of the program was to educate people, in particular farmers, about current developments in agriculture and home economics

Pettee, Marguerite L. "From a County Home Demonstration Agent's Notebook." *Annals of the American Academy of Political and Social Science* 225 (1943): 61-63. www.jstor.org/ (accessed March 16, 2007).

This report was a specific recount of one home demonstration agent's interaction with the families she worked with. The article explained why the family ate the particular items they did, why the children were not healthy, and what the home demonstration was doing to help the family.

Stanton, Verna. *A Study of Home Demonstration Work Among the White Rural Families of Wake County-1947*, N.C. Agricultural Extension Service, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/167>

This report looked specifically at the white rural families in Wake County. The report examined what the home demonstration had done to help the families, how the families had improved, and offered suggestions for other home demonstration agents to take into consideration.

Thomas, Mary E. *The School Lunch* (Extension Miscellaneous Pamphlet, No. 17). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, June 1934, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/490>

This pamphlet discusses what children need to eat in order to be able to grow and develop mentally. The pamphlet discusses how to pack the school lunch, what to pack for the lunch, and provides suggested lunches.

Thomas, Mary E., and Sallie Brooks. *Salads* (Extension Circular, No. 211). N.C. State College of Agriculture and Engineering and U.S. Dept. of Agriculture Co-operating. Raleigh: N.C. Agricultural Extension Service, October 1936, in N.C. State University Libraries Digital Collections, <http://www.lib.ncsu.edu/resolver/1840.6/46>

This pamphlet discusses the importance of salads and how they should be combined with a typical meal. The pamphlet describes the preparation of salads, different garnishes, and salad dressings. The pamphlet even offers recipes for different types of salads.

U.S. Senate. *Report of The Country Life Commission and Special Message From the President of the United States, 60th Congress, 2nd Session, Document No. 705*. 1909 (Spokane, Washington: Chamber of Commerce). Retrieved from Core Historical Literature of Agriculture <http://chla.library.cornell.edu/cgi/t/text/text-idx?c=chla;idno=3319041>

Theodore Roosevelt's *Country Life Commission* in 1909, which was a two-year study investigating rural life, paying particular attention to women. The Commission assumed farm women were overworked, underpaid, if even paid at all, and ultimately unappreciated. The fear was that these dissatisfied women would raise dissatisfied children, who would eventually leave the farm, and could potentially cause the demise of the agricultural system.

Secondary Bibliography

Daniel, Pete. *Breaking the Land: The Transformation of Cotton, Tobacco, and Rice Cultures Since 1880*. Urbana: The University of Illinois Press, 1985.

In this book Daniel examined the transformation of the cotton, rice, and tobacco cultures in the South from 1880. The book focused on the hardships that the southern farmers had to face and ultimately overcome. Furthermore, the book discussed the programs offered by the government and how the farmers had to take part in those programs to survive.

Ellenberg, George B. "May the Club Work Go On Forever: Home Demonstration and Rural Progressivism in 1920s Ballard County." *The Register of the Kentucky*

Historical Society 96 (1998): 137-166.

This journal article specifically discusses the home demonstration in Ballard County Kentucky during the 1920s. Ellenburg describes how home demonstration in Ballard County developed on the local level, but also how the farm women were reluctant to accept the modern techniques home demonstration agents were teaching. The article also possesses footnotes that could be beneficial in drawing a comparison between North Carolina and Kentucky. The article is also very useful in zoning in on one particular area and extracting all the details about that specific region.

Hoffschwelle, Mary S. *Rebuilding the Rural Southern Community: Reformers, Schools, and Homes in Tennessee, 1900-1930*. Knoxville, Tennessee: The University of Tennessee Press, 1998.

In this book Hoffschwelle focuses on rural reform in Tennessee. She considers home economics programs as an attempt to connect the home life with the school life. In many cases, Hoffschwelle concludes that rural Tennessean women were resistant to the services the home demonstration was offering due to their strong identities. Overall, Hoffschwelle concludes that these rural Tennessean women determined what services they accepted and which they denied. The government did not control these women, rather Tennessean women controlled the services the Tennessee state government offered.

Jones, Lu Ann. *Mama Learned Us to Work: Farm Women in the New South*. Chapel Hill, North Carolina: The University of North Carolina Press, 2002.

This book focuses on white and black women and the work they conducted on farms in the South. Jones stresses the women's economical role on the farm from selling their own self produced goods to aiding their husbands in the fields. However, Jones dedicates two chapters, and other clips throughout the book, to Home Demonstration. North Carolina is also not the only state, which Jones considers in her research, but one can gain a further understanding of home demonstration and their successes and failures throughout the South.

Kirby, Jack. *Rural Worlds Lost: The American South 1920-1960*. Baton Rouge: Louisiana State University Press, 1987.

In this book Kirby examined southern farmers between the years of 1920 and 1960. Kirby closely discussed the changes of from life and procedures during this time period. Kirby focused on ordinary people doing ordinary work. The book even considered how technology and modernization changed and forever altered the southern way of farming.

Martin, Oscar Baker. *The Demonstration Work: Dr. Seaman A. Knapp's Contribution to Civilization*. Boston: Stratford Co., 1921.

This book focuses specifically on the contributions that Dr. Knapp made to the farm and home demonstration. However, the book is rather dated being written in 1921. However, the book analyzes a particular person who had direct influence on the home demonstration and even more specifically North Carolina. However, the book does not contain a bibliography, which would be helpful in analyzing the material Martin presents.

McKimmon, Jane Simpson. *When We're Green We Grow*. Chapel Hill, North Carolina: The University of North Carolina Press, 1945.

This book was written by a woman who had first hand experience with the home demonstration. Even though the book basically covers the early years of the home demonstration in North Carolina, it is very insightful and helpful in understanding the beginning of such an important organization. However, the book deals mostly with white club members, with only a single chapter devoted to black women. Even though McKimmon uses real experiences, the book lacks a bibliography.

Mobley, Joe A., ed. *The Way We Lived in North Carolina*. Chapel Hill: The University of North Carolina Press, 2003.

In this book North Carolina is examined in depth. The book examined several specific people, places, and ideas. The book began in 1770s and ended in 2001. The book offered view points of people specifically from North Carolina, and how specific ideas and modernizations altered the way of living in North Carolina.

Moore, Danny. "To Make the Best Better: The Establishment of Girls' Tomato Clubs in Mississippi, 1911-1915." *The Journal of Mississippi History* LXIII (spring 2001); 101-118.

In this journal article the author is analyzing girls' tomato clubs in Mississippi from 1911-1915. Moore describes the tomato clubs as having an effect on the girls, which caused them to try and make a difference in their community. As the members of the tomato clubs reached adulthood they joined the home demonstration. Also, many of these girls became teachers. This article offers another state in which one can compare North Carolina to. The article also offers other potential sources for discussing the time period.

North Carolina State University. *Green 'n' Growing*, 2007.
<http://www.lib.ncsu.edu/specialcollections/greengrowing/>

This web site addressed specifically North Carolina and the formation of Tomato Clubs, 4-H clubs, and the home demonstration agency. The web site offered a time line of important events, which shaped the development of these clubs. The

web site also offered pictures from different counties, text from specific counties, and a list of both primary and secondary resources specifically pertaining to Tomato Clubs, 4-H clubs, and the home demonstration.

Walker, Melissa. *All We Knew Was to Farm: Rural Women in the Upcountry South, 1919-1941*. Baltimore, Maryland: The John Hopkins University Press, 2000.

Walker examines the interactions between rural farm women of the Upcountry South and modern America. Walker even discusses the issue of race and how race determined some of the governmental benefits they would receive. Walker also considers how these women had to either adapt or defy the changing times. Walker concludes that while the women's place was being widen it was also being made smaller. Walker employs a number of resources, which are beneficial. This work also allows a comparison to be made between other areas of the South and North Carolina.

---."Home Extension Work Among African American Farm Women in East Tennessee, 1920-1939." *The Agricultural History* 70 (summer 1996): 487-503.

This journal article discusses home extension work among African Americans in East Tennessee from 1920-1939. The article discusses how black extension agents resisted the white service agenda in the home extension work. The article also sheds light on the racial bias and segregation the home extension work created. This article is very helpful in exploring the home extension service and the involvement of African American women.