

Home Demonstration Work in North Carolina: Leading the Way for Rural Women

Abstract

Canning and home demonstration clubs played an important role in improving agriculture and home life shortly after the turn of the 20th century. Organized in local communities, these clubs for young girls and their mothers provided the opportunity for females to engage in experiential learning through the growth and canning of vegetables. Club work and activities allowed the involved individuals to learn important home life concepts including incorporating more nutritious meals, record keeping, maintaining the family garden, and other duties surrounding the home. In addition, clubs promoted cooperation among various groups, fostered friendships, and provided entrepreneurial opportunities for farm women. Movements such as these increased the demand for agricultural and extension education and many of the strategies developed through these clubs can be implemented in both formal and non-formal education today.

Keywords: Home demonstration; rural women; canning clubs; agricultural and extension education

Introduction

The concept of demonstration work, founded by Dr. Seaman Knapp, is deeply rooted in agricultural and extension education (Torock, 2009). Yet, many may not know the impact that Knapp's work had on the development and improvement of the farm home through the efforts of girls and women. Even those who are aware of canning and home demonstration clubs may find it difficult to provide information on the purposes and benefits that they provided to women in the early 1900s, a time where outreach efforts specifically for females were limited.

After the creation of boys' corn clubs, the girls were eager to get involved or start their own organizations. In 1910, the formation of a club for girls began through the growing and canning of tomatoes. These clubs were under the supervision of a local leader who assisted the young girls throughout the whole process of producing, canning, and marketing the tomatoes (Martin, 1921). This experiential learning method allowed members to improve their agricultural knowledge, as well as many other life skills (Trace, 2014).

The impacts and benefits of these tomato clubs were far reaching, soon allowing the girls' mothers and other community members to become involved in the work. The increasing participation of rural women demanded a need for a separate club, resulting in home demonstration clubs (Cline, 1936; Martin, 1921). Those involved in the work of the clubs reaped many benefits including the creation of friendships, improvements of the farm home, and increases in the funds available to the families involved (McKimmon, 1945).

While often in the background of boys' corn clubs, there are several reasons why professionals in agricultural and extension education should have an in-depth understanding of the work and development of tomato canning and home demonstration clubs. Understanding the work of those before us provides a greater appreciation for the evolution and development of today's agricultural and extension education, as well as an in-depth insight into the framework and pedagogy surrounding the work of these clubs that continues to serve as an influence.

Purpose and Objectives

The primary purpose of this historical research study was to document the creation and establishment of home demonstration clubs in North Carolina with a focus on the work of Jane McKimmon and how the organization of these clubs advanced the livelihoods of farm women throughout the state. Historical research studies play an integral part for interpreting events that have occurred in the past and their influence on current developments (Rury, 2006). The historian systematically and objectively finds, analyzes, and explains evidence from which we can learn about events occurring in the past (Ary et al., 1985). While familiar with the overall concept behind home demonstration clubs, few are aware of the tremendous impacts these clubs played on the advancement of the lives of farm women and how they specifically operated. This is mainly due to the fact that the history and the role home demonstration clubs has largely gone unnoticed by professionals in agricultural and extension education with more attention focused on other historical extension efforts.

Along with the primary purpose, the objectives of this study attempted to bring an increased understanding and awareness of the tomato canning and home demonstration clubs and their impact on the current state of the Cooperative Extension Service. In order to facilitate the primary purpose of the research, specific objectives for the study were created to answer the following questions:

1. Who was Seaman Knapp and what was his contribution to demonstration work?
2. What was the purpose of canning clubs and home demonstration clubs and how were they created?
3. Who was Jane McKimmon and how did she advance the work of these clubs?
4. What impacts and benefits did tomato canning and home demonstration clubs have on the lives of women, girls, and rural individuals in North Carolina?
5. How did these clubs contribute to the advancement and current state of agricultural and extension education?

Historical Framework

In the late 1800s and early 1900s, progress and profits on farms provided farmers the opportunity to purchase advanced machinery that improved the effectiveness and efficiency of the farming operation. However, the need for improved practices for the domestic household duties were not viewed in the same manner as many women continued to utilize the same methods as their mothers and grandmothers (Schwieder, 1986). In 1913, the Department of Agriculture sent letters to 55,000 farm women inquiring about services that were needed and wanted, which resulted in topics such as handling workloads, social isolation, education for children, and finances becoming a priority (Schwieder, 1986; United States Department of Agriculture, 1915). During this time period, women would gather information from bulletins and magazines, however, some were reluctant to implement new methods. In a column posted in *Wallaces' Farmer*, farm women advocated for both social and intellectual gatherings providing them with opportunities to learn from other women in a social setting (Wallace, 1902). Demonstration work, specifically home demonstration clubs, would provide farm women with the opportunity to gather and gain new techniques that would in turn improve their livelihoods.

Methodology and Procedures

To achieve the objectives and purpose of this study, historical research methods were used and involved the systematic search for documents and other sources that contain facts relating to the questions that the historian had about previous events (Borg & Gall, 1983). This included examining

artifacts, documents, and archived sources in order to gain an understanding of the past. Primary sources of information such as personal correspondence, manuscripts, books, extension publications, and data collected by state and federal agencies involved in agricultural and extension education were used. All of the primary sources focused on the work of Seaman Knapp, Jane McKimmon, girls' tomato canning clubs, home demonstration clubs, needs addressed, and their impacts. Secondary sources included journal articles, books, and other information available through institutions and were compared to the primary sources to validate their accuracy and triangulate data (Creswell, 2012).

Creswell (2012) also encourages that all sources should be subjected to both internal and external criticism. Internal criticism allowed the researcher to ensure that the contents of the documents chosen for the research were accurate with both the information contained and the truthfulness of the author. Triangulation was used to compare the documents to other archived resources. External criticism refers to an examination of the purpose of a document, when it was created, where it was written, and the versions of the specific documentation to ensure genuine materials are selected and used for the research (Fraenkel et al., 2015). With the help of North Carolina State University librarians, original documents were selected and examined for the research study. Many of the sources used in this paper were archived in the North Carolina State University Libraries Special Collections Research Center. These materials are accessible to the public, however, individuals wishing to conduct research must request the documents in advance since all items must be viewed in the Special Collections Research Center Reading Room.

Based on the information gathered, the historian then draws conclusions regarding the past to increase our knowledge of why and how these events occurred and the process of how previous events lead to the present (Ary et al., 1985). After examination, the researcher interprets and analyzes the information studied, allowing inferences to be made regarding the person, place, or event (Fraenkel et al., 2015). After careful consideration of the documents, the researcher was able to elaborate on several key insights as to the contributions of canning and home demonstration clubs to agricultural and extension education.

While it is difficult to assign a particular research priority to this historical research, Research Priority 6: Vibrant, Resilient Communities as defined in the AAAE Research Agenda is applicable (Graham et al., 2016). This research priority pertains to the impact home demonstration work had on rural communities through agricultural and home-life education for young girls and women. Today, extension continues to strive to meet the needs of communities and families. Although, home demonstration work and home-life education look quite different than in the early 1900s, the overall goals are still the same with the primary focus on assisting in the building vibrant, resilient communities.

Findings

Question One - Who was Seaman Knapp and what was his contribution to demonstration work?

Dr. Seaman A. Knapp, commonly referred to as the "Father of Extension," is known as the founder of the Farmer's Co-operative Demonstration Work. He was a strong proponent of the benefits of adult education in agriculture, starting first with farmers, and eventually leading to their wives, sons, and their daughters (Martin, 1921). The movement in farm demonstration work began in Texas in the early 1900s with the outbreak of the boll weevil. This outbreak led to an interest in the work of demonstration farms and began to spread throughout many states in the south. The power of his demonstration work allowed Knapp to be appointed at the head of the U.S. Bureau of Plant Industry in 1902 to assist with disseminating research to farmers so they might accept the information and put it to

use on their own farms. Knapp once said, "You may doubt what you hear; you may even doubt what you see; but you cannot doubt what you hear, see, and are permitted to do for yourself" (McKimmon, 1945, p. v). Seaman Knapp firmly believed in the work of demonstration farms so that farmers could be taught how to maximize the output on their operations. By 1907, Mississippi, Alabama, Virginia, North Carolina, South Carolina, and Florida were experiencing the benefits of these demonstration farms by allowing farmers to participate in this work that emphasized the importance of diversifying their farming operations and the family's food supply. When met with resistance in Louisiana, Knapp was able to subsidize a few good farmers to demonstrate good farming methods and thus proving that the soil in these areas would make them a profit (Martin, 1921).

Not only was Dr. Knapp interested in adult education, but a portion of his work was spent on boys' corn clubs and later the girls' canning clubs, directly resulting from his work with farm demonstrations. Within the corn clubs, boys were required to plant one acre of corn, keep a record of costs, and document yields produced. These clubs allowed boys to learn important methods to use throughout their family's farming operation in order to improve productivity (Cline, 1936). The success and enthusiasm of the corn clubs sparked an interest in many of the farmers' daughters to join the work of the boys' corn clubs. Seaman Knapp was encouraged by the eagerness of the girls to become involved in the club work and was adamant about helping to minimize the drudgery and monotonous work around the home. According to Knapp, "If much can be done for boys interest and instruct them in their life work, more can be done for the girls" (McKimmon, 1945, p. 2). Knapp saw and understood the need of the girls and discussed this with his assistant O. B. Martin. The early stages of the work with girls clubs started in 1909 when Martin addressed the South Carolina School Improvement Association to promote a gardening and canning club.

Question Two - What was the purpose of canning clubs and home demonstration clubs and how were they created?

After the implementation of the boys' corn clubs, many of the farm girls observed their brothers making money from their corn plots and enjoying the experience. These farm girls wanted the same luxuries as their male counterparts and could not understand why they were not afforded the same opportunities. The persistence of the girls to be able to join corn clubs and the eagerness for their mothers and fathers to get involved with the work prompted Knapp to create a solution that would allow girls to come together and be successful as well (Home Demonstration – Past, 1929).

With the help of O. B. Martin, as mentioned previously, they concluded that growing a garden and canning the vegetables would allow farm girls to acquire new skills and techniques to further advance the farm home. Martin agreed to start the gardening and canning plan in his home state of South Carolina. In 1909, in a meeting with South Carolina teachers, Martin presented a plan to involve the girls in growing and canning tomatoes. The plan was adopted and Marie Cromer, a teacher and organizer for the South Carolina School Improvement Association decided to lead this project with her students (Martin, 1921; McKimmon, n.d.). Cromer was the first to carry out the work of girls' clubs, which was met by great excitement from rural farm girls (Martin, 1921).

In the spring of 1910, Marie Cromer spent many afternoons and Saturdays writing letters and visiting girls throughout Aiken County, South Carolina, to gather their thoughts on the plan. Forty-seven girls in the county organized a club and each grew one-tenth of an acre of tomatoes (True, 1928). Through the work of the county superintendent, the corn club agent, and the United States Office of Farmer's Co-operative Demonstration Work, guidance on planning and cultivating tomatoes was created and distributed through informational conversations, letters, and bulletins. In addition, equipment for canning was shipped from the Department of Agriculture in Washington, D.C. allowing

those who participated in the club to see demonstrations and learn the correct methods of canning tomatoes (McKimmon, 1945; True, 1928).

The first year of growing and canning tomatoes in South Carolina brought along many difficulties for those involved. However, this was the first-time farm girls were able to work together to produce a product that could be marketed to the public. The pioneering work of Marie Cromer and the girls involved proved that the growing and canning of vegetables would be a viable option for farm girls to gain a sense of belonging, learn new techniques to improve the home, and create friendships amongst those sharing similar interests (Hoffschwelle, 1998). The benefits of allowing girls to come together and create a marketable product helped other states to implement these types of programs as well. After the start of the program in South Carolina; Virginia, Mississippi, Tennessee, North Carolina, Alabama, and Georgia soon began their own programs for farm girls, benefitting homes and communities (McKimmon, 1945).

With the involvement of the canning clubs picking up speed, Knapp decided it was time to hire a home demonstration agent, but the request was met with criticism from Secretary of Agriculture Wilson. However, in 1913, during discussions of the Smith-Lever Bill, Congress expressed concerns that the farm women should also receive the benefits of this act. In 1914, the act passed both houses and was the first time that the Federal Government was willing to help farm women address challenges and lessen heavy burdens (Martin, 1921; McKimmon, 1945).

Question Three - Who was Jane McKimmon and how did she advance the work of these clubs?

Shortly after discovering the success of the girls' club work in South Carolina, I. O. Schaub, who led the organization of boys' corn club work in North Carolina, accepted the offer of the General Education Board in cooperation with the State College for the initiation of girls' club work (McKimmon, 1945). With the creation of this new outreach in the state, Schaub contacted Jane McKimmon, who had a great reputation and knowledge of agriculture, to discuss her interest in organizing and supervising the garden and canning clubs. Before being offered the position of home demonstration agent, McKimmon served as the director of women's institutes from 1908 to 1911. Through her work with the women's institutes, she understood the importance that demonstrations made on the lives of rural women by teaching them how to cook, sew and improve the home. In 1911, she became the State Home Demonstration Agent for North Carolina, opening up the doors for her to improve the lives of countless women and families (Harrill, 1939).

North Carolina was one of the five pioneer states in the organization of home demonstration work for girls and women who lived on farms in the southern United States due to the efforts of McKimmon. She was one of only five agents in the United States in the early 1900s and the only one of these five workers who remained continuously in home demonstration work from 1911 until her retirement in 1937 (Early Work, n.d.). McKimmon attended State College, now known as North Carolina State University, and obtained her Bachelor of Science degree in 1926 and her Master of Science degree in 1929. McKimmon was the first woman to graduate from North Carolina State College. In 1934, she received her Honorary Doctor of Laws degree from the University of North Carolina (Who's Who, n.d.). In addition to the success that Jane McKimmon had over the years through home demonstration work and the agricultural extension service, she was the first woman in the United States to be awarded the "Distinguished Service Ruby" by the National Epsilon Sigma Phi honorary fraternity of the United States Agricultural Extension Service (Who's Who, n.d.).

Throughout her work as a home demonstration agent, McKimmon helped home demonstration work grow from 416 white farm girls in 14 counties to a membership of 59,826 Caucasian and African

American farm women and girls in 1936 (Home Demonstration Work, 1911-1936). After assuming the role of State Home Demonstration Agent, she launched a program of activities that stemmed from her concern with rural life among farm women and girls and the drudgery that was often present. McKimmon took it upon herself to examine the commercialization of packing and marketing the vegetables grown (McKimmon, 1945). As a result of her hard work and dedication to improving the lives of women in rural areas, North Carolina home demonstration clubs were the first in the country to put products from these clubs on the market. The development of this program soon expanded into a general gardening and canning program. With the help of McKimmon, a special brand name and standard requirements were created to ensure quality products were produced from the demonstration clubs (Martin, 1921). Through the establishment of an expanded home demonstration program for women, the lives of rural women, girls and their families benefited from the work. These programs helped women and girls of rural families learn the importance of proper sanitation and food preservation techniques and provided opportunities for a multitude of home improvements, including water systems, lighting, restrooms, and other home conveniences (A Sketch of Mrs. Jane S. McKimmon, 1911-1921). Not only did the work and programming of McKimmon improve the living conditions of rural families, but through the work of the home demonstration clubs, many young women were able to afford and attend college.

Jane McKimmon was instrumental in pioneering opportunities for rural women and girls. In addition, McKimmon was one of the founders of the State Home Economics Association and served a large role in establishing a Department of Agriculture and Home Economics into the North Carolina Teacher's Assembly (A Sketch of Jane S. McKimmon, 1911-1921). Collectively, her roles and programs served the need to develop intelligent, happy, and productive citizens all while helping to foster community development toward social, educational, and economic improvement (McKimmon, 1945).

Question Four - What impacts and benefits did tomato canning and home demonstration clubs have on the lives of women, girls, and rural individuals in North Carolina?

The work of these home demonstration clubs was very popular after their creation in the early 1900s. In order to maintain the growth and advancement of home demonstration work in North Carolina, the state limited the number of organized counties at 14 for the first two years. This allowed for the outlining of plans and programs as well as recruiting and training several girls and volunteer women leaders to assist others with the demonstration work (Home Demonstration Work, 1911-1936; McKimmon, 1945). Among the first counties to organize home demonstration work in North Carolina were Alamance, Catawba, Edgecombe, Moore, Pitt, Wake, Wayne, and Wilkes with all these counties hiring their new home demonstration agents by the spring of 1912. The women selected to become home agents were educated and experienced in roles such as gardeners, orchardists, and farmers, while also excelling in the areas of cooking, sewing, and planning (Martin, 1921). Several were also school teachers, allowing them to supervise the girls' home demonstration work. In addition, the agents were familiar with all areas of farm life and they were held on a high regard from the very beginning of their work. These agents were expected to engage in physical labor and were required to have a love for bettering the lives of others in their communities (Martin, 1921; The Home Demonstration Agent, 1940-1954).

The girls throughout North Carolina greatly benefitted from the creation of the tomato clubs, which promoted experiential learning of agricultural concepts and provided spending money often used to pursue higher education. Principles related to growing and canning tomatoes allowed the girls to experience firsthand marketing, record keeping, disease and insect control, grading produce, and the work involved with canning. Jane McKimmon (1945) stated, "If nothing else results from what has been done here, it is worth the time and money the state spent to have lifted even for two days the dull

monotony from these barren lives” (p.10). Girls were given a sense of belonging to their community, while making friends with others involved in home demonstration work. In addition, their participation in the clubs enhanced family nutrition, increased self-esteem, taught industrial food concepts, and introduced modern technologies to the families involved (Martin, 1921; True, 1928; United States Department of Agriculture, 1951).

While there were many benefits during the first years of organizing the home demonstration clubs, many of the rural women involved in the clubs received criticism and distrust of the work they were involved with leading. However, shortly after starting the canning work, many of the county commissioners who had questioned the risk of spending \$75.00 per year of the county’s money were in agreement that a full-time home demonstration agent should be hired to advance the work of these rural females (McKimmon, n.d., McKimmon 1945). The creation and development of marketed canned products, which were intended for projects for the young farm girls, started to gain the appeal of their mothers as well, creating a mother-daughter partnership. This was monumental with the adult education movement for farm women which grew to reach at least 60,000 farm families by 1936. The canned products were marketed to state institutions, hotels, and individuals, and were noted for their quality, continually bringing the clubs more business (Home Demonstration Work, 1911-1936).

In 1914, 32 counties were engaged in home demonstration work for women. With the increase in attendance of mothers and other farm women, several clubs started organizing separate club meetings for both women and girls. Soon women’s clubs outnumbered those meant for the girls and the programming for the home demonstration clubs expanded and adapted to assist farm families with making an income from the products grown on the farm. Marketing home products by farm women and girls was an additional program created to keep up with the growth of home demonstration work (Home Demonstration Work, 1911-1936). By 1936, there were home demonstration markets that served 38 counties throughout North Carolina. These markets created an avenue for farm families to make additional money. Many of the products sold at included poultry and eggs, fruits and vegetables, cakes, meat, dairy products, flowers, and other miscellaneous items (McKimmon, 1945).

Additionally, the home demonstration work encouraged the women involved to develop their leadership skills, while also providing a way for both Caucasian and African American communities to come together. The integrated work on these canning projects promoted interracial cooperation during a time when segregation impacted the lives of many individuals in the south. Both Caucasian and African American home demonstration agents were able to share information with one another and teach each other lessons that they would then pass on to those members of their clubs (McKimmon, 1945; True, 1928).

Question Five - How did these clubs contribute to the advancement and current state of agricultural and extension education?

The early work of Seaman Knapp, O. B. Martin, Marie Cromer, Jane McKimmon, and many others who were involved in the formation and development of girls’ canning and home demonstration clubs provide several insights and opportunities to examine the impacts that these clubs had on the future of agricultural and extension education throughout the United States, and specifically North Carolina. From the early beginnings of these clubs, the concept of experiential learning was developed and influenced the lives of many young children (Trace, 2014). The girls involved in canning clubs were able to experience and learn concepts related to agriculture and life beyond just monotonous housework. Each girls’ club had an agent or teacher that helped gather information and research applicable to the production of their tomatoes. The agent visited the plots of tomatoes to check on the progress and to ensure the girls were involved in the entire process. To complete the process of growing

and canning the tomatoes, the girls were required to keep records, understand crop management, and learn marketing techniques for their projects (Martin, 1921; McKimmon, 1945). From the early start of this work in rural communities, these girls engaged in a project allowing them to develop and foster specific skills through hands-on learning ultimately benefitting their life.

The use of home demonstration and clubs allowed rural individuals to engage and become involved in work to benefit their homes, families, and communities, but also generated a movement in agricultural education through the use of experiential learning. Following the creation and development of agricultural education in public schools, supervised agricultural experiences (SAE) were developed based on the work of Rufus Stimson and the project method to help students learn specific skills needed to improve the family farm (Moore, 1988). Today, with the majority generations removed from the family farm, supervised agricultural experiences are an integral component of agricultural education classrooms by allowing students to explore multiple career choices, develop life skills, and apply the knowledge they have learned in the classroom to another setting (National FFA Organization, n.d.). Due to the increases in an ever-growing urban population, agricultural education programs have adapted to these changes by finding additional opportunities to engage students in hands-on learning that are more tailored to the communities in which they live. While today's SAE may look different than those originally thought of by Stimson, SAE is still a major component of the three-circle model helping to develop future agricultural leaders.

The development of home demonstration clubs, under the leadership of home demonstration agents, not only benefited girls but also farm women by providing many benefits to the farm home through their establishment. Farm women were able to learn the importance of tending to a family garden, food preparation and storage, marketing their products, and other aspects of beautifying and managing the home. The opportunities for farm women involved in these programs greatly improved the social aspects of their lives, while also providing a way for them to make extra money and increase the flow of cash needed for the home (McKimmon, 1945; True, 1928; United States Department of Agriculture, 1951).

Today, a version of home demonstration work is still in existence through the efforts of the Cooperative Extension Service. With the increase in technology and diversification of agriculture and other sectors, there is a constant need for more specialized agents. The adapted work of the home demonstration agent has evolved into the use of Family and Consumer Science and 4-H Youth Development professionals to carry out work involving families and children. Specifically in North Carolina, Cooperative Extension has offices in every county, meeting the varied needs of the area where they are serving. Extension professionals are tasked with transferring research-based knowledge to all people in areas pertaining to agriculture and food, health and nutrition, and 4-H youth development (North Carolina Cooperative Extension, n.d.).

Conclusions and Implications

The development and progression of the girls' and womens' clubs surrounding agriculture and home life offer many insights into the factors that rural women faced in the early 1900s. The creation of a place where females could come together and learn important skills and concepts to advance the home were crucial to the advancement of agriculture and the lives of those living in rural areas. Women who were able to take part in these clubs benefitted by learning an array of skills, while also developing their leadership potential and building their personal network in their communities giving them a greater purpose beyond the household (McKimmon, 1945).

The pioneering women involved in the formation of these clubs often encountered those who were opposed to the development of such organizations and projects (Martin, 1921). However, this did not stop these individuals from reaching their goals and impacting the communities in which they lived. What started out as canning projects for young girls soon opened up markets and opportunities for girls and rural women to create and sell products, earning additional money for their families (Home Demonstration Work, 1911-1936). These changes and the progression of the work proved the importance of diversification and advancements in programming needed for agricultural and extension education in order to keep up with the changing needs of communities and families.

In today's society where many individuals are far removed from the agricultural industry, it is important to look back and reflect on the advancements and contributions of women from past generations. These individuals had a strong impact on their communities and demonstrated the importance of hard work and dedication. With the number of people engaged in agriculture steadily declining and the average age of the farmer increasing, it is important to identify and develop young leaders to improve and advance the agricultural industry. Even though in today's society many young men and women are not growing crops or vegetables for 4-H projects, the need for experiential learning in agriculture is more important now than ever. Instruction in both formal and non-formal learning environments can play an important impact on opening up career opportunities for these younger generations within all sectors of agriculture (Kaplan et al., 2016).

Agricultural education classrooms are becoming more diverse each day, and agricultural educators on all levels must know how to embrace the complexities of a diverse population to meet the needs of the agricultural industry. In addition, educators must adapt to technological changes and find ways to incorporate the learning material to everyday life (LaVergne et al., 2012). In order to recruit and develop programs that are accessible and inclusive, extension professionals, as well as agricultural educators will need to develop and implement curriculum and programs that appeal to a wide variety of audiences.

For the past several years, individuals living in both urban and rural areas have become more interested in knowing where and how their food is produced (Perez, 2015). With this movement, agricultural and extension educators have the opportunity to implement gardens near schools and surrounding communities. Educators should take advantage of this opportunity to reach out to these populations and provide them with experiences to learn about food production just as those home demonstration agents did. These facilities have the ability to serve as pragmatic learning opportunities so children and adults can see firsthand how food is grown and harvested. The implementation of programs such as these provides an opportunity for educators to inform the public about the truths of the agriculture industry, while also allowing consumers to try out their green thumb.

After conducting this research, the researcher suggests that the role of girls' and home demonstration clubs further be examined from a national standpoint in order to more holistically understand and facilitate program development in agricultural and extension education. This will help to create avenues for new generations to understand the importance that these clubs had on changing the face of agriculture and the rural farm home while benefitting those involved today. Throughout both formal and non-formal learning experiences, the implementation of hands-on learning in agriculture can help to spark an interest in the careers and opportunities involved within this vast industry just like it did for these girls and women who started a new movement back in 1910.

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