A history of the development of extension home economics programs for rural women in Tennessee, 1910-1939, with application to the development of similar work in Iraq

Suhayla Shuker Mohammed

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To the Graduate Council:

I am submitting herewith a thesis written by Suhayla Shuker Mohammed entitled "A history of the development of extension home economics programs for rural women in Tennessee, 1910-1939, with application to the development of similar work in Iraq." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Robert S. Dotson, Major Professor

We have read this thesis and recommend its acceptance:

Cecil E. Carter Jr., Ester L. Hatcher

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)
To the Graduate Council:

I am submitting herewith a thesis written by Suhayla Shuker Mohammed entitled "A History of the Development of Extension Home Economics Programs for Rural Women in Tennessee, 1910-1939, with Application to the Development of Similar Work in Iraq." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Robert S. Dotson, Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research
A HISTORY OF THE DEVELOPMENT OF EXTENSION HOME ECONOMICS PROGRAMS FOR RURAL WOMEN IN TENNESSEE, 1910-1939, WITH APPLICATION TO THE DEVELOPMENT OF SIMILAR WORK IN IRAQ

A Thesis
Presented for the
Master of Science Degree
The University of Tennessee, Knoxville

Suhayla Shuker Mohammed
August 1978
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The author is grateful for this opportunity to express her appreciation to her major professor Dr. Robert S. Dotson, Professor and Head of the Agricultural Extension Education Department, for his assistance and invaluable advice throughout this period of graduate study and especially for his supervision and assistance in planning and preparing this manuscript.

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Special thanks to Dr. Nagim Abdul Rahman, Cultural Attachei of Iraq in U. S. A. for his assistance while the author studied in the U. S. A.

Thanks to my mother, brothers, and sisters for their prayers and patience while the author was away from them for a time of study.

Grateful appreciation is expressed to my husband, Dr. Atalla Said Mohammed, my son, Mohammed Sarmmed, and my two daughters, Kayda and Arwa, for their faith in their mother, loyalty and assistance throughout her graduate study.
ABSTRACT

This historical and comparative study was done to trace the evolution of Extension home economics work in the United States, especially Tennessee, and to make consequent applications of findings to developing Extension programs for rural women in Iraq.

Periods studied in Tennessee included: (1) 1910-1914, Prior to the Smith-Lever Act; (2) 1914-1919, Passage of the Smith-Lever Act through World War I; (3) 1920-1929, Adjustment and Pre-Depression; and (4) 1930-1939, Depression and Recovery. Problems faced during the development of Extension home economics in Tennessee ranged from illiteracy and food shortages to war and depression. Recovery followed each emergency or crisis and staff numbers expanded, contracted and, then, expanded again.

The size of staff in Tennessee increased from the employment of one woman, Virginia P. Moore, doing home economics work in 1910 to 87, including an assistant director, supervisors, specialists and county workers, by 1939.

Surveys were conducted at the outset by a presidentially appointed Country Life Commission and, later, by U. S. Department of Agriculture to determine the needs of rural women. Subjects stressed included, among others, such things as food production and gardening, marketing, preservation and preparation, health, clothing, mattress making, home improvement and recreation.
Characteristically, agents first tended to be rural school teachers who knew something about home economics, were employed by boards of education and, somewhat later, could not be married. College degrees eventually became a requirement after legislation began to provide supplemental funds.

Historical periods studied in Iraq included: (1) Brief history of Extension service in Iraq: 1917-1973; and (2) Iraqi Extension Services in 1974 to present.

Problems faced by Iraqi Extension paralleled early ones in Tennessee. Food shortages, illiteracy, war, drought and depression were always problems as is difficulty with transportation to this day. Recoveries in Iraq have been tied to revolution as Extension, excluding home economics, underwent various major changes.

Iraqi home economics Extension actually began in 1972 after the decision to set up a rural women's department within the General Directorate of Agricultural Extension Services under the Ministry of Agriculture and Land Reform.

Suggestions for Iraqi home economics Extension were made for: (1) surveys to determine needs of rural women in Iraq; (2) inclusion of women for home demonstration work at the administrative, supervisory, specialist and province levels; (3) inclusion of both rural women and girls in Extension programs; (4) considering agents from local areas to assure early acceptance; (5) legislation to provide additional funds to hire adequate personnel and provide appropriate transportation, facilities and supplies needed; (6) encouraging rural women to share
responsibility for uplifting the country as it develops in the future; and (7) including recreation with the educational program to make rural life more enjoyable.

Recommendations were made for use of findings and further research.
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CHAPTER I

INTRODUCTION

The needs and problems of rural women were explored in surveys made by the United States Department of Agriculture and the Country Life Commission near the turn of the twentieth century (i.e., 1908). These surveys made apparent the need for some form of educational assistance to the women of rural America. Prior to the passage of the Smith-Lever Act in 1914, some farmers' institutes made available to rural women courses in home sanitation, kitchen equipment, house furnishing, home decorations, preparation of foods, quick breads and pastries, and the use of leftovers.

Reading courses were offered for women in the 1890's in a few states. These courses included material on household economics, diet, food preparation and childhood development (69: 13).*

During the period between 1910 and 1913, the work with rural women of Tennessee was supported by the State Board of Education and the Rockefeller Foundation. Home demonstration work started during this period with the development of canning and tomato clubs.

The passage of the Smith-Lever Act in 1914 made it possible for rural women and their daughters to receive the knowledge and skills of homemaking and home economics through the Extension Services. Federal

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*Numbers in parentheses refer to numbered references in the bibliography; those after the colon are page numbers.
funds were provided to the Extension Service to assist in the dissemination of practical knowledge in the fields of agriculture and home economics (11: 140).

The success of the Extension Service during its first three years led the Congress to pass the Smith-Hughes Act of 1917. The legislation appropriated funds to the states for the training of vocational education teachers in the schools. Their cooperation with Extension in local counties and communities gave further support to education for rural women.

The assistance offered to rural American women from the state Extension Services enabled them to make their homes more efficient, their work more productive and their families healthier and happier. The government's response to the stated needs of farm women came quickly upon the heels of agricultural assistance for men. In Iraq, however, extension services were not made available to rural women so quickly. Home demonstration work came to Iraqi farm women thirty-eight years after the establishment of Iraq's National Agricultural Extension Service in 1934 (2: 352).

A. BACKGROUND OF THE PROBLEM

Iraqi women play an important role in the families of rural communities. In addition to their work as housewives and mothers, these farm women work hand in hand with their husbands in agricultural and animal production. In spite of their significant contributions to rural life, women were neglected by government programs and received no
assistance with the problems they met in their lives. This neglect
to create a gap between the farm women and their husbands, who received
much of the attention and privileges of government assistance to farmers
(25: 4).

In 1968, Iraqi leaders began to recognize the problems created by
this unequal assistance. It was felt that by neglecting rural women,
the government was failing to take advantage of a moving force in rural
communities, which they sought to develop. With educational assistance,
Iraqi women would be able to make contributions to their communities
above and beyond those accomplished by men and local governments.

Rural women's projects were established in 1968 and began to
function in 1972. These projects were intended to promote the concept
of informal agricultural and home economics education for rural women.
The project was organized within the Iraqi Agricultural Extension Service.
Staff members of the Extension Service used their knowledge and experi-
ence to reach the rural women and to teach them agricultural skills as
well as home and health improvement skills (28: 16).

Initially, the women's projects were somewhat restricted due to
the strict female roles of Iraq's rural population. It was difficult
to make rural women the object of any type of specialized training, but
in recent years, this training has shown significant results. The
Extension programs have raised the standard of living of rural families
and indirectly raised the level of income nationally. Today Iraqi
leaders are paying attention to these programs and providing government
funds for the improvement of Agricultural Extension in order to develop
an active Extension system designed to help farmers and their families
and to improve the nation's farming situation.

In the United States, early home economics extension work started
with the passage of the Smith-Lever Act in 1914. The state of Tennessee
was one of the earliest states which established Extension Services.
The Department of Home Economics of The University of Tennessee contrib-
uted substantially by allowing professors to advise county agents, to
hold short courses in summers and to prepare demonstrations for home-
makers in such areas as food and nutrition, health and handicrafts.
Today, The University of Tennessee College of Home Economics provides
Extension Services with qualified agents who have graduated from their
several departments (11: 140).

When rural women's Extension work began in Iraq, it was placed
under the Director of the Agricultural Extension Service under the
Ministry of Agriculture. Prior to its establishment in 1972, Agricultural
Extension Services were provided only to men in order to teach them
better farming and production methods. Services now became available
to women.

The Department of Extension for rural women, then, was established
in 1968 within the Directorate of Agricultural Extension Services. Due
to a lack of social acceptance for the programs, however, the Agricultural
Extension agents were unable to cooperate in their work with women.
This problem was substantially solved in 1972, when the first female
graduates of the agricultural college were hired as agents to work with
the rural families.
The Extension Services have since expanded. The Directorate hired graduates of the College of Social Sciences to assist rural families in the areas of social services. Also, to meet the needs of homemakers and to improve homemaking skills, the Extension Services hired graduates of Vocational Home Economics High Schools to work with the rural women (24: 17).

Since the inception of the women's projects, several problems have arisen, among them the number of agents required to adequately staff the programs and the lack of justified applicants. While agricultural subjects are taught by graduates of the College of Agriculture, programs related to home economics have been taught by Vocational High School graduates. Graduates of the College of Home Economics are employed by the Ministry of Education to teach in high schools although the Extension Services are in need of these employees also.

Iraq is expanding rapidly and there is a great demand for home economics agents. Within just a few years, the Home Economics Extension Agents have shown their significance in helping rural women. Their attention has been especially important due to the lack of educational facilities in the rural communities. While there are a few elementary schools in rural communities, families usually do not allow their daughters to attend. The fortunate ones who do attend school are taught the simple principles of food and nutrition, sewing, needlework, health, and sanitation. Many of these families that are not able to send their daughters to school have now been reached by Home Economics Extension agents.
B. PURPOSE OF THE STUDY

The general purposes of this study were: (1) To determine how women in Tennessee were involved in and influenced by the development of home economics work in Extension; (2) To identify roles played by Home Economics Extension during the period studied (i.e., 1910-1939); and (3) To apply facts gleaned from the Tennessee study to make suggestions for the development of Extension work for rural women in Iraq.

The more specific objectives of the study were to review the evolution of Home Economics Extension work in the United States, with special emphasis on Tennessee, and to apply appropriate principles or information to development of Extension programs for rural women in Iraq. What factors contributed to the successful establishment of Home Economics Extension in Tennessee? What goals did the organization hold? What problems were faced and overcome during the formative years and later? What was accomplished and how was it done? Who were viewed as members of the clientele? What home economics subject matter was emphasized? How were agents recruited, trained and paid? What legislation and other major items and events influenced Home Economics Extension's successful development? What can be learned from Tennessee's experience that might be of interest and applicable as Iraq's Extension Program for rural women evolves? These basic questions and others like them provided organization and direction for the present study.
C. NEED FOR THE STUDY

It is hoped that by studying and describing the development of Extension work in Tennessee from its creation until the year 1939, it will be possible to extract broad principles and guidelines that will aid the Home Economics Extension agents in making their work more effective and helpful for the recipients of their services. These principles and guidelines may be applied in Iraq to assist the Extension Service agents in their work of overcoming the many obstacles which must be faced in many of the rural communities. Some of the obstacles faced by agents in Tennessee were drought, depression, lack of communication, low production yields, poor transportation, inadequate farming implements, lack of education, low incomes, and a lack of trained personnel. Home Economics Extension agents in Iraq face many similar problems.

No other researcher had made a study of the historical development of Home Economics Extension work in Tennessee as a means of assisting in the development of Extension work for women in Iraq. This cross-cultural study was necessary to determine how Tennessee agents met their problems in order to make suggestions for progressive changes of Extension work for rural women in Iraq. By following similar principles and procedures in the planning, implementation, and evaluation of programs, Iraq's Home Extension Service might benefit from the lessons learned by Tennessee agents.
D. DEFINITION OF TERMS

Collaborator - This name was used to identify the rural school teachers and others who assisted women and girls with canning problems before 1914 and the passage of the Smith-Lever Act (17: 1).

County Collaborators - These were women chosen to work in Tennessee's Home Economics program for farm women during the two summer months of 1912 and 1913. They were responsible for organizing tomato club work in their respective counties (13: 1).

Home Demonstration Agents - The local representatives of the Agricultural Extension Services in Home Economics after 1914. They were college graduates trained in home economics who worked with the women and girls of a given county (15: 1).

Cooperative Extension Work - Extension work is an out-of-school system of education in which adults and young people learn by doing. It is a partnership between the government, the land grant institutions, and the people. It provides service and education designed to meet the needs of the people. Its fundamental objective is the development of the people (21: 1).

Four-H Club - It is an organized group of rural and other American boys and/or girls with officers and a planned program which is carried out during all or several months of the year (14: 1).

Land-Grant Colleges - Named for the provision of the Morrill Act of Congress, the Act was approved by Abraham Lincoln in 1862. The law provided for a grant of land to each state on the basis of 30,000 acres of land for each member of Congress from that state. The land thus
granted was to be sold and the proceeds invested in state certificates of indebtedness at 5 percent interest. The income secured was to be used for the:

... endowment, support and maintenance (in each state) of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such a manner as the legislatures of the states may proscribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in Life. (32: 5)

The Land Grant Colleges have three major divisions: resident instruction, research and extension.

Home Demonstration Work - This is part of the national system of Extension work in agriculture and home economics developed jointly by the United States Department of Agriculture and the Land Grant Colleges of Agriculture in the several states and territories. Its benefits are intended primarily for women and girls. The subject matter taught is related to the home and family (32: 180).

E. METHODS OF PROCEDURE

The historical method was used as the major approach to this study. Statements, dates, events and official documents were taken from unpublished, type-written Annual Reports from 1910-1939 of the Tennessee Extension Service. This was supplemented by interviews with Dr. Claire Erin Gilbert, retired professor of Home Demonstration Methods at The University of Tennessee. Books regarding the Tennessee Extension Service were limited to literature available at The University of Tennessee.
Literature for the study of Iraq's Extension Service was limited to material from the Ministry of Agriculture and Land Reform at Bagdad, Iraq. Also, personal communications with Nachiha Salman Dawoud, Agricultural Extension agent, were used in the study of Iraq.

Factors influencing the development of work with rural girls and women were the items studied in both Tennessee and Iraq. Problems faced, goals held, qualifications of agents, subject matter, events and occurrences of particular import were considered for each year and time period. Convenient headings related to particular times were adopted to make discussion of Tennessee dates more meaningful. Headings included: Prior to the Smith-Lever Act, 1910-1914; Smith-Lever Act Through World War I, 1914-1919; Readjustment and Pre-Depression, 1920-1929; and Depression and Recovery, 1930-1939. The study was limited to the 1930-1939 period because: (1) It was not possible to investigate a larger time span due to the study time available; (2) Extension was well-developed in Tennessee by 1940; and (3) Extension had coped with many problems and overcome them by 1940.

For Iraq, similar headings were: (1) Brief history of Extension Service in Iraq: 1917-1973; and (2) Iraqi Extension Service's 1974 to present. Tennessee and Iraqi dates were then related in a descriptive and meaningful way in order to frame suggestions from the farmer's successful Extension history to the future development of the latter's Extension program for rural women.
CHAPTER II
EXTENSION WORK WITH TENNESSEE RURAL WOMEN

A. PRIOR TO THE SMITH-LEVER ACT: 1910-1913

Home Economics Extension work had its beginning in Tennessee four years prior to the federal enabling act. Home Economics work began when the farm wife asked for more information and instruction in preparing food, balancing the family diet, home improvement and the health and welfare of her family. Rural women wanted the youth to be trained as farmers and homemakers of the future.

In order to meet such demands throughout the country, Dr. Seaman A. Knapp developed a new form of instruction by demonstration. His principal teaching areas in the areas of Agriculture and Home Economics Extension as provided in the Smith-Lever Act (38: 4).

On June 30, 1910, Mr. W. W. Campbell was sent to West Tennessee and was given headquarters at Jackson (43: 49).

In October of 1910, Miss Virginia P. Moore was employed to organize canning clubs. On December 12, 1910 she was appointed as the first state-wide woman extension worker in cooperation with the State Department of Education in Nashville (43: 17).

In 1911, Mr. H. D. Tate became a State Agent for Tennessee. He had three years of experience in demonstration work and was formerly the district agent for the northern district of Mississippi. He had graduated from the Agricultural College of Mississippi (43: 10).
The first home demonstration agents employed to work with Miss Moore were:

Mrs. Myra Tandy - Lawrence County
Mrs. Maggie Lansden - Madison County
Mrs. Katherine E. Vaughn - Coffee County
Mrs. Elizabeth Lauderbach - Hamilton County
Mrs. Lizzie Reagan - McMinn County
Miss Melissa Byrd - Bradley County

(43: 17).

The pioneer efforts made by the early workers in the tomato clubs possibly influenced the passage of the Smith-Lever Act. These early county collaborators, as the county home agents were called before they were regular government employees, received salaries of $50.00 per month and paid their own traveling expenses. They worked primarily during the canning season. They were employed by the State Department of Education and the Rockefeller General Education Board, in cooperation with local county boards of education. Their employment was for from four to six months, but they often worked twelve months (43: 17).

These pioneer home demonstration agents, most of whom were farm-reared, worked among their own people. (See Table I). Some of them had been school teachers. They were mature; had an understanding of farm families; knew something about housekeeping; were familiar with the area and not afraid to drive alone in a buggy. They taught canning, drying, poultry raising and other forms of women's work (43: 41).
# TABLE I
List of First County Collaborators in Tennessee 1912-1913

<table>
<thead>
<tr>
<th>County</th>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>Mrs. Ella Johnson</td>
<td>Clinton</td>
</tr>
<tr>
<td>Benton</td>
<td>Miss Myrtle Hardin</td>
<td>Camden</td>
</tr>
<tr>
<td>Blount</td>
<td>Miss Nancy Lee Broady</td>
<td>Maryville</td>
</tr>
<tr>
<td>Bradley</td>
<td>Miss Melissa Byrd</td>
<td>Tasso</td>
</tr>
<tr>
<td>Campbell</td>
<td>Miss May L. Treadwell</td>
<td>Jacksboro</td>
</tr>
<tr>
<td>Coffee</td>
<td>Mrs. Kathrine Vaughn</td>
<td>Manchester</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Mrs. Elizabeth Lauderbach</td>
<td>Chattanooga</td>
</tr>
<tr>
<td>Hardeman</td>
<td>Mrs. Mabel W. Harden</td>
<td>Bolivar</td>
</tr>
<tr>
<td>Henry</td>
<td>Miss Rosamond Clark</td>
<td>Paris</td>
</tr>
<tr>
<td>Houston</td>
<td>Mrs. Ora Dillon</td>
<td>Erin</td>
</tr>
<tr>
<td>Knox</td>
<td>Miss Margaret Ambrose</td>
<td>Knoxville</td>
</tr>
<tr>
<td>Roane</td>
<td>Mrs. Florence Foster</td>
<td>Harriman</td>
</tr>
<tr>
<td>Lincoln</td>
<td>Mrs. Tommye Hardin</td>
<td>Fayetteville</td>
</tr>
<tr>
<td>McMinn</td>
<td>Mrs. Lizzie B. Reagan</td>
<td>Sweetwater</td>
</tr>
<tr>
<td>Madison</td>
<td>Mrs. Maggie H. Lansden</td>
<td>Malesus</td>
</tr>
<tr>
<td>Montgomery</td>
<td>Miss Carrie Lurton Johnson</td>
<td>Clarksville</td>
</tr>
<tr>
<td>Polk</td>
<td>Miss Mary E. Doney</td>
<td>Ducktown</td>
</tr>
<tr>
<td>Rhea</td>
<td>Miss Florence Train</td>
<td>Spring City</td>
</tr>
<tr>
<td>Sevier</td>
<td>Miss Mabel Moore</td>
<td>Sevierville</td>
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<tr>
<td>Shelby</td>
<td>Miss Ruby E. Moffatt</td>
<td>Brunswick</td>
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<tr>
<td>Tipton</td>
<td>Miss Mary Lee Phillips</td>
<td>Brighton</td>
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<tr>
<td>Sumner</td>
<td>Mrs. Ada Peay</td>
<td>Gallatin</td>
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<tr>
<td>Williamson</td>
<td>Miss Lula Chriesman</td>
<td>Thompson Station</td>
</tr>
<tr>
<td>Unicoi</td>
<td>Miss Jennie Moore</td>
<td>Flag Pond</td>
</tr>
<tr>
<td>Van Buren</td>
<td>Mrs. Artie W. Bryan</td>
<td>Spencer</td>
</tr>
<tr>
<td>Warren</td>
<td>Miss Bettie Smithson</td>
<td>McMinnville</td>
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</table>

(43: 37).
Data in Table II indicate that the total enrollment in girls' clubs by 1913 was 1,900, and that the total estimated value of all garden club products was $39,093.50. The average cost of production per 1/10 acre was $34.00; average profit per 1/10 acre was $22.00 (43: 34). The home demonstration agents in Tennessee, like early home agents in other states, were appointed to work with tomato club girls and to help their mothers with simple, useful lessons in cooking, sewing, sanitation and beautification. Their interest did not stop with the details of managing the households, but included the larger needs of the house, broadening the vision of farm women.

The first programs were simple outlines of gardening and canning work carried on primarily with the girls. Demonstrations were given to women on canning, butter making, bread baking, poultry care, and the making of a few household conveniences.

The growth of Extension was interwoven with actions at both the national and state levels for several decades before the format of disseminating education information was established by the U. S. Congress in 1914.

Before passing the Smith-Lever Act of 1914, there were several acts and bills passed by Congress and they were of great help in preparing the way for the passage of the Smith-Lever Act. These movements were as midwife to the passage of the Smith-Lever Act.

The movements included those listed below.

1. The "Land Grant College"

"The "Land Grant College" is a term that applies to 70 institutions of higher learning in the United States" (43: 243). These institutions
TABLE II
Report of Girls' Work for 1913

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
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<tbody>
<tr>
<td>Number of Girls enrolled</td>
<td>1,900</td>
</tr>
<tr>
<td>Number of Girls reporting</td>
<td>633</td>
</tr>
<tr>
<td>Number of cans put up</td>
<td></td>
</tr>
<tr>
<td>No. 2's</td>
<td>1,000</td>
</tr>
<tr>
<td>No. 3's</td>
<td>316,500</td>
</tr>
<tr>
<td>No. 10's.</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>317,550</td>
</tr>
<tr>
<td>Number of cans other than tomatoes</td>
<td>79,385</td>
</tr>
<tr>
<td>Total value of all products from Club garden</td>
<td>$39,693.50</td>
</tr>
<tr>
<td>Average cost of production per 1/10 acre</td>
<td>34.00</td>
</tr>
<tr>
<td>Average profit per 1/10 acre</td>
<td>22.00</td>
</tr>
</tbody>
</table>

(43: 38).
were of importance because they were established to educate people. With aid funded by the federal government to the colleges, the older colleges were able to expand and newer ones to open.

Jonathan B. Turner of Illinois and Justin S. Morrill of Vermont were supporters of the Land Grant Movement. In 1859, the Land Grant Bill was passed, but it was set aside by President Buchanan. The major objective of the Morrill Act was practical education.

The act that was instrumental in creating the land grant colleges movement was the first Morrill Act, passed by Congress and signed by President Lincoln on July 2, 1862. This act provided for 30,000 acres of land or the equivalent in land script for each senator or representative in Congress (18: 1). The land was sold and the income was used to support at least one college per state. The states received a total of 11,367,822 acres of land (78: 57).

The second Morrill Land Grant College Act of Congress (August 30, 1890) was for the purpose of authorizing the establishment of colleges for Negroes (39: 128).

In 1887, the National Congress passed the Hatch Act. This created aid for financing an agricultural experiment station for each state as departments of the Land Grant Colleges (39: 129).

The Land Grant College is to disseminate knowledge in basic and applied research, agricultural and mechanical instruction, extension work in agriculture and home economics and general adult education.
Iowa was the first state to accept the Land Grant on September 11, 1862. Tennessee accepted the Grant in 1869 (39: 129).

2. Brief History of Formal Home Economics Teaching in America with Emphasis on the Development at The University of Tennessee

As education developed in the United States, the basic idea seemed chiefly to concern reaching men. Women, too, seemed willing to accept their fate as housekeepers, cooks, and general helpmates. A woman's place was in the home - making it comfortable for her man and her family. Proficiency in the household arts was gained through repeated performance of the daily tasks under the mother's watchful eye.

Before the end of the seventeenth century, certain household tasks were taught: spinning, weaving, needlework, improvement of manners (9: 3). Records showed that at the close of the eighteenth century, girls in the Boston public schools were allowed to spend some time each day on needlework and that, in 1835, sewing was taught in the second and third grades (9: 3).

There was continued thinking on the improvement of the educational system. As early as 1862, there was some feeling that education should be co-educational. Women were admitted to the Land Grant Colleges in Kansas in 1863, in Minnesota in 1868, in Iowa in 1869, Illinois and Michigan in 1870, Nebraska in 1871, and New York in 1872 (67: 267).

In the school catalog of 1871-72 of Illinois' Industrial University (now University of Illinois) was announced a "School of Domestic Science and Art." In 1874, an instructor was named. Lou C. Allen held the position during 1875-76 along with all kinds of other
positions as well, among those being Dean of Women and Instructor of Gymnastics (67: 268). The course in Domestic Science and Art at Illinois University is said to have been the first college course of high grade to be organized in the university states (9: 6).

In 1882, Mrs. Nellie Sawyer Kodzie of Kansas was appointed to teach household economy. Through her work, the college was made a strong school for the study of home economics (67: 267).

The development of home economics as a science continued with different people in different parts of the country doing work for its advancement. Professor W. O. Atwater started a graduate school of home economics by inviting home economics teachers to study at his laboratory for four weeks in Middletown, Connecticut. There was a scientific investigation in nutrition and a sharing of ideas. In this same year, Ohio State started an agricultural graduate school (9: 8).

In 1890, Land Grant Colleges had departments of home economics in Kansas, Iowa, Oregon and South Dakota. Eighteen more schools for whites were established in the next 15 years. Tennessee established its home economics curriculum at this time. There were some eleven institutions for black students (67: 268).

During this same general time period, Mrs. Ellen H. Richards of Massachusetts Institute of Technology brought about scientific teaching of food and nutrition (67: 268).

In 1899, the Lake Placid Conferences were being held in New York. These conferences were annual events which brought together teachers of Land Grant Colleges. It was through these conferences that home economics
was derived and replaced domestic science. Home economics was teaching of foods, nutrition, clothing, household equipment. The American Home Economics Association organized in December of 1908, as the successor of the Lake Placid Conferences, continued to study home economics' educational problems. During the first year of its existence, the Association of Agricultural Colleges and Experiment Stations asked for a committee from the Home Economics Association to confer with the committee which was preparing a report on a course of study in home economics in these colleges. The committee suggested as subject matter: (1) food, (2) clothing, (3) shelter, and (4) household and institutional management.

The American Home Economics Association had shown their appreciation of educational aspects by issuing the *Journal of Home Economics* (8: 16).

Cooperative work was growing between agriculture and home economics. The course outlines for the study of home economics were proposed jointly by the American Home Economics Association and Agricultural Committees for Land Grant Colleges (67: 269).

By 1915, home economics had become a permanent part of the American education system. The courses were taught from the university graduate school to elementary school. Also, at this time, research commenced in food and nutrition (67: 272).

During the evolution of formal home economics teaching in America, there were significant changes being made at the University of Tennessee. In 1896, Domestic Science and Art was introduced experimentally at the University. Domestic Science was comprised of food
preparation and dietetics while domestic art consisted of household techniques. Miss Minnie A. Stoner instructed the first seventeen students in Stewart's (Mess) Hall. The first permanent home economics curriculum at The University of Tennessee was in the Department of Education in 1900 (67: 272).

During these early days of teaching, ladies from Knoxville and the surrounding areas were invited to the lectures in the domestic sciences, but were not allowed to participate in the practice sessions with the regular students. The lecture sessions were free.

In 1905, home economics became a part of the College of Liberal Arts. Courses in hygiene, bacteriology, chemistry and dietetics were introduced into the curriculum. Also in the same year, during the short courses being offered for farmers, the women were allowed to substitute classes in cooking, foods, sewing and sanitation for courses in animal husbandry and vet science.

3. Farm Demonstration

The Federal government had begun efforts on its own to farmers. Knapp conceived the idea of conducting demonstrations on the farmer's own land rather than using government-owned farms to which the farmer must travel. His famous remark which summarized his method now appears on a marker at the Porter Farm in Texas: "What a man hears, he may doubt; What he sees, he may possibly doubt; What he does himself, he cannot doubt" (11: 133). This quotation from Seaman Knapp helps explain the idea behind the birth of the Cooperative Extension Service which emerged from farm demonstrations.
By the close of 1904, more than seven thousand farmers were participating under the direction of twenty-four agents. The work was a federal enterprise not involving the colleges (11: 134).

4. Farm Institutes

The basic Extension idea was born from the needs of the people - men and women across the nation attending "farmer's institutes" to hear "professors" from the agricultural colleges. They learned about the newest grain varieties, how clover increases yields in crop rotation, why protein in the ration is important to livestock, how to can and preserve food, and how to stop cotton boll weevils.

Farmers' institutes were begun about 1870 and developed into a regular system of meetings under public control.

In 1874, the Chautauqua movement started lectures and entertainment for farmers (34: 409).

In 1902, 820,000 farmers and their wives attended 2,772 institutes costing $163,124. Shortly after 1900, Martha Van Rensselaer, sent out from her makeshift office the first bulletin for homemakers, she received letters from farmer's wives for additional information (11: 131).

In 1904, Professor Perry G. Holden in Iowa had enlisted the help of two railroads to run special trains through the farming area for the promotion of better seed corn (11: 132).

The efforts of the college in the brief period had proven the wisdom of carrying information directly to the people. The institutes and trains would be dropped as other methods which were more effective were introduced (11: 132). Until the formal establishment of
Cooperative Extension work between the colleges and the federal government in 1914, the farmers' institutes continued to play an important part in the college Extension program.

5. Country Life Commission

The Country Life Commission (CLC) was appointed by President Theodore Roosevelt in 1908 under the chairmanship of Professor L. H. Bailey of the New York State College of Agriculture. The immediate purpose of appointing this commission was to secure such information and advice as would enable the administration to make recommendations to the Congress to help make country life more gainful, more attractive, and more full of opportunities, pleasures and rewards for the men, women and children of the farms.

The appointment of such a commission was, no doubt, prompted by the desires of such persons as Kenyon L. Butterfield who later became a member of this commission. His desire for the development and broadening of Extension work of agricultural colleges could be gauged by his statement in which he said:

This work will not only be dignified by a standing in the college coordinate with research and the teaching of students, but it will rank as a distinct department with a faculty . . . whose chief business is to teach the people who can not come to this college . . . [the] idea of systematic, long-continued, and thorough instruction . . . the year through [should be the goal of such work].

(21: 15, 17)

There was little home economics research information available prior to the survey made in early 1908. The Country Life Commission, which was appointed by President Theodore Roosevelt, conducted the study
and determined the basis for establishing the needs of home economics Extension programs. Ten thousand farm women who returned their survey questionnaires stated their living conditions and their major problems. They also sent statements about how the Extension Service could help them. This information provided the basis for determining the early home economics Extension programs.

The report of the Country Life Commission, issued in January 1909, made an impression on Congress and the country at large that made it one of the important achievements of Theodore Roosevelt's administration. The report on rural education was most interesting to Extension work. It should be noted in reading this report that President Butterfield, a member of the Commission, was at the same time Chairman of the Committee on Extension in the Land Grant College Association (7: 89).

6. Youth Work

Corn Clubs. Professor Perry Holden was at work in Iowa and others like him took an interest in young people in their communities and states. By 1904, the Department of Agriculture Yearbook reported some twelve boys' clubs organized in Illinois with state membership of at least two thousand. The boys were encouraged to grow a perfect ear of corn on their own time and effort. Prizes were offered for the winner, and the results were displayed in exhibits.

The first federally sponsored corn club for boys was organized by William Hall Smith in Mississippi in 1907. He became the first federal agent for club work with rural boys and girls. In 1908 Dr. Knapp,
aided by funds from the General Education Board, was attempting to promote an expansion of the work (11: 135).

On July 1, 1909, the North Carolina State College signed the first of many "Memorandums of Understanding" to come, leading to cooperative work with the Department of Agriculture for "aiding, encouraging, and extending practical farm demonstrations throughout the state."

The memorandum provided for the appointment of a club expert whose salary and travel would be paid by the federal government and whose work involved conducting demonstrations in schools and on farms and through an arrangement of boys clubs. By 1912, nine colleges had agreed to such an agreement, and the federal club agent was employed for the North and West (11: 136).

Girls Canning Clubs. The work with girls began with a "canning club" in Aiken County, South Carolina in 1910. The boys' club became sufficiently popular for the girls to want to join the work. In 1911, instructions were sent from Washington to the club membership on subjects in preparation of seed beds and fertilizers, and other related subjects to agriculture and canning in tin and glass for girls.

The 4-H Club in the United States. It is believed that the 4-H work began whenever a public spirited man or woman did something to give rural boys and girls respect for themselves and their way of life.

Dr. Liberty Bailey, a Cornell naturalist, noticed that the needs of rural youth for rural education rather than an urban education were not being met (40: 1).
In 1901, Albert Graham, Superintendent of Schools in Springfield, Ohio, formed a club for rural boys and girls. The programs consisted of corn, soil testing, vegetable garden projects and flower gardening for girls (40: 1).

In 1903, a "Girl's Home Culture Club" was organized. The girls carried on projects in needlework and breadbaking (40: 2).

Boys and girls work began in the South about 1907 in Mississippi, when William Smith, Superintendent of Schools, wanted to provide something to hold youth in school over age 14. He felt that the school work should tie more closely with the farm (40: 2).

In 1909, Dr. Knapp undertook the organization of boys' club work. He offered a trip to Washington to the boys who made the best corn crop in four states in the south. These four boys made the trip and received honors, and they were introduced to President Taft and became members of the All Star Corn Club. This was the first form of a Club Congress as it is known today. In 1910, the girls' canning clubs of the south were started in Aiken County, South Carolina (7: 37).

The 4-H Clubs in Tennessee. In 1910, Mr. W. W. Campbell, a representative of the U. S. D. A. stationed at Jackson, through the cooperation of the county school superintendents, organized boys' corn clubs in 12 counties in Tennessee with a total membership of 1,685 (40: 3).

On November 16, 1910, Thomas A. Early was appointed the first state leader of the boys' corn club work. In 1912, he resigned and was succeeded by J. R. Jewell. He was a leader of the work until 1914.
Then H. D. Tate (State Agent, Office in Memphis) who had been appointed Assistant Director of Extension under the Smith-Lever Act, took over the work.

The work for girls started with canning clubs formed by Miss Virginia P. Moore. She was Assistant Director in charge of Home Demonstration work for girls and women. In 1910, she made a visit together with O. H. Benson, newly appointed Assistant in Benton County. At Chalk Level School, after explaining the purpose of canning work, he said, "Now, who will be the first girl in this school to be the first member of the first girls' canning club in Tennessee?" A young girl named Myrtie Hardin raised her hand, and she became the state's first canning club girl. She made an outstanding record in club work, putting up 450 cans of tomatoes her first year, besides her work in poultry raising, dairying, and gardening. She later became a home demonstration agent (40: 4).

In 1911, club work had been adopted by many school superintendents. In 1913, the 4-H design was placed on labels for tomatoes canned by club girls.

The 4-H stood for "equal training of the head, heart, hands and health of every child," but it was not until 1925 that the official pledge was adopted.

When the Smith-Lever Act was passed in 1914, there were 116,262 boys and girls enrolled in 4-H clubs. A. F. Lever made sure that this bill included club work with boys and girls and that 20 percent of the funds should be used for work with boys and girls (40: 5).
After the passage of the Smith-Lever Act, the emphasis of club work was changed from project clubs and schools directed clubs to a year-round program.

After World War I, there was a shift from the school room to the farm community. In girls' clubs, garment making was added.

Contests have always been a part of 4-H. This is really the basis of how 4-H began competition in the growing of corn.

Four-H continued to grow and new projects were being added. A very successful junior leadership program began to develop. Four-H enrollment in Tennessee in 1937 had jumped to a total of 56,705. Girls' work at this time was organized in 61 counties and the boys' work extended to every county of the state.

The girls had a program that included all phases of homemaking, while the boys' work included all farm practices that were recommended for Tennessee agriculture (40: 6).

Brief Summary: 1910-1913

In brief, summary of major findings during this period:

Objectives:

1. To set up a club for rural girls similar to clubs already available to rural boys.
2. To teach girls gardening and canning as a means of increasing the family budget and teaching needed skills.
3. To assist the mothers of club members while teaching their daughters.
4. To request financial aid from the United States Department of Agriculture.
5. To teach practical farming skills to rural girls.
6. To help rural women work collectively and earn money while they learn new skills, and to help women keep an open mind to progressive change.

Problems

1. Insufficient operating funds, resulting in low salaries and a shortened work year.
2. Limited contact with rural families due to poor transportation facilities and poor road conditions.
3. Lack of communication equipment.
4. Male dominated society had suppressed an active participation by women in farm work.
5. Widespread illiteracy and a lack of knowledge of farm and household management.
7. Low standard of living for farmers due to low wages, lack of knowledge of fertilizers, pest control and mass production methods.

Solutions

1. Abundant enthusiasm on the part of county agents.
2. Transportation facilities and road improved.
3. Girls were requested to share in farm duties.
4. Women were urged to become more vocal in requesting aid and stating their needs for the agents.

5. Families were taught to adjust to a low income and to manage it more successfully.

6. Kerosene lamps, water pumps, and wood burning stoves were introduced.

Current Events and Prior Influential Factors


2. Congress established the Land Grant Colleges.


4. Farm demonstration work began in 1904.

5. Farm Institutes were established.

6. Corn and Canning Clubs were initiated for work with youth.

Subject Matter

1. Gardening and canning; vegetable drying and preservation.

2. Cooking, sewing, sanitation and home-grounds beautification.

3. Poultry care.


5. Fireless cookers introduced.


7. The appointment of Virginia P. Moore in 1910 to work with women and girls in canning clubs.

8. Appointment of H. P. Tate as Tennessee's State Agent, 1911.
Qualifications for Agents

1. Must be a rural school teacher having the understanding of a local area and its problems; agents to work in their home areas.

2. Must be mature, have knowledge of homemaking skills and be able to work for community improvement.

3. Must gain the confidence of homemakers and their daughters.

4. Must have the courage to travel along distances between families.

B. PASSAGE OF THE SMITH-LEVER ACT THROUGH WORLD WAR I: 1914-1919

The Smith-Lever Act was a part of the pattern of previous Land Grant College legislation. It extended the benefits of federal aid to those colleges established under the Acts of 1862 and 1890. Its purpose was:

In order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same (11: 140).

1. Facts Surrounding the Passage of the Act

Between 1909 and the end of 1913, at least thirty-two different bills were introduced in the House or the Senate to provide aid in some form.

The purpose of the Smith-Lever Act of 1914 was to enable the government to carry useful and practical information relating to
agriculture and home economics to rural people on their farms by means of itinerant teachers and demonstration agents, now known as county agricultural and home demonstration agents. The theory of the Act was that eventually every agricultural county in the country would have at least one trained itinerant teacher or demonstrator, and that through these workers the accumulated knowledge of research, experimentation and experience would be placed at the disposal of all farmers.

The Act connected this new system of education with the Land Grant Colleges. The work was sponsored jointly with federal funds to be matched by state and county funds.

The Act was sponsored in Congress by Senator Hoke Smith of Georgia and Congressman A. F. Lever of South Carolina. It was the direct outgrowth of Farmers' Cooperative Demonstration Work, which began in Texas in 1904 under the leadership of Dr. Knapp as an effort to overcome the effects of the cotton boll weevil (38: 5-6).

Extension home economics work following the passage of the Smith-Lever Act of 1914 had an outstanding effect upon women in farm homes.

In one of the early annual reports, Miss V. Moore said:

It has helped the farm women to earn while they learn. They have a larger realization of the home in its entirety. They also realize that the home is not four square walls, but that their influence is needed in the community, in the county, in the state, in the nation. She has learned to have an open mind for men and progressive things (38: 16).

The passage of the Smith-Lever Act in 1914 set in motion one more change in the curriculum, and it was for the first time that the Congress mentioned Home Economics as one of the subjects to diffuse
among the people of the United States. This was followed by the passage of the Smith-Hughes Act in 1917, because of demand for more home economics teachers than were available. The enactment of this last law made it possible for high schools to begin teaching what had previously been taught at the collegiate level. Colleges could then begin a more scientific approach to teaching (10: 1).

2. Pre-War Years: 1914-1916

The Year 1914. In 1914, there were very few Tennessee homes with running water or electricity. Homemakers used kerosene lamps for light and burned wood or coal for heating the house, cooking, canning and ironing. They had few conveniences to help them with their long, hard work. Days were specially long during the season of heavy farm work. Tennessee families produced most of the things they required. Homemakers and their daughters worked in the gardens, took care of poultry and many of them took care of the family milk cow. They canned vegetables and fruits and sewed their own clothes.

In 1914, there were twenty-two counties organized with a collaborator in each county. Their salaries ranged between $50.00 and $100.00 a month. They worked between two months and twelve months. Collaborators averaged 20 years of age. They were rural teachers.

More than 2,000 members were enrolled in canning club work. Each club had its officers: President, Vice President, Secretary and Treasurer (43: 41-44).

Meetings of tomato club girls made it easy for the Collaborators to teach lessons in canning and other subjects to small groups. The
social side of club work was considered very important, too, and club members had picnics and parties, and they joined the corn club boys in their social activities.

The year 1914 was a most discouraging year as the drought damaged all early gardens, but late rains brought good cultivation. The girls and women had a great desire to learn canning. They walked for miles to reach clubs where the work was being done. Girls made good profits from their canning efforts. One girl in Lauderdale County canned over 300 cans in one week and made $60.00 profit (43: 41).

Farmers encouraged their daughters and wives to attend the clubs and felt that if the cotton and tobacco markets were closed down and money became hard to get, they would still have a good living for the winter which had been saved by the girls in the clubs (43: 42).

Twenty-two counties made application for the next year, but because of limited finances, it was necessary to limit the work. It was necessary for counties to raise $200.00 before it could be started. Also, employment had to be arranged for at least six months. Almost every county in the state which had organized club work had a special club exhibit at the close of the season (43: 42).

In 1914, Miss Virginia Moore made visits to the big canneries of Franklin and McVeagh's at Chicago to see their excellent products and high standards. The manager told Miss Moore that they bought the fruit at low prices, preserved them, and shipped them back to the same places at a good profit. When Miss Moore returned, she asked for an investigation into the amount of canned goods shipped into the collaborator's
counties annually. She encouraged the citizens to buy their own 4-H brand and save this money in the county (43: 43).

The work of the collaborators had been earnest and efficient. Professor Charles A. Keffer, Head of Extension Work, and Dean H. A. Morgan of the College of Agriculture were most receptive and helpful to Extension home economics work. It was moved to The University of Tennessee at Knoxville from Nashville in July of 1914. To encourage canning work, Professor Brown Ayres asked his Board of Trustees to set aside $250.00 annually as a scholarship for canning club girls. Sylvia Richmond was the winner of the first scholarship.

The Domestic Science Department had promised valuable aid. Also, monthly bulletins for home work were published and distributed to the girls, advising them about the work during the winter months (43: 44). Bulletins were published and sent to girls' mothers with questions to be answered if the girls had done the work outlined for that year.

<table>
<thead>
<tr>
<th>November</th>
<th>February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen rules</td>
<td>Housecleaning</td>
</tr>
<tr>
<td>Setting the Table</td>
<td>March</td>
</tr>
<tr>
<td>Beverages</td>
<td>Insects of the house</td>
</tr>
<tr>
<td></td>
<td>and their prevention</td>
</tr>
<tr>
<td>December</td>
<td>Bed bugs, fleas, flies,</td>
</tr>
<tr>
<td>Food and Food Value</td>
<td>moths.</td>
</tr>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>Balance rations</td>
<td></td>
</tr>
<tr>
<td>Menus made by girls</td>
<td></td>
</tr>
</tbody>
</table>

(43: 44).
"The American Farm Woman as She Sees Herself" was the title of a federal report prepared in 1915 by Edward B. Mitchell, based on the 1914 survey made by the Secretary of Agriculture (30: 311-318). The report was based upon responses in 2,241 letters received from wives of the 55,000 volunteer crop correspondents. These letters came from every section of the country. The letters were received by the Secretary of Agriculture in response to his request that the housewives suggest ways in which the United States Department of Agriculture could work directly for their benefit.

The needs of farm homemakers, as reported in the survey, included:

1. Need for larger income and better distribution
2. Need for better health, including diet
3. Need for more labor-saving equipment
4. Need for better opportunity for youth
5. Need for opportunities to learn about improved homemaking
6. Need for contacts outside the home.

Year of 1915. Twenty-six counties had organized canning clubs during the fiscal year ending June 30, 1915. Publications were supplied monthly to nearly every county. These publications included family nutrition, house cleaning, insect pests of the household, suggestions for farm butter making and kitchen rules (43: 57).

The following publications had been issued in 1915 by the Division of Extension:
A total of 1,685 girls was enrolled in canning clubs in 26 counties during the year. One hundred and fifty-one county meetings and 1,117 community meetings were held with a total attendance of 48,891 persons attending (43: 59).

The girls put up 67,291 jars of fruits and vegetables from other than club gardens, and 54,267 cans from club gardens making a total of 121,558 cans of fruits and vegetables preserved during the year. The average profit for 1/10 acre was estimated at $23.05 (43: 84). Also, three hundred women enrolled in home demonstration during this year.

Besides the canning and gardening demonstration, instruction was given in home dairying, bread making, meat and vegetable cooking and household sanitation. Numerous household conveniences of an inexpensive nature such as fireless cookers, fly traps and wheel trays were made by members of clubs under the direction of county agents in home economics.
Prizes of $2,337.00 were provided for girls in their club work during the year (43: 84-85).

The local sources and amounts of funds for the salaries of county agents in home economics and county agricultural agents are given below.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>N. C. and St. L. Railroad</td>
<td>$386.89</td>
</tr>
<tr>
<td>County Courts</td>
<td>1,487.50</td>
</tr>
<tr>
<td>County Boards of Education</td>
<td>7,887.55</td>
</tr>
<tr>
<td>State Board of Education</td>
<td>7,406.08</td>
</tr>
<tr>
<td>Private Subscriptions</td>
<td>491.61</td>
</tr>
<tr>
<td>Banks</td>
<td>295.00</td>
</tr>
</tbody>
</table>

The Year 1916. The Division of Extension had made progress during the period ending June 30, 1916. Additional specialists had been employed in Agronomy and Dairying, and an editor was employed to take charge of the publicity work. Eight home demonstration (county) agents, two district agents (Miss Margaret A. Ambrose for East Tennessee and Miss Sarah L. Kinsey for West Tennessee), and two specialists (Miss Geneva Conway, Home Economics Specialist and Mrs. Lena A. Warner, Health Specialist) were added to the number of women workers (38: 31).

The State Department of Education had withdrawn its assistance in financing county agents due to the lack of available funds. Several county high school boards of education, however, had made provisions for support, and the work had continued without interruption. County Boards of Education were aiding in the support of the home demonstration agent in a number of counties (43: 88).
The railroads cooperated with the Division by providing transportation for officers, equipment for work in movable schools, and by providing passes to delegates to the three division institutes held at Jackson, Nashville and Knoxville. All the railroads shared in this service (43: 88).

Bankers had loaned money at reduced rates of interest for the purchase of purebred livestock under plans arranged by the Division and had aided in the support of county agents. Bankers and merchants had given generously for prizes for club competitions (43: 90).

There was an increased interest by the farmers and homemakers in the work of the Division of Extension. The instruction and practical demonstrations in agriculture and home economics were provided for the clientele who did not attend the Agricultural College of the state. This information was given by field demonstration and publications and otherwise (43: 91).

During the year a new publication entitled "Good Light Bread" was published. Twenty thousand copies of this pamphlet were distributed.

The development of Home Demonstration work had made necessary the appointment of two district agents and two specialists. On July 1, 1915, Miss Margaret A. Ambrose was appointed District Agent, and on October 1st, Miss Sarah L. Kinsey was appointed as a second District Agent (43: 123). Miss Geneva Conway was employed in January, 1916 as a Home Economics Specialist. She stressed diet for the family (43: 125). In April, 1916, a Health Specialist, Mrs. Lena A. Warner, for rural work was employed. Two black home economics District Supervisors (Estelle
Richards in West Tennessee and Mabel Ingers in East Tennessee) and one new District Agent (J. M. Dean) for Middle Tennessee were employed in May of 1916. Each of the two black women took on half of the counties of Tennessee for their territory (38: 31).

Gardening and canning continued to be the leading features of the girls' club work (43: 125). Home Demonstration work for girls and women was one of the most vital forces in the Division of Extension at The University of Tennessee as well as in the state at large.

Home demonstrators and cooperators enrolled 800 women. These women did active work in intensive gardening, home dairying, bread making and the making of household conveniences. Special emphasis was given to vegetable cookery and its place in the family diet. A few women offered their kitchens as meeting places where bread, dairy and other demonstrations were given (43: 125).

Short courses, or movable schools, were conducted in the rural sections of the following counties: Anderson, Bradley, Hamilton, Hardeman, Lincoln, Madison, Tipton, and Williamson. These were conducted for the women and club girls. They were held for from three days to one week. Gardening, poultry, dairying, cooking and conveniences for farm homes were emphasized.

The work was limited to girls' club work until January of 1916. Often several smaller clubs would join in one club center to have a joint meeting once each month as well as separate meetings each month. In spite of the bad roads and the fact that the rural population of girls
was scattered, it was, reportedly, an efficient plan. Their meetings were held in the schools and at least once a month in the home, yard or garden of club members. A uniform program for each bi-monthly meeting was sent from the Division of Extension, suitable for each month's work. Mothers often attended the girls' club meetings (43: 123).

For the first time Campbell and Van Buren Counties had camp plans for girls. Work was organized on "The Better Home" plan, where the girls assisted in cooking and serving the meals and looked after the camp. Regular lessons were given in nature study, cooking, canning and serving. In the afternoon they had games and social time. In the evening, lectures or community entertainment were held. Canning parties also were held. The camp plan turned out to be very successful. During the summer months, the county agent taught the club members until they learned to do the work themselves.

In 1916, girls planted three to five additional vegetables. A few girls planted fruit trees and berries and learned to spray, prune and care for trees and vines (43: 124).

Mothers had become greatly interested in better cooking through involvement with the clubs. The winter work of the clubs involved all activities around the home: washing dishes, setting the table, arranging and cleaning the kitchen and bed rooms, cooking, sanitation, selection of materials and learning to spend money wisely.

Cold frames, winter gardens, hot beds and cover crops on the one-tenth acre garden plot or a cover crop on the family gardenspot for
chicken range were encouraged. Girls started to beautify their yards by planting flowers (43: 124).

Several demonstrations were held by agents in home canning, preserving, pickling, butter and bread making, cooking poultry, and conveniences for labor saving (43: 143).

The Home Demonstration work for the rural girls and women was the immediate charge of the Director of Extension, C. A. Keffer. By the end of 1916, there were three white district agents for home economics responsible to the Director, namely, one in East Tennessee supervising work in thirty-four counties; one in Middle Tennessee with forty-one counties; and one in West Tennessee with twenty-one counties. The two black district agents supervised work in about one-half each.

In 1916, H. D. Tate, Assistant Director, resigned and was succeeded by W. A. Schoenfeld, who had been employed during the fiscal years, 1915-1916 as the Specialist in Markets and Rural Organization (38: 32).

The Smith-Hughes Act. About this time, another act with implications for home economics education came into being. The Smith-Hughes Act was approved February 23, 1917. It was designated by this name because Senator Hoke Smith, of Smith-Lever farm, and Representative Dudley M. Hughes, both of Georgia, proposed the legislation. Passage of this Act was due to the development of the industrial revolution and the need for vocational education and training for new machinery and new occupations which occurred because of the new demand. This Act provided
federal funds for vocational education in agriculture, trade, industrial vocations and homemaking (34: 12).

The Act appropriated approximately $3 million dollars to be met with funds from the states to pay the salaries and transportation costs of teachers, supervisors, and directors of specified subjects.

The Smith-Hughes Act, promoting vocational education in the high schools, had its most profound effect at the collegiate level on the home economics curriculum. It strengthened the two year non-degree program, so that by 1933, nineteen Land Grant Institutions were offering this practical education to prepare vocational teachers (11: 158). The character of the home economics program changed from liberal-vocational to liberal-professional within a few short years. The change was accelerated in large part by the new demand for trained home economics teachers to accomplish the Smith-Hughes work in the high schools (11: 160).

Thus, the informal out-of-school home economics work of Extension agents was supplemented and complemented by work of vocational teachers. Cooperation between the two brought about greater opportunities for rural women. Many of those traveled to teach later joined the ranks of Extension home demonstration agents.

3. World War I: 1917-1918

On April 6, 1917, the United States entered World War I, which gave a sudden and tremendous impact to the work of the Extension Division. Through long years of continuous peace, the country had adjusted itself to certain conditions. Agriculture was in a large measure stabilized (43: 128).
Sudden increases in the U. S. military, and the great demand for labor in industries directly connected with the war, not only affected the agricultural labor supply, but greatly increased the demand for food. The supply of food had already become limited because of the general shortage among the allies (43: 128). A state-wide campaign to increase food production was launched, and the number of agents was increased rapidly under the stress of emergency.

During the war years, an effort was made to develop all work of the county agents, both men and women. On a project basis, the specialist of the Division of Extension prepared projects in all lines of work to be undertaken by county agents, and these were written up in a book of projects furnished to each agent. Each project included a definite outline of procedures to enable the agent to place before the people of the several communities suggested demonstrations on crop and livestock management, community organization, marketing, and all phases of women's work. Annual reports of the agents were expected to cover every project in the county plan (43: 130).

Agents accepted the project plan of work with great enthusiasm. Increasing numbers of men and women agents were employed during this year in order to give adequate supervision to the work. Meetings of men and women agents were held during the year for instruction in methods and for general conference (43: 130).

A state mass meeting was held at Nashville to launch a state-wide campaign to stimulate increased food production. Business and professional men and women cooperated with schools, churches, municipalities,
state county officers and the Division of Extension. Patriotic meetings were held in practically every school house and other public meeting places in Tennessee. The entire state was reached and in every county there was organized a county committee on food supply with community or civil district committees. Through the cooperation of the U. S. Department of Agriculture with the various state agencies, a survey of agricultural products was made. Blanks were distributed on which farmers indicated their production for the year 1916 and their cropping plans for 1917 (43: 130-131).

In late June, the Assistant Commissioner of Agriculture, Dr. Pierson, called a conference at Atlanta to consider the possibility of increasing the wheat crop in the south. Immediately following this conference, a careful campaign was undertaken in Tennessee to locate seed wheat supplies and to encourage a larger planting in the fall of 1917 (43: 131).

The war emergency caused increases in the amount of labor and clerical help needed in the Division. Additional equipment, furniture and fixtures, and increased bills for stationery and telephone caused expenses to mount as the war progressed. The Division budget showed an increase of $2,456.61 over the previous year (43: 131).

There were twenty-four publications issued during the year. Those relating to Home Economics Extension work were as follows:

Publication No. 1 "What to Do to Keep Well" by Lena A. Warner
Publication No. 2 "Use Meat in Many Ways" by Mary Geneva Conway
Tennessee's home demonstration program was profoundly affected by the emergencies occasioned by America's entry into the first World War. The infant organization was called upon by the government to assume responsibilities of gigantic proportions. The work was to have an opportunity to expand in scope, to become enlarged in size of organization, and to be advanced in public esteem and support, through the efforts of county and state Extension workers in the emergency situation.

The Division of Home Demonstration work interpreted its wartime role, as that of officials of the government, and their task as important, rewarding, and urgent for the women and girls to help win the war on the home front. A great deal of additional food was produced by
Tennessee families in home gardens. They were encouraged and taught better methods.

Home demonstration agents also aided an increased number of adult women and their daughters in canning, drying and preserving immense quantities of fruits and vegetables. They also instructed women in the home canning of fish, meats and game. The agents traveled from place to place driving a horse and buggy in places where a car could not go.

Never before in the history of the state had there been so much intensive gardening. A specialist in gardening worked with the home demonstration agents in towns and cities.

In cooperation with the Food Administration, home agents gave demonstrations on the conservation of wheat by mixing corn, barley and potatoes with flour in bread making. Excessive use of meat and sugar was discouraged. Miss Virginia Moore reported at the close of 1918 after the war had ended:

This year has been convincing proof that democracy can bring results. The home demonstration agents were real soldiers in the back line of defense. Each one seemed to feel that the freedom of the world depended upon their individual actions, and they in turn imparted this spirit to the thousands of women and girls who helped to make Tennessee go over the top in all the war activities. (17: 25)

Many people never before enrolled for home demonstration work, came to community kitchens to learn how to preserve food, how to conserve foods needed for the war effort, and to learn more about family health.

Agents worked nights and Sundays in many cases. They were active participants, often leaders, in the multitude of drives that were necessary in winning the war. In the four Liberty Loan and one Victory
Loan drives, agents explained the need for money in the war effort and helped to establish the organization for its collection (43: 131).

Clothing conservation was taught by home demonstration agents due to the scarcity of wool and the high price of materials. Tennessee agents demonstrated and instructed women in cleaning, dyeing, repairing and remodeling garments and hats.

State Food Administration. The State Council of Defense and the State Food Administration closely coordinated their efforts with the Division of Extension.

In the mobilization of the resources of the nation for the war effort, the federal government assumed broad powers to control the production, distribution and conservation of natural food. The majority of the people in Tennessee accepted the increased government controls and accepted the requests of the government. As a result of the mobilization, the Federal Food Administration was one of the first agencies established for this emergency work (17: 23).

President Woodrow Wilson appointed Herbert Hoover as Head of the Federal Food Administration. At Hoover's request, Dr. Harcourt A. Morgan, then Dean of The University of Tennessee, College of Agriculture, was appointed by Governor Tom C. Rye to head Tennessee's Food Administration. Dr. Morgan was considered so well-qualified for this job that he was asked to accept this additional responsibility while carrying on his regular duties in the College of Agriculture.

In order to further coordinate the work of the University with that of the Food Administration, Dr. Morgan appointed as his executive
secretary, A. L. Lane, who also was serving at that time as Assistant
to the Director of the Division of Extension. A few weeks later, Miss
Virginia P. Moore, Assistant Director of Home Economics of the Division
of Extension, was made Director of Home Economics for the Food Adminis-
tration.

University of Tennessee Home Economics Courses. The University
of Tennessee Home Economics curriculum in Liberal Arts was a versatile
one, being able to adapt to the needs of the people at the time. For
example, during World War I, temporary courses were offered in conserva-
tion of food and clothing, emergency feeding problems and community
canning. And then after the war, the primary objectives were to meet
the needs of the veterans.

About this time also, the Country Course for Women was offered
for those women students who expected to live in the country.

Additional County Home Demonstration Agents in Service. An addi-
tional twenty-one county home demonstration agents were appointed due to
the needs of the war in 1917. The principle activity of the women agents
was the organization of girls' and women's clubs. The total membership
of girls' clubs was 6,932 and of the women's clubs was 5,095. The total
number of demonstrations was 18,315 (43: 124).

The women took a very active part in the campaign for food
increases and from the beginning of the war made it their principal busi-
ness to secure the greatest possible conservation of food. In almost
every county where a home demonstration agent was employed, teachers and
housekeepers volunteered their services as assistants to the county home agents, especially in teaching the canning and drying of vegetables and fruits. The agents gave special instruction to such volunteers and with their aid reached many more homemakers than might have been possible considering the number of women interested in making gardens. Over 8,000 women undertook garden demonstrations under the direction of the county agents (43: 134).

Black Work in World War I. Two black women were employed as district supervisors. The State Department of Education with the cooperation of the James Fund had already employed a number of county rural supervisors for vocational work in black schools (43: 134).

Through cooperation of district supervisors and county workers, a great many black farmers and homemakers were reached and aided. They were instructed in better preparation of food, in gardening, in canning and in other household matters (43: 134).

Specialist Role in this Period. The specialist in Home Demonstration work assisted 20 agents in 115 meetings during 1917, giving demonstrations on the preparation of various foods, and lectures on food values. She issued several bulletins on food topics and wrote many articles for the papers, and was of considerable assistance to the departments of home economics in various schools. Her most valuable service was in advising county home demonstration agents regarding details of food preparation and on general matters of home economics (43: 134).
The specialist in health and sanitation was in great demand throughout the state and made many addresses on health topics. She discussed health subjects before schools, parent-teacher associations and girls clubs; she assisted in agricultural short courses, and took an active part in the campaign for food increases. She was active in the organization of the Red Cross and prepared three bulletins during the year. Her principal effort had to do with disease prevention and the value of health (43: 134).

4. After the Emergency: 1919

When World War I ended the emergency, Extension forces that had been so rapidly built up began to collapse. War activities closed in November, 1918. During the war, under a special appropriation from Congress to provide for increased food production, the Division of Extension appointed county agriculture and county home demonstration agents in a number of counties. After the war, the Division of Extension dismissed those agents who had been appointed and received their salaries from the emergency fund. The Smith-Lever Fund provided additional money for the administrative employment only (38: 31).

On July 1, 1918, the working force of the Division numbered 223 persons, including four administrative officials, 18 specialists, 23 clerks, 9 district agents, 80 county agents and 93 home agents. By July 1, 1919 the number had dropped to 196, of which 67 were county agents and 75 home agents (38: 33).

After World War I ended, the farmers in many places appreciated the work of the Extension agents and felt the need of their continuance.
In the comparatively few counties where financial conditions were unfavorable or where agents had been unsuccessful, the Extension services were dispensed with in 1919. The home demonstration agents did not fare so well. They had, in many places, been so closely connected with Food Administration and other wartime agencies, that their services were regarded as temporary and naturally, to be given up with the close of the war.

The Year of 1919. In economical use of food in the home, thirty-four agents reported 24,156 demonstrations given. Of this number, 21,000 were reported by black agents (44: 394). Twenty-six agents reported 27,672 demonstrations given in "Home Conservation of Food." Eleven agents reported conservation at home increased enough to reduce transportation of food from a distance to their areas (44: 396).

During the year 1919, there were 2,965 demonstrations given in "Care of Food in the Home" (44: 398).

Twelve agents reported that 82 schools served a warm dish for lunch. Five agents reported the efficiency of the children increased with the addition of a hot meal. Three agents reported an increase in attendance, after warm lunches were initiated (44: 399).

"Selection of Food for the Family" was stressed in 645 demonstrations. Twelve agents reported 1,898 club women who were planning "well-balanced meals" (44: 400).

In canning for the market, seven agents reported 34,368 cans sold for $1,360.30. Only one demonstration was given in fruit juices. Two
demonstrations in blackberries sold 84 cans for $17.50. Seven demonstrations in tomatoes sold 3,313 cans for $304.57. One demonstration in pickles sold 2,000 cans for $400.00. One demonstration in corn sold 50 cans for $2.00 per dozen. Two agents reported that 37 members were drying products for the market (44: 401).

In drying for the market, one agent reported ten demonstrations selling 15 bushels of beans for ten cents per pound. These were marketed at Waverly, Tennessee. Three demonstrations were reported on the following crops, but no report was made: apples, peaches, beans, and pumpkins (44: 403).

In home furnishing, ten agents reported 1,110 demonstrations (44: 407).

Nine agents reported 49 demonstrations in budgeting and ten agents reported 193 demonstrations in keeping accounts. Four agents reported 658 members started keeping accounts this year (44: 408).

In use of materials for clothing, 2,050 demonstrations were reported by eighteen home demonstration agents. Results of these demonstrations were described as being satisfactory (44: 309).

In March of 1918, home demonstration agents started courses for girls and women in sewing. Thirty-four agents reported that 1,548 members had enrolled and 476 had completed the first year of sewing (44: 411). Five thousand two hundred and thirty-one women completed the second year of sewing, thirty-six completed the third year of sewing, and fourteen completed the fourth year of sewing.
These courses were taught and assigned by district home demonstration agents, county home demonstration agents, city home demonstration agents, traveling home demonstration agents, and specialists in home economics.

The agents reported satisfactory results in projects in household management.

There also were miscellaneous projects given during the year, such as a demonstration in mattress making. These were assigned in the poorer counties to teach those who could not afford to buy mattresses the skills necessary to make their own. Other miscellaneous demonstrations included broom making and white washing for buildings and fences to establish neater surroundings in the villages and rural communities (44: 416-419).

In August 1919, Miss Virginia P. Moore, who was in charge of Home Demonstration work, resigned. From that date until January 1, 1920, the Home Demonstration work was under the direct supervision of the Director and Assistant Director who placed large responsibilities on the four district agents (44: 334).

The state was divided into four districts (See Figure 1) and the Home demonstration District Agents named were:

Miss Ruth Avey: Counties in District I, started in Sept., 1915.
Mrs. Kate M. Wells: Counties in District II, started in June, 1916.
Miss Elsie Dugger: Counties in District III, started in Sept., 1917.
- No home demonstration agent in 1935
- No home demonstration agent in 1917
- Had home demonstration agent in 1917

Figure 1. Locations of Tennessee Extension Supervisory Districts, 1917-1935. (65: 10)
Miss Margaret A. Ambrose: Counties in District IV, started in July, 1914 (44: 334-336).

In June 30, 1919, a large number of resignations was reported due to the discontinuance of the emergency fund.

There were 49 projects undertaken with an enrollment of 17,017. There were 7,544 girls and 9,473 women making the above total (44: 336). Gardening, poultry, and farm butter making were designated as major projects for the year of 1919.

Each district agent reported at the end of year 1919 to Professor Charles A. Keffer, who was Director, Division of Extension, Knoxville, Tennessee.

Miss Ruth Avey, District I agent in home demonstration, was head-quartered in Jackson, Tennessee and reported her work had begun on October 15, 1918. At the time, five home demonstration agents were on furlough, five were on duty, and three counties were without agents. In addition to that, one city worker and one black worker were employed (44: 333-334).

Mrs. Kate M. Wells, District II agent in Columbia in home demonstration reported that she had seventeen counties which were carrying on home demonstration work. Seven of these counties had agents but no local funds to carry on the work to the end of the season, so the agents automatically resigned on June 30th.

The names of the District II counties which continued the Home Demonstration work were: Davidson, Giles, Humphreys, Lincoln, Marshall, Maury, Montgomery, Summer, Williamson and Dickson.
The counties having emergency agents were: Cheatham, Hickman, Lewis, Macon, Stewart, Trousdale and Wayne. On July 1, three additional counties were turned over to Mrs. Wells, namely: Bedford, Wilson and White (44: 340-341).

Miss Elsie M. Dugger, agent for District III in Chattanooga reported to Professor Keffer that her district was composed of seventeen counties, grouped around Chattanooga. Loudon, Monroe, McMinn, Roane and Hamilton county governments made appropriations for support of Home Demonstration work; while Bradley, Bledsoe, Rhea, Cumberland and Fentress and other emergency counties gave only limited local aid to support the work. During 1919, several activities were held, such as sanitation, health and food short courses for men and women. These short courses usually lasted from two weeks to one month. The agent in the district reached every community in the county (44: 342-344).

Early in February, a poultry campaign was put on to organize the girls and boys into clubs that would produce only purebred poultry. Another project that had been given much attention by the home demonstration agent was home and yard improvement. Several lighting systems were installed, a great many labor saving devices made and purchased, houses screened, walls and floors refinished (44: 342).

A great deal was accomplished in the sewing and textile work this year, with special emphasis on the selection of material. At this time they had not yet begun to emphasize canning for the market, but they had broadened the scope of canning for use at home. The steam pressure
canner became very popular with one hundred and fifteen being purchased (44: 343).

During the Chattanooga Fair, demonstrations were given in utilization of milk and dairy products. Early in the year, campaigns were held in every county for the extermination of house flies. Also, clean-up campaigns were carried on in different counties (44: 343).

Three counties organized county councils of agriculture. The work of the home economics agents suffered from the after war conditions, but they were not discouraged.

Miss Margaret Ambrose, District IV agent in Knoxville reported to Professor Keffer her work from January 1, 1919 to December 31, 1919 (44: 345). She was responsible for 19 counties, fifteen of which had home demonstration agents. Three of these counties were on emergency funds and did not make appropriations to continue the work when the emergency funds were withdrawn in July (44: 245).

The work that was carried on in Knoxville, under the emergency fund was partially supported locally after July 1, and the garden work continued until November 1. The year's work began with a conference. In that conference an outline of work suggested was taken up by each agent and the advisory committee in her county. In some cases the program was somewhat changed, but, in every county, emphasis throughout the year was put on the cooking of food, dairy work, health, poultry and community organization (44: 345).

During the summer, short courses were held. The girls were very interested, more in attending because it was the only time the girls
took vacations. East Tennessee was fortunate in having private and public colleges and universities. The free use of these buildings had been tendered for the short courses for the girls. Fairs were held during the fall season in cooperation with the local school and resulted in the "quickening of community spirit." Also, there were community campaigns for better butter making and for poultry production. There were four resignations in District IV at that time due to discontinuance of the work when the emergency funds were exhausted. The work of the agents in this district was very satisfactory and resulted in an increasing appreciation by the public (44: 345, 346). On January 1, 1920, Miss Margaret A. Ambrose was appointed Assistant Home Demonstration Director.


Objectives

1. To expand Extension Services.

2. To solve the problems which arose during and after the war.

3. To introduce approved varieties of vegetables and fruits and breed of poultry and to introduce accepted bread making techniques.

Administration

1. Charles A. Keffer, head of Horticulture, was named Director of the Division of Extension, July 1, 1914.

2. Miss Virginia Moore was appointed Assistant Director in charge of home demonstration.
3. Miss Margaret Ambrose was appointed District Agent of East Tennessee in 1915.

4. Miss Sara L. Kinsey was appointed District Agent for West Tennessee in 1916.

5. H. P. Tate, Assistant Director, resigned in 1916 and was succeeded by W. A. Schoenfeld.

6. Miss Mabel O. Myers of East Tennessee and Miss Estella Richards of West Tennessee were the two black women appointed in 1916 to represent the counties in their areas.

7. Mrs. Lean A. Warner was employed as Health Specialist in 1916.

8. Miss Geneva Conway was employed as first Home Economics Specialist in 1916.

9. In 1916, home demonstration Agents were employed for the Middle Tennessee area.

10. Five black agents were appointed during the war.

11. Miss Ambrose became Assistant Director in charge of home demonstrations in 1919.

Problems

1. Living conditions for rural families were poor.

2. Women's work was long and very difficult.

3. World War I created new problems.

4. Prices of farming staples skyrocketed.

5. United States entered the war.

6. Food, labor and money shortages were created by war time economy.
7. A severe drought occurred in 1914.
8. Influenza epidemic in Tennessee.
9. During the war, emergency funds were appropriated for the Extension Service; these funds were withdrawn after the war, creating a virtual collapse of many Extension Services.

Solutions

1. State-wide campaign held to increase food production.
2. State and County Councils of Defense and County Food Supply Committees were established with the close cooperation of county agents.
3. The home demonstration agents became government officials.
4. Agents worked many hours of overtime.
5. Women shared their kitchens for food preservation in order to maintain a stable food supply for rural families.
6. Demonstrations were given on the conservation of wheat; the excessive use of meat and sugar were discouraged.
7. Clothing and health conservation were emphasized by county agents.

Current Events

1. Passage of Smith-Lever Act of 1914 providing for Extension work.
3. United States entered World War I.
4. Establishment of the Division of Extension in The University of Tennessee, 1914.

5. Survey conducted by the United States Department of Agriculture entitled "American Farm Woman as She Sees Herself".


7. Railroad supplied free transportation for agents.

8. Bankers loaned money at low interest for purebred livestock and seeds.

9. Prizes awarded to women and girls for superior work.

10. Camp for girls planned.

11. Short courses and movable schools for girls initiated in some counties.

12. Promotion and full-time employment for agents.

13. Joint picnics and parties for girls and boys' clubs.

14. Clubs became better organized with a president, vice president, secretary and treasurer.

15. Profits resulted from gardening work by girls' club members.

16. Headquarters for Extension Services established at University of Tennessee.

Subject Matter

1. Canning and preserving; gardening with a wide variety of vegetables.

2. Bulletins on health and home economics written by specialists.

3. Home and yard improvement, including the installation of electricity in some homes.
4. Mattress making and budgeting.
5. Home furnishings and textile work.
6. Screening and other means of pest control in the home.
7. Flower planting.
8. Pickling.
9. Fruit and berry planting.

Qualifications for Agents

1. Enthusiasm.
2. Responsiveness to problems.
3. Hard working.
4. Dedicated to community improvement.
5. Must make an effort to reach every family in need of Extension Services.
6. Work persistently yet open-mindedly with farmers and families.

C. READJUSTMENT AND PRE-DEPRESSION: 1920-1929

The Year of 1920

The Extension program and personnel had expanded tremendously in response to needs during World War I. Following the war, emergency funds were withdrawn and Extension was forced to reorganize and readjust to a peacetime program. Soon afterward came the agricultural depression of the twenties and the demand for a new and different kind of service. Dr. Charles A. Keffer, Director of Tennessee Extension, said that there was a greater gap between the selling price of farm products and the
purchase price of commodities used on farms and in farm homes. It was the year of a wider discrepancy between the cost of production and selling price of crops and livestock. This condition greatly influenced Extension work in agriculture and home economics, especially in the southern states.

The fiscal year ending June 30, 1920 was year of readjustment that presented many difficulties. During the war, 41 counties had emergency agents for agriculture and home demonstration. These counties had no local support, but due to the war and the need for agricultural production, the Division of Extension supported the fund for continuing the work. After the war and with no local support, it became necessary to dismiss all county agents in counties that did not make local appropriations for their support. At the close of the war, Tennessee had 86 county agricultural agents and 42 county home demonstration agents. At the beginning of 1920, Tennessee had 54 county agricultural agents and 55 county home demonstration agents. At the end of 1920, Tennessee had 49 county agricultural agents and 41 county home demonstration agents. Even though the number of agents was reduced, the quality of the program was seen to steadily improve. The loss in numbers was viewed as temporary.

After the war, one man and one woman district agent were no longer employed. The number of specialists was reduced from 17 to 15 (45: 5).

A total of 7,000 girls enrolled in clubs, of whom 3,842 completed the work of the year and made reports, was reported by 34 home demonstration agents; while 21 agents reported a total membership of 6,123 in
women's clubs, and 35 agents reported 5,330 meetings for women and girls, with a total estimated attendance of 340,286. Through the organization and instruction of home demonstration agents, 1,088,094 quarts of fruits and vegetables were canned. Also, 214,849 pints of preserves and jellies were made; while 187,987 pounds of fruits and vegetables were dried and 97,809 pounds of brined vegetables stored. A total of 1,016,705 pounds of meat products was cured. The total estimated value of all home products considered was $903,944.47 (45: 18).

There were 3,171 girls and 2,481 women enrolled in poultry clubs in 30 counties. They raised 226,591 chickens and sold 298,558 pounds of poultry. Fifteen agents reported 35,750 chickens fattened for market; 1,507 club members bought purebred stock for breeding purposes, and 2,608 bought purebred eggs. Seven agents reported 12,683 dozen eggs sold cooperatively. Fourteen agents reported the total value of poultry products produced by their club members at $793,286 (45: 18).

Eighteen agents reported 35,090 pounds of butter made by 452 women and 52 girls, using approved demonstration methods, which sold at an average price of 67 cents per pound, as compared with 44 cents for other home-made butter.

Through the advice and assistance of 21 agents, 408 farm homes were screened, 278 lighting systems and 90 water systems installed, 317 kitchens rearranged, 301 floors improved, 114 sleeping porches built, 1,202 farm lawns improved, and 1,590 labor saving devices of various kinds secured for county homes.
Exhibits at community, county, and district fairs, in which county home demonstration agents were active, were made by 12,405 women and girls who won $17,069.25 in premiums. The total attendance at such fairs was 422,605. A total of 2,041 girls took regular sewing work with 29 agents, 990 completing their projects. Cooking projects requiring one year's work were taken by 1,538 girls and 1,018 completed their projects. There were 16 minor projects undertaken (45: 18).

Black Home Demonstration Agents' Work. Four black home demonstration agents reported 111 girls' and women's clubs with 1,515 members. They held meetings with an attendance of 3,042, and made 2,267 visits to homes of members and others. They had 1,339 gardens, 30 cooperative home canneries, and 14 vegetable drying plants. There were 546 black women and girls in poultry clubs, who raised 10,128 chickens and marketed 5,390 pounds of poultry, sold 280 dozen eggs and used at home 712 dozen. Total value of poultry products produced by club members was $4,721 (45: 19).

Food preservation work under black agent's directions was done by 461 women and girls, and 440 others followed suggestions of agents. They canned 36,930 quarts of fruits and vegetables. And 65 followed directions in buttermaking. One hundred and sixty screened their homes. The agents gave 517 talks on sanitation, 177 on child feeding, and gave 91 demonstrations on milk cookery (45: 19).

Specialist in Home Economics and Foods. Miss Maude Guthrie, specialist in home economics and foods, gave several demonstrations
with special attention to salad demonstrations, intending to increase
the use of green vegetables and fruits in the diet, and the use of
the steam pressure cooker as a means of economical food preparation
(45: 177).

An outstanding area of work was in the start of a bread contest,
also including biscuits and corn meal muffins. These contests were
initiated and held in counties and districts for county club girls. The
winner of each county or district contest received a prize.

During the summer, two home economics specialists assisted in 12
club camps for girls. The mornings were devoted to lessons and demon-
strations and the afternoons were given over to recreation. Special
attention was given to the use of milk in the diet.

In June, a two-week school was held by the home demonstration
agents with specialist help in Athens for Rural Preachers and their
wives. A number of demonstrations and talks were presented. The
following subjects were taught: (45: 182)

- Canning in tin
- Clothing
- Salad demonstration
- Laundry
- Canning in glass
- Household conveniences
- Balanced menus
- Cooking demonstration - Milk and its uses
- Household efficiency
- Household decoration
Although the demonstrations were planned primarily for the wives who might come with their husbands to the school, all of the preachers attended the demonstrations, too.

At the annual meeting of Tennessee Extension workers held in November, the specialist conducted four laboratory demonstrations in cooking and canning in the steam pressure cooker.

Also, Miss Maude L. Guthrie, food specialist, wrote the following bulletins:

*Bread
*How to Give a Demonstration
*Removing Stains
*How to Cook Sweet Potatoes
*Home Economics Projects for Women's Home Demonstration Clubs in Tennessee
*The Four Years Course in Sewing for Club Girls
*The Four Years Course in Cooking for Club Girls

and outlines for first year sewing were published as circulars besides three newsletters written on home demonstration projects (45: 182).

Specialist in Health and Sanitation. The specialist in health and sanitation, Mrs. Lena A. Warner, assisted county home demonstration agents in numerous meetings and conferences in all sections of the state. In cooperation with the Knoxville Red Cross Chapter, the Bureau of Social Hygiene, State Board of Health, and the United States Public Health Department, a social hygiene clinic was established at the Knoxville Health Center. Also, a special project course for advanced
students in the study of malnutrition for children was prepared in cooperation with the Home Economics Department of The University of Tennessee (45: 186).

Rural Organization Work. In January, 1920, the organization specialist, Thomas Freeman Dixon, noted that there were only four counties in the state where agents did not have Councils of Agriculture. Councils aided agents in their work, helped start and sponsor home economics programs (e.g., poultry clubs for girls and women in Blount County), and made provisions for salaries of county workers (e.g., Bedford County Council assisted in getting the appropriation for the home demonstration agent).

The farm families in Tennessee were ready for organization. The county council was for the benefit of the farmer, the community and the county (45: 168). Council plans for the coming year were:

1. To encourage further service by the going council.
2. To awaken the councils that were sleeping.
3. To organize every county in the state.

A U. S. D. A. study of actual conditions in farm homes and communities conducted by Florence E. Ward, was published in 1920 by the United States Department of Agriculture under the title "The Farm Woman's Problems." The problems reported by Ward were common to Tennessee homemakers. Among the urgent problems of farm women which the home demonstration workers might help to solve, were: the shortening of the working day, the lessening of labor, the improving of home equipment, the prompting of higher standards of comfort and beauty in the home,
the safe-guarding of the health of the family, and the more satisfactory 
allocation and expenditure of the family budget (75: 18-24).

The Year of 1921

During this year there was a great demand for the work of the Extension Service, and this demand was primarily from the rural population (46: 12).

At the start of 1921, there were 30 counties of the 95 counties in the state making appropriations for Home Demonstration work, but by the end of the year there were only 29 appropriating. This meant a loss of one county (46: 266).

During the year three changes were made in the personnel of the District Agent force. Miss Whittle, District IV and Miss elsie Dugger, District III, resigned to marry, and Mrs. Kate M. Wells, District II, was appointed Poultry Specialist to replace Mrs. Florence Forbes who resigned (46: 266).

During the year, the District Agents made a determined effort to improve the office work of the county agents, the result was that the agents kept better records and gave more attention to a well kept office.

The major activities of 1921 were projects of poultry, bread making and dairy work (46: 266).

In poultry, assistance was given by the specialist, Mrs. Wells, who was invaluable because her former experience as a district agent had given her the right approach. She was successful in interesting her audience, and she was helpful to the agents (46: 267).
Many new teaching methods were used: poultry shows and fairs with attractive prizes; purebred egg distribution; poultry associations and egg circles. Interest was widespread among men and women, boys and girls. The poultry judging contests in District I were the first attempted in the state. As a result of these contests, many girls learned to distinguish the difference between good and poor birds and became interested in owning good stock. More judging work was planned for the coming year (46: 267).

Another subject which was emphasized during this year was bread making. Agents held demonstrations for wheat bread, biscuits and corn bread muffins. They held contests for bread, biscuits and muffins in districts and counties (46: 268).

The first place winner in the state won a trip to Chicago to the 4-H Club Congress and the International Stock Show. Prizes were awarded by the flour mills.

District I held the only district-wide butter contest. About 2,787 women took part in the contest and $308 was given in premiums. In other districts, butter judging and butter making were the means of reaching many women with improved methods. District I was able to hold this contest because it had not experienced personnel changes as had the other districts (46: 267).

Another feature of this year's program was summer camps for girls and boys. The summer camps were recognized as a strong feature of club work. Besides teaching the boys and girls, the camps gave the agents
more experience. Mr. B. L. Herrington was the boy's club specialist, and he was influential in the development of the camping program. He was seen as a splendid leader of boys and girls. Even though he was a specialist in boy's clubs, he never failed to consider the girls (46: 268).

Nutrition, health, dress forms, dress making, canning, drying, cooking, steam pressure cooking, recreation, home improvement were parts of the year's program (46: 268).

The University of Tennessee's new agricultural building, Morgan Hall, was dedicated on June 6, 1921. Miss Maude Guthrie, the Specialist in Home Economics, was in charge of serving food to the one hundred people who came for the dedication. The Extension Headquarters occupied the entire top floor of Morgan Hall except four rooms and included a mailing room on the first floor. Each specialist had a private office with two large rooms devoted to community services. The offices included space for a large clerical room, a library, a supply room and the necessary administrative offices. The Extension Headquarters occupied a total of twenty-four rooms (17: 33). The Year of 1922

The home demonstration program was carried on in twenty-five counties. During the year, there were thirty-two agents employed in Home Demonstration Extension Services.

Mrs. Hattie Wendel, District II agent, died in July. Miss Carrie Watkins, county home demonstration agent in Bedford County, was appointed as her successor (47: 258). There were six changes due to the resignations of county home demonstration agents.
The specialists were noted to have been of great assistance to the agents. They were Miss Guthrie, home economics specialist, Mrs. Wells, poultry specialist, Mrs. Warner, health specialist, and Mr. Bliss, rural engineering (47: 258).

At the beginning of the year, after a conference with the district agents, the program was developed for the state based upon the community and county programs. These programs placed emphasis on food and nutrition, gardening, canning, preparation of food for the table, home drying, school lunches, a better bread contest, a better butter contest, cooking for girls, poultry for each club. Also suggested were sewing for girls and women, marketing, fairs, traveling, library of fifty books, a camp for the girls and interior and exterior improvement of the farm home. According to district agents and home demonstration agents, the work secured definite state-wide results (47: 259).

An effort was made this year to make the office of the home demonstration agents clean and orderly. Each district agent made a report of the district conditions and their needs for such things as typewriters and a reasonable amount of other equipment (47: 260).

Short courses were held for home demonstration agents in January of each year. The short courses proved to be a decided help in the training of agents.

The annual meeting in the fall, and the district conferences in the spring gave the agents new ideas in subject matter related to their field work with demonstration and some practice work by the agents.
In Shelby County, the home demonstration agent, in cooperation with school authorities and the parent-teachers organization, began nutrition work in the schools. Nutrition charts were used and records kept. Shelby County was the only county that kept the record of each child enrolled in the nutrition class. In other counties, the home demonstration agent worked in the school by helping with the weighing and measuring of the children.

Miss Guthrie, home economics specialist, and Mrs. Warner, health specialist, had issued a monthly program on well selected meals which were used by nearly every women's home demonstration club in the state (47: 260).

The school lunch was an important part of every county program and gave the agents an opportunity to be of service to many hundreds of children and their mothers (47: 27).

Interest grew in cows and milk, as well as in butter making. Making house dresses, demonstrations in dress making and the study of selecting textiles were emphasized during the year. Little emphasis was given to millinery.

Health and sanitation was part of every club. Mrs. Warner had assisted materially in this project.

In household management, pitcher pumps and sinks were installed in kitchens, and kitchens and home furnishings were rearranged (47: 262).

The summer camps became an accepted part of the girls' club work and were shown to be successful by their attendance (47: 262).
Girls' Club projects and club work stressed gardening, sewing, cooking, home improvement, with particular regard to the club girls' own rooms, bank accounts, and health. In cooperation with women, these projects were promoted: dairying, gardening, sewing, feeding the family, home improvement and health (47: 263).

The Year of 1923

In 1923, the name of the organization in Tennessee was changed from Division of Extension to the Agricultural Extension Service. This year the work began to expand again in growth and services.

Home Demonstration work was designed in gardening, sewing, cooking, home improvement, feeding the family, and dairying. Club girls' work was planned to include the areas of improving their own rooms, bank accounts and health.

The plan of organization for Home Demonstration work in Tennessee was the same as in the previous three years. The district agents and the assistant director in charge of Home Demonstration work assisted as needed in the organization and development of the work in the counties. The most help was given at the beginning of the year when the agents were making community and county plans with the aid of county advisory committees (48: 124).

Two new counties had been added to the home demonstration program - Cheatham in District II and Franklin in District III (48: 125).

It was planned for this year that each district agent should: (1) make monthly visits if possible to each agent, (2) use every favorable
opportunity to be of service in the unorganized counties of her district, and (3) insist on the agent becoming better acquainted with the projects. This program was somewhat disrupted because of the absence from the field for some weeks of two of the district agents; Miss Ruth Avey of District IV who was given a three months leave of absence to visit France. Miss Maymie Parrott, of District IV, resigned in July to be married. Miss Oma Worley was appointed to succeed Miss Parrott, but she began to work in the late fall (48: 125).

Eighteen agents had stenographic help, and all but one of the white agents had well-equipped offices. The black agents had neither officers nor enough equipment for demonstration, with the exception of steam-pressure cookers (48: 126).

At the 1923 annual meeting, the agents and assistant home demonstration director suggested the following goals:

1. Increase the number of girls and women in demonstrations.
2. Have a county federation of home demonstration clubs meet twice a year.
3. Plan a program of work for the county made in consultation with an advisory committee.
4. Conduct poultry judging contests among club girls of third and fourth year in every county.
5. Hold bread making contests for girls and women.
6. Have a butter contest for women.
7. Conduct a summer camp for girls, stressing home improvement.
8. Hold a state-wide "Name-Your-Home" campaign.

More than 1,700 homes were named and the names posted. Also, special home improvement days were held in several counties. The editorial department provided state publicity for the Home Demonstration work (48: 128).

Food and nutrition Extension work was divided into four year programs which were outlined and explained in a publication. The girls were interested in completing this course.

The bread baking contests for women and girls were considered a part of the food program in every county. Canning and cooking in steam pressure cookers proved to be a popular demonstration area (48: 128).

The clothing work with the girls was formed into a four year program. The girls were encouraged to finish each year's work. Their products were exhibited, and the winners received prizes at the fairs. The women were very interested in clothing projects and requested them as a part of the program in practically every county. Dyeing and demonstrations on selection of ready-to-wear apparel were very popular. More interest in color and design of clothing had been shown than in previous years (48: 129). In home health and sanitation, appropriate food and clothing projects (e.g., cleanliness) were considered a part of the health program.

In household management for the girls, furnishing their own rooms was a part of the program. Furnishing the living room and arranging equipment of the kitchen was a main emphasis of women's programs. Making home window shades was included in this project (48: 130).
A four year program in poultry was outlined for the girls and women. Culling, standardization and proper feeding were the main features of the year's program (48: 130).

The girls and women in many of the clubs were responsible for the hot dish served daily in schools. A few also helped to build community houses (48: 130).

The Year of 1924

The district agents were the same as in 1923: Miss Ruth Avey, District I, in her sixth year; Miss Carrie Watkins, District II, in her second year; Miss Lizzie Reagan, District III, in her third year; and Mrs. Oma Worley, District IV, in her first year. There were 28 white agents and four black agents. One of the black agent positions was discontinued in the West Tennessee territory due to a shortage of Division funds.

The increased salary of the agents was due to their employment for twelve months rather than for ten as had been the case (49: 90).

The goals for 1924 were as follows:

1. To make a program of work for the county in conference with an advisory committee in the county and the district agents.
2. To increase the number of girls' and women's demonstrations.
3. To increase the number of girls and women completing work undertaken.
4. To recruit at least five new demonstrators of the year-round garden in each county.
5. To assist in health and nutrition work given to the schools through the teachers.
6. To emphasize poultry culling and sale of culls.
7. To stress standardization of poultry in communities and counties.
8. To hold bread baking contests for girls and women.
9. To have butter contests for women.
10. To conduct a few demonstrations of roadside marketing.
11. To demonstrate curb marketing in towns offering a good prospect of support.
12. To hold summer camps for club girls in each county.
13. To have summer camps for women in counties where interest makes it advisable.
14. To have home improvement days in each county.
15. To hold a "Name-Your-Home" campaign state-wide in May - Names to be posted on the grounds of each home and a list of names sent to district agents.
16. To have twenty homes in each county with base plantings of shrubbery.
17. To maintain a complete index file of work in each office.
18. To reply promptly to all official letters.
19. To get projects read and followed.
20. To provide clothing contests for girls.
21. To hold canning contests for girls.
22. To have poultry contests for girls.
23. To hold health contests for girls.

(49: 91-93).

It was felt that these defined goals helped the agents to achieve success with their programs. They also proved to be a good publicity measure in the counties.

Among those who were recognized as having helped to carry out the year's program were: (1) the home demonstration department state-wide; (2) Mr. Homer Hancock, Commissioner of Agriculture; (3) the state Parent-Teachers' Association; (4) the National Home Economics Association; (5) the State Federation of Womens Clubs; (6) J. F. Porter, of the State Farm Bureau; (7) Miss Nellie Crooks, Head of Home Economics Department; (8) the merchants of the counties; (9) bankers; (10) county school superintendents, principals and teachers; and (11) churches (49: 94).

In 1924, many girls received their certificates for completing the four year program.

Four state-wide contests for club girls were held at a poultry exhibit in Nashville with over 500 birds shown.

Swimming instruction was one of the more popular features for county club members, and many girls learned how to swim (49: 95).

The kitchen improvement contest in Giles County was the first in Tennessee, and the result was a county-wide interest in improving kitchens. Home improvement days were held in several counties. The total attendance was approximately 2,500 women (49: 95-96).
Women's camps had started three years earlier, but in 1924 were particularly successful.

This was the second year of the "Name-Your-Home" campaign. The significance of this campaign was that it led to home improvement. Club members became interested in improving their home grounds, and as a result, the native plants from the woods were used for planting (49: 96).

Agents reported increased interest in fairs. Over $6,000 in prizes was offered to women and girls.

There was a noticeable improvement in all lines of poultry work. The girls and women continued to help the schools in many ways, especially with the hot lunch program.

The work by the black agents in clothing, home improvement and bread making was reportedly unusually good (49: 96-97).

The Year of 1925

The kitchen improvement campaign was extended to unorganized counties by Extension workers. Some of the accomplishments were: improved home gardens, country camps for farm women, and nineteen camps for club girls. Many women attended Farm Women's Week at The University of Tennessee in Knoxville (50: 88).

The quality of the work undertaken in the counties showed an improvement and resulted in more extensive work being undertaken. County-wide meetings helped to interest more women than the work in the local community (50: 90).
In order to reach the whole state with some part of Home Demonstration work, the best plan was to feature one piece of work as a state-wide project. The kitchen improvement campaign was chosen for 1925. Miss Lillian Keller, specialist in charge of household management, in cooperation with the district agents, made this campaign successful, and as a result, hundreds of women made improvements in their kitchens.

The home improvement work in 1925 resulted in plantings around the house and new shrubs from cuttings. Also, screen repair and painting were encouraged. As a result of the "Name-Your-Home" campaigns for the last two years, 4,000 homes were named (50: 90-91).

In handicrafts, hundreds of women and girls had learned to make baskets of honeysuckle, mostly to be used in the homes or presented as gifts. Very few were made for sale (50: 91-92).

One thousand and ten girls entered the state clothing contest. Lorena Brown was the state winner.

Selection of proper clothing and fashion was the feature of work with women (50: 92).

In food and nutrition, a "Milk for Health" campaign was held in Knoxville and Knox County in the spring. This was judged to be the most important single piece of nutrition work in the State for the year. Extension workers had the cooperation of the Health Department of Knoxville, the Dairy Division of the U. S. Department of Agriculture and the Dairy Department of the Division of Extension. This campaign was very successful with the assistance of Miss Florence Hall, Milk Utilization
Specialist of the U. S. Dairy Division, who helped to plan and carry on this campaign.

Also, homemakers were encouraged to use green vegetables and fruits for the family table. Bread made from the entire kernels of wheat, and salad demonstrations proved interesting to girls and women (50: 92).

The Health Program became very interesting to girls because of the health records kept by agents. The classes in home nursing were presented by Mrs. Warner in several counties (50: 93).

Singing and games became popular in group meetings and both girls' and women's camps became a part of the yearly recreational program in nearly every county.

Poultry continued to be a leading project in most counties with both women and girls. Good flocks were more often seen, and culling was practiced by larger numbers of members. Totals of 1,819 girls and 2,469 women enrolled in the poultry project (50: 93).

The goal for this year was to secure leaders for all girls' clubs. Reports from the counties indicated that leaders were not secured for all clubs. Also, some leaders secured did not function properly. The counties which were successful in finding leaders for their clubs appeared to accomplish more in all project areas.

The five district fairs of the state were held as usual. Approximately $5,000 was given as prizes to the rural girls and women in addition to 50 trips awarded (50: 94).
Excellent cooperation continued with the agencies and organizations mentioned in the discussion of 1924.

Each district agent kept in close touch with the work in black communities and reported that the work was successful. There was a substantial increase in interest in home improvement. Black agents had been assisted by the Jean's workers (i.e. white girls) and public school teachers and also received assistance from black ministers and church leaders (50: 95).

In the 1925 annual meeting, goals were set for 1926. The continuation of the same general scheme of work was foreseen with special state-wide emphasis on nutrition. Hot dish lunches in the schools were to be the main feature of the program (50: 95). In the annual meeting, the County Councils set goals similar to those mentioned for 1925 (50: 87).

The Year of 1926

There was not any change in the plan of organization for Home Demonstration work excepting an increase in the number of counties and in the number of leaders for girls. In 41 counties that did not have home demonstration agents, the district agents did some of the Home Demonstration work.

In Bledsoe, Coffee, Cumberland, Marion, Polk, Robertson, Rutherford and Sequatchie Counties, the work was carried out by special agents for a short time (51: 111).

An effective piece of work was carried out in cooperation with Smith-Hughes vocational workers in the state. Miss Marie White, the
State Supervisor in charge of Smith-Hughes vocational home economics work, held several courses for women who were very interested in sewing. Emphases in clothing this year were on simple design, patterns, color and the selection of fabric (51: 123).

In addition to kitchen arrangement and furnishing of living rooms, an interest developed in the improvement of the whole house and grounds. The demonstrations of the planting of shrubbery showed good results.

Montgomery County won the first prize in the Better Home Contest. The annual Home Improvement Day for Roane County was held in Harriman with almost 500 women attending. They came from every community in Roane County. Miss Lillian Keller, clothing specialist, gave a demonstration on curtains and draperies. Miss Oma Worley, a district agent, gave a demonstration in making lamp shades. Professor C. A. Keffer, Director of the Agricultural Extension Service told of things to do in beautifying home grounds and showed how to start cuttings for base plantings.

In the health program, instruction in care of the sick was given by Mrs. Warner, health specialist, to a large group of women in twelve counties. An outstanding piece of health work reported this year was the short course given by Mrs. Lena Warner at Hillborough, Davidson County, to the 19 club women and women of the neighborhood who attended (51: 125-130).

The second annual Farm Women's Week at The University of Tennessee was attended by 178 women. County camps for farm women were
held in several counties. Acting in plays was an enjoyable form of recreation utilized at these camps (51: 129).

About 50 percent of the time of each county home demonstration agent was given to work with women and 50 percent to girls' work. Some agents, like Miss Donaldson, Shelby County, gave practically all of their time to girls; others, like Miss Tunison in the same county, gave their time primarily to women (51: 130).

During the previous two years, each agent had made a greater effort to secure a leader for each girls' club. This year the agents reported that there were 535 girls' clubs and 434 leaders. This shows that their work of enlisting leaders was being rewarded (51: 130).

The State Clothing Contest continued to create interest. There were approximately 1,500 entrants for this year. The state winner was Martha Russell of Greene County (51: 131).

The state exhibit in canned goods was made at the State Fair in Nashville.

The Poultry Project enlarged this year, and many girls began to make money by sales of eggs (51: 131).

County camps were held in 15 counties, some of which were joint camps with boys. One hundred and five girls attended the state club camp at The University of Tennessee.

Each agent in home demonstration named at least two teams of two girls each to form lecture demonstration teams. These lecture demonstration teams gave demonstrations on preparation of hot dishes for the
school lunch programs and on the furnishing of living rooms. Miss Guthrie, specialist in food and nutrition, and Miss Keller, specialist in clothing and household management, arranged for the teams (51: 132).

Trips were given to two girls in the state who made the best all-round record. The trip was to the first 4-H Encampment in Washington, D.C. It was financed by the State Federation of Women's Clubs and the State Federation of Business and Professional Women's Clubs (51: 133).

The four black agents had reported effective work in sewing, cooking and home improvement. District agents had kept in touch with them and spent at least one day a month with them. For the first time, district black boys and girls went to the camp held in West Tennessee at Shelby County Training School. Valuable assistance was given by Kate Gresham in East Tennessee, who helped materially in making the Knoxville Fair for black people a success (51: 135).

The Year of 1927

No change was made in the plan of organization. Specialists continued to spend one week in each district. New counties made appropriations for this year. Agents placed in Monroe, Warren and Robertson Counties began work early in 1927.

Franklin and Van Buren Counties discontinued Extension work (52: 97).

Some changes were made in county forces but not in the district force (52: 98).

Services of the specialists who worked with the home demonstration force were increased due to the anticipated work load (52: 100).
Home Demonstration work continued with girls and women. Totals of 10,881 women and 9,309 girls were enrolled this year (52: 100).

A Handbook with a four year program outlined was given to girls. Most of the club members were of school age and during the school year, the meetings were held at school. These clubs had officers and leaders who helped the agent in holding the interest of members and in encouraging the girls to finish their projects (52: 100-101).

In the clothing contest, Katherine Thompson, Maury County, was the State winner and received a $100 scholarship to the Home Economics Department of The University of Tennessee. It was given by a Tri-State Fair (52: 101).

There was an increased enrollment in gardening work and different kinds of varieties of vegetables were planted (52: 121).

Camps were held in 16 counties. These camps were mostly recreational; however, projects and demonstrations were added to keep the campers interested. The girls who had the best camp record went to the Second National 4-H Club Encampment at Washington, D. C., as guests of the Federation of Women's Clubs and the State Federation of Business and Professional Women's Clubs (52: 102).

The first 4-H Club Congress was held in Nashville for the boys and girls who had the best club records. Four hundred boys and girls attended (52: 102).

For the previous two years, agents had been urged to have home demonstrations in each club. The Lecture Demonstration Teams gave a
demonstration as part of their work each year. These demonstrations were used as programs in the counties. It also proved to be a feature of the district camp program and a fine teaching medium (52: 103).

Several scholarships were awarded to The University of Tennessee. Mabel Hickman, in Sullivan County, was given a $400 scholarship by the Federation of Women's Clubs of Tennessee for her ability as a leader in her local 4-H Club. Three girls were awarded $100 scholarships by the Tri-State Fair in Memphis to be used in taking Home Economics courses (52: 103).

Food and nutrition demonstrating in proper preparation of foods continued to be a part of every girls' club program. The lecture demonstration on hot dishes in the school lunch program was given in every organized county. Many girls helped to serve the hot dish at their schools (52: 104).

An outline of the simple value of health was given in the Handbook in every club meeting. In addition, Mrs. Warner, Miss Keller and Miss Guthrie cooperated and emphasized the subject of health as an important part of the year's program (52: 104).

There were two parts of the home demonstration program for women. One consisted of the club meetings, while the other involved home use or practice by women regarding what they had learned. The monthly programs were based on the plan of work that was made and adopted by a representative group from each community. Nearly all of the counties had formed a county organization which helped develop the county program (52: 106).
The number of year round gardens increased in 1927 more than ever. Agents reported that this was due to the garden project offered in the home demonstration clubs and to a contest sponsored by the Chilean Nitrate Company (52: 106).

The growing of shrubs from cuttings continued to gain favor as demonstrations, and the number of demonstrations increased in many counties (52: 107).

Poultry remained a major project in the women's work in all the counties. This year the standardization of poultry was supported by merchants and producemen rather than by the banks. Two tours were reportedly made this year - one to White County from Cumberland County to see the conditions of poultry growing. Another tour was made to the 4th annual chicken fry. These trips were part of the state-wide poultry program. Also, members had an exhibit in poultry and built more new poultry houses. The main problem with poultry was feeding which required a lot of time (52: 109).

In handicrafts, basketry and rug demonstrations were given. A demonstration was given on how to make baskets from honeysuckle vines, marsh grasses and long leaf pine. In rugs, hooked and braided rug demonstrations had been given in the organized coutnies. Each product of the rug makers bore a tag reading "Smokey Mountain Hand Hooked Rug." The 4-H Club assisted in the marketing of women's products. The 4-H Club Market in Knox County sold hooked rugs, baskets and mats (52: 110).
As a part of the recreation program, refreshments were served during the demonstrations. Picnics or camps were held in some counties. Also, some counties had as many as three plays presented in a year (52: 110).

Home furnishings were discussed at club meetings. Magazines and advertising booklets were used in connection with talks on interior and exterior improvements (52: 111).

The four black home demonstration agents worked from the same plan as the white agents. Sallie Durall, agent District III, resigned. Scottie Purdy, District I, and Sylvesta Brown, District II, were new agents. Kate Gresham was serving her fifth year in District IV. She carried out a successful fall program according to reports (52: 111-112).

The Extension Service continued to have the fine cooperation with the Department of Agriculture, Department of Health, the Parent-Teachers' Association, Home Economics Association, the Federation of Women's Clubs, the Federation of Business and Professional Women's Clubs, and the Vocational Department of the Department of Education (52: 112).

The Year of 1928

The plan of organization for 1928 remained the same as earlier. The assistant home demonstration director in charge of girls' and women's work was assisted by the four district home demonstration agents. The county home demonstration agents worked with girls and women, giving 50 percent of their time to each. The specialists gave one week each month to each of the four districts (53: 103).
New counties making appropriations for Home Demonstration work included: Lake, Lauderdale and Tipton in District I; Houston and Stewart in District II; Franklin and Warren in District III; and Hancock, Hamblin and Union in District IV.

Miss Geneva White, District Agent for District II, Miss Minne Eldridge, county home demonstration agent, and Mrs. Lemma Boles, former agent in Franklin County, resigned to accept other positions. Kate Gresham resigned to attend school, and Sylvesta Brown (Black agent) was appointed to District II (53: 104).

The girls' work in 1928 was similar to the previous year (53: 106). The food and nutrition program included instruction in the preparation and serving of the following: beverages, salads, eggs, vegetables, fruits, breads, meat, cheese, fish, desserts, and candy. The importance of milk, raw fruit and green vegetables was taught in every demonstration. Each girl learned to prepare and serve good meals; to correctly can fruits, vegetables and meats; and to consume a diet which was essential for good health (53: 107).

The four year program in clothing included hand and machine sewing, which enabled the girls to make their own clothes and sew for other members of the family.

In health, records were kept for each girl according to the Handbook on recommended health rules (53: 106-107).

County, District and State camps were held in the summer with outdoor meetings and other forms of recreation (53: 107).
The four year gardening program taught the girls how to take care of a garden and to know its health and economic value.

In poultry, the four year program enabled each member to learn the value of a purebred flock and to care for farm poultry (53: 108).

Special features for girls' club work included state clothing contests, garden contests, fairs, camps, club congress, leaders meetings, rallies, scholarships and trips.

The women's club organization was the same as in previous years. In gardening, several varieties of vegetables were planted. One of the desirable results of the interest in better gardens was the use of vegetables on the family table.

Poultry projects continued to teach the best way to care for poultry (53: 115). The advantages of the steam-pressure cooker were responsible in some measure for the renewed interest of women in canning activities during the year (53: 115). Demonstrations in improvement in the home and grounds were given.

In social services, the women honored the oldest member of the club. They sent cards on Mother's Day, foods to the patients, and each group remembered to help the old, sick and unfortunate in their neighborhoods (53: 117).

The fourth annual Farm Women's Week was under the joint management of the Home Economics Department of The University of Tennessee and Extension home demonstration. It was held at the Agricultural Building at Knoxville. Courses were open to all of the farm women in the state.
As part of the "Name-Your-Home" campaign, the State Department of Agriculture passed a bill which made the registration of the name in the State Department free of cost. Also, the bill provided that a certificate of registration be sent to the home owners. The passing of this bill gave an added impetus to the movement (53: 119).

Home Demonstration work continued to be very rewarding. More girls and women were involved in home demonstration, and their exhibits in the fairs showed a great improvement. The clubs initiated the slogan "Better Homes on Better Farms."

The Year of 1929

The plan of organization remained the same. County associations had developed over a period of years. The county association was composed of several women's home demonstration clubs in the county. The purpose of this organization was to give a county-wide vision to the members of the community clubs (54: 89).

Thirteen new counties made appropriations for Home Demonstration work in the State of Tennessee, namely, Carroll, Decatur, Hardin, Henderson, Humphreys, Giles, Houston, Lincoln, Lauderdale, Obion, Putnam, Stewart and Cumberland. These new counties secured their financial aid from increased state and federal funds (54: 90).

No changes were made in district agents. Reportedly, their work continued to be loyal, enthusiastic and effective. The number of county home demonstration agents increased to 51 in 1929. It was the largest force since World War I. There were 46 white and 4 black home demonstration agents (54: 90).
Girls' club work was similar to that in 1928. More than 15,000 girls were enrolled with an average of 296 4-H members for each agent.

The state clothing contest was a special feature of girls' club work which created an interest in construction of dresses. The four district winners received trips to the Mid-South Club Congress at Memphis where the state contest was held. Miss Lloyd Binfords was state winner for 1929 (54: 92).

The state gardening contest created more interest in gardening. Each contestant had a 1/20 acre garden. A two hundred dollar prize was given by the Chilean Nitrate and Soda Company, and was divided between the four district winners (54: 92).

The state canning contest featured canning in tin using a sealer and the steam pressure cooker.

Specialists assisted by furnishing subject matter for the lecture demonstration camps, club congresses, county rallies, leaders meetings and scholarship trips.

Swimming again had become one of the most popular forms of recreation for summer seasons (54: 100).

Women's club work was similar to that of former years. The county home demonstration agent, in conference with local clubs, decided upon the work for 1929- Gardening, poultry, canning, home improvement, clothing and foods were the main projects reported.

Mr. Chadwell, poultry specialist, said that a greater improvement in the handling of farm flocks was shown in 1929 than in the previous three years.
For the previous five years the state Smith-Hughes Vocational Home Economics Department had employed two vocational teachers for field work. Mrs. J. H. Eucarella in dress making and Mrs. P. P. Register in millinery arranged their classes in four day periods. These specialists emphasized the remodeling of old garments and hats (54: 106). Each woman paid a small fee for classes with the remainder and larger share, being paid by the Smith-Hughes Vocational Fund.

During Better Homes Week some counties had demonstrations on yard and home improvement. Demonstrations were given on kinds of shrubs and their placement in the yard.

The recreation program sponsored county camps and picnics for the members of the women's home demonstration clubs (54: 107).

Farm Women's Week was poorly attended this year due to a statewide epidemic of the flu. As before, the meetings were conducted by the Home Demonstration Department with the Home Economics faculty of The University of Tennessee. The women who attended reportedly showed an enthusiastic approval of all the class work, lectures and social features (54: 108).

The quality of the exhibits in state and district fairs indicated a steady improvement (54: 109).

District agents and the assistant home demonstration director had five conferences at the Extension headquarters in Knoxville. Plans and accomplishments were reviewed and changes were made where necessary.

The district agents continued to give assistance to all the county home demonstration agents and especially to the new agents.
There was an improvement in the handling of office work in the county offices. Nearly all agents kept records of the girls and women in their clubs (54: 109).

Cooperation with other agencies continued to be excellent.

Brief Summary: Readjustment and Pre-Depression, 1920-1929

Objectives

1. To make program adjustments to meet cutbacks in funds.
2. To assist homemakers to adjust their life styles from war time to impending depression.
3. To help homemakers improve skills and programs already developed.

Administration

1. Charles Keffer continued as Director for the total Division of Extension Services.
2. Margaret Ambrose was the Assistant Director of Home Demonstration.
3. Four district agents worked under Miss Ambrose.
4. During World War I, there were ninety-three agents; after the war, this number was reduced to thirty-seven. Black agents were reduced from five to four; specialists were reduced from seventeen to fifteen.

Problems

1. Agricultural depression.
2. Dismissal of agents due to cutbacks.
3. Remaining agents were overextended.
4. Poorly equipped offices.

Solutions
1. Agents took on a greater workload.
2. Equipment was gradually added to the offices.
3. Agents helped families to economize in all areas.

Events
1. Readjustment of county Extension services due to cutback of funds following World War I.
2. Pre-Depression period starting with agricultural depression.
3. County exhibits; District fairs; Bread, Biscuit and Corn Contests; winners received prizes.
4. Club camps for girls during summers.
5. Poultry judging, Clothing, Butter Making, and Kitchen Improvement Contests were held.
6. Agricultural Building dedicated on June 6, 1921 at Knoxville, Agricultural Campus.
7. Organization name changed from Division of Extension to Agricultural Extension Services in 1923.
8. Government funds were replaced, to some extent, by counties, allowing agents to continue year round work.
9. State contest winners awarded prizes to Washington, D. C.
11. **Handicraft** projects instituted to improve rug and basket making skills.

12. "Milk for Health" campaign held in Knoxville.

13. State Exhibit of Canned Goods held in Nashville annually.

14. Lecture Demonstrations Teams established.

15. Over 10,000 homemakers contacted by agents annually.

16. Farm Women's Week initiated.

17. Leadership training for rural women and girls established.

**Subject Matter**

1. Bread Making contests for girls and women; canning and pressure cooking techniques.

2. Four year clothing projects instituted and classes taught in the selection of ready-to-wear apparel.

3. Home furnishing; grounds maintenance and beautification; landscaping.

4. Four year poultry raising program for women and girls.

5. Hot food program for schools.

6. Green vegetables and fruits encouraged; introduction of varieties of vegetables for home gardens; and vegetable preparation demonstrations taught.

7. Rug making demonstrations.

8. Special project course taught to advanced club members on malnutrition.

9. Installation of sinks and running water.
10. Health, sanitation and home nursing projects taught in each club.

11. Installation of screens in farm homes.

12. Bank accounts introduced to girls' club members.

Qualifications for Agents

1. Well trained and experienced.

2. Hard working and dedicated.

3. Able to travel extensively.

4. Amiable and trusted by rural families.

5. Many agents were former club members.

D. DEPRESSION AND RECOVERY, 1930-1939

In 1930, an economic storm swept the country. Rapidly falling prices and drought aggravated the situation. The Federal Farm Board was created, relief programs were launched, and emergency duties absorbed much of the time of Extension workers (38: 35).

Farmers were the first group to feel the pinch of the Great Depression when production exceeded domestic demand, and the United States did not have the export grain market that farmers enjoyed later. County agents switched their emphasis to helping farmers with marketing techniques, including cooperative marketing of grain, milk, livestock, and fruits and vegetables. Cooperatives started to supply the farmers with fuel, feed and agricultural chemicals.

The United States Department of Agriculture selected Extension agents to explain and interpret the new agricultural agencies and federal
aid to farmers and ranchers, helping them dig out of the Depression. During those years, the home agents expanded their work from gardening, food production and preservation to teaching home and money management and other useful skills for homemakers.

With the end of World War I, the demand for farm products had diminished, creating surpluses on the domestic market. The price level declined, until by 1932, prices for some staple crops were as low or lower than in 1893. The situation emphasized the need for a readjustment to domestic consumption requirements and to the small demands of foreign markets. To aid the farmer in making these adjustments, and to increase the purchasing power of farmers, Congress passed the Agricultural Adjustment Act, the administration of which was placed in the hands of Extension Services of the Agricultural Colleges of the nation.

The first Adjustment Act, invalidated in 1935 was succeeded by the Soil Conservation Act in 1936. This Act was succeeded by the Agricultural Conservation Act of 1938.

The aid extended by the federal government through these acts had a very definite influence in raising the price levels of all agricultural products, thereby increasing the farm purchasing power. The acts also had a tremendous influence on Extension work. Proper administration demanded an immediate and rapid expansion of personnel, similar to the emergency created during the World War I period.

Congress also passed other Acts to aid various groups of farm people. The Farm Security Act was intended to aid low income farmers
in rehabilitating themselves and to assist tenants in becoming farm owners. The Soil Conservation Act assisted farmers in maintaining and restoring the fertility of their soils.

These Acts of Congress with which the Extension Service had been closely associated during the previous six years, were designed to aid farmers in adjusting themselves to post war changes and in maintaining their income and purchasing power. This aid allowed the farmers to secure for themselves some of the comforts of life and at the same time, contribute to industrial recovery.

The Extension Service had cooperated with the National Soil Conservation Service in developing a program of erosion control in counties outside the Tennessee River watershed where such work was being conducted in cooperation with the Tennessee Valley Authority. The Extension Service had assisted the Farm Security Administration in formulating plans and projects for the rehabilitation of 5,000 rural families (38: 36-37).

The Year of 1930

The home demonstration work had continued successfully in projects of interest to homemakers. A new project established as its purpose the making of community libraries and encouragement of reading in country homes. A collection of books on a variety of subjects - biography, history, fiction, poetry, agriculture, homemaking, etc. - was placed in four communities of a county for the use of local citizens.
At the end of four months, this collection was moved to four new communities so that each of the farm communities had the use of a hundred books (55: 4).

There were no substantial changes in the organization of the home demonstration projects with the exception of transferring Cumberland and Fentress Counties from District III to District IV. In personnel, no change was reported in district agents, although there were some minor changes in the ranks of the home demonstration agents.

The 4-H Club enrollment had increased 31 percent over the previous year. A total of 19,185 girls was enrolled across the state, with an average of 362 girls per county. Bankers and business men had donated substantial prizes to club contests, and farm men and women encouraged their boys and girls to undertake projects (55: 2).

The girls' 4-H Club work was similar to that of former years. Each community had a president and secretary elected by the girls and an older woman as leader or sponsor. The primary emphasis was on students in the lower grades as many high school girls studied home economics in school. The county home demonstration agents continued to give approximately 50 percent of their time to work with girls (55: 83-84).

A state-wide clothing contest was held under the direction of Miss Lillian Keller, clothing specialist. The winners from the four districts received trips to the second Mid-South Girls' Home Demonstration Club Congress (55: 84).
The poultry contest which boys and girls entered was organized by Mr. A. J. Chadwell, poultry specialist. The prizes included a trip to Chicago for the winners (55: 84).

Garden improvement continued in spite of the drought. Mr. W. C. Pelton, horticulture specialist, helped by sending monthly hints to the girls who had gardens (55: 85).

The lecture demonstration teams continued to be a fine teaching method as well as providing entertainment for the club members. This success with lecture demonstration teams provided the impetus for establishing judging teams. These teams were an educational project for training girls in poultry, room improvement, foods, nutrition and clothing (55: 86).

Certificates were given to girls who had completed their four year programs. Achievement days were held to award pins, prizes and certificates for completion of individual projects (55: 86).

The 4-H Club continued to have an exhibit at the State Fair in Nashville for canning exhibits. The exhibits of canned goods, sewing and clothing and fresh garden products were also the main features of the club girls' exhibits in the county fairs.

Recreational programs were enlarged for 1930. Camps continued to be held in many counties and several clubs sponsored joint camps for boys and girls. Picnics were held during the summer as part of the clubs' recreational activities. When the heat was too severe, they met very early in the morning and cooked breakfast out of doors. In the
evenings, they played games. Knox County agents grouped two or three
nearby counties into one picnic. They played competitive games all
morning with scores kept for each side. After a dinner, the picnic
would end in the early afternoon (55: 88).

The Women's Home Demonstration Club work within the counties had
continued on the same plan as in the previous years. Their programs of
work for the state included foods, canning, clothing, health, horticult-
ure, poultry, home management, home improvement and dairying.

Although the weather was unfavorable in 1930, many women had
successful gardens after the rains came and canned the vegetables.
Celery and eggplant were among the new vegetables planted this year (55:
91).

Ten counties had camps for farm women in 1930. Although other
counties had planned to hold camps, they had been unable to do so due to
the drought.

Farm Women's Week was held at the Agricultural Building at The
University of Tennessee. The activity was financed by an appropriation
in the budget of the Home Economics Department (55: 91).

Hooked rugs were still the feature of handicraft work for this
year. Women made a good profit from selling the rugs.

Publicity for Home Demonstration work had been excellent accord-
ing to Mr. A. J. Sims, the Extension Editor, who had allotted a great
deal of printed space to cover the activities with women and girls. In
Sullivan County, Miss Shodderly, home demonstration agent, had arranged
with the local radio station at Bristol to announce the time and place of club meetings each (55: 94).

There were four black agents, one in each of the four districts, employed throughout the year. Beginning in July, Kate Gresham was employed as a field home demonstration agent to give assistance to the other four workers. She was an agent in East Tennessee and had been given leave in order to attend A and I State College. She received her bachelor's degree in June and began work with the four black agents in July.

This year all the black workers were given official study leave to attend the Extension School. Their salaries were increased to $200 per month, and they were required to buy a car in order to reach more of the rural population (55: 94).

Friendly cooperation from many other agencies continued. The Farm Bureau, State Parent-Teachers' Associations, Federation of Women's Clubs, County Superintendents, Fairs, State and County Health Departments, merchants, bankers, teachers, and civic clubs all assisted in the many projects (55: 95).

The Year of 1931

Mrs. Lizzie B. Reagan, district agent in District III, had been unable to continue her work due to an automobile accident. Her work was handled by the Assistant Home Demonstration Director assisted by Miss Helen Cullens, district agent in District II and Miss Oma Worley, district agent in District IV.
Enrollment in the 4-H Clubs had declined slightly in 1931. There were 18,201 girls enrolled in 4-H Clubs, with an average of 340 girls to each white agent and 273 to each of the black agents. Thus, of these girls, 17,381 were white; 830 girls were black.

Two girls were selected in 1931 on the basis of the best all-round club records to represent Tennessee at the National 4-H Club Encampment in Washington, D. C. Two girls also were awarded trips to the National Club Congress in Chicago.

State-wide contests were successful this year and included some changes. Two teams of two girls each represented Tennessee in the third Mid-South Girls' Home Demonstration Club Congress at Memphis where they entered judging contests in clothing and foods and were awarded first place in each contest. The state clothing contest was renamed in 1931 and called the Cotton Style Dress Revue. The state winner was awarded a trip to the National Club Congress in Chicago where she entered the national contest. The state contest in canned products was again held at the State Fair in Nashville. District contests continued to be held also, and awarded prizes to club girls in clothing, gardening, and canning (56: 97). Railroad companies assisted in the work with contests by awarding trips to the National Congress to one girl in each county who had made the best record, but was unable to pay her own expenses (56: 97).

Poultry projects continued to improve. Four-H Club girls reportedly had more successful projects in 1931 than the previous
year and many continued to improve their flocks in spite of the depression (56: 100).

Thousands of cans of vegetables, fruit, pickles and relishes, preserves, jellies, and jams were preserved by club girls (56: 101).

At the suggestion of Mr. George Shivery, Extension forester, the county home demonstration agents encouraged club girls to plant walnuts. A total of 5,302 hills were planted. By the fall of 1931, reports showed that 2,363 had begun to grow (56: 101).

In every organized county where a county fair was held the club girls made exhibits. The exhibits of canned products at all the fairs were of excellent quality (56: 99).

Practically every girls' club had one or more picnic meetings during the summer months. Games were always included in these picnics as part of the regular meetings of the girls.

Two special features of girls' club work aroused special interest in 1931. Due to a Yard Improvement Contest, many girls were encouraged to improve their yards. Also, the Singer Sewing Machine Company of Florence, Alabama furnished machines to ten 4-H Clubs, thereby increasing the involvement of the girls in clothing projects.

The Women's Home Demonstration Club work continued to improve. Programs on food and nutrition, canning, gardening, poultry, clothing, and marketing continued to be the most popular. The seventh annual Farm Women's Week was again held in Knoxville.
The Club market was perhaps the outstanding feature of the year 1931. Under the direction of Miss Isadora Williams, State Assistant Marketing specialist, the club members organized and opened their own club market. Many of the women successfully marketed products there.

The Home Beautification Program emphasized shrubs and flowers. The women became more and more conscious of beauty and were realizing its importance in creating a desirable atmosphere in the home. As part of the Home Beautification Program, Yard Improvement contests were held locally.

In June of 1931, bank failures paralyzed business. In the marketplace, there was even less cash to spend. The price of food stuffs had never been so cheap though many were hungry. Dry weather decreased yields from home gardens this year. The women planted fall gardens, but instead of watching them "come up," they had to watch them "dry up." The American Red Cross cooperated with agents in distributing free garden seeds and sent out a letter to each one receiving a package (56: 110). Short leaf pine trees as well as walnuts were planted this year at the suggestion of the forestry specialist. The year of 1931 was the most severe drought since 1873, and the crops were almost a complete failure. There were many needy people who had to be fed by the American Red Cross during the winter.

The serious economic situation increased the awareness of the government that many people needed to raise their own food crops. The government through the Production Credit Administration made available
loans for feed, seed and fertilizer to those who could not locate credit elsewhere. The amount of loans in each county varied from $20,000 to $130,000 (56: 112).

The Year of 1932

Prices for agricultural commodities in each succeeding quarter of 1932 were lower than at the beginning of the year and lower than for the corresponding periods of 1931. Prices declined steadily from January to the middle of June. There was a slight rise during the summer months until October. The outlook for farm income was not very encouraging. Even the larger farmers had difficulty making ends meet, while the smaller farmers had not even been able to pay their taxes (57: 12-13). The county taxes had been increased and were considerably above the ratio of farm income. As it became more and more difficult to pay their taxes, many farm families turned to credit, and many of the farms in the state were mortgaged (57: 14).

Farm families had to be encouraged to be largely self-sufficient by growing food and feed and supplementing the cotton crop with other farm crops. The Extension Service continued to encourage livestock production as well (57: 21).

Agents were encouraged to conduct several farm management demonstrations on which records of the farm business were kept. This project had developed satisfactorily in recent years (57: 21).

During March and April, considerable time was given to seed loan work. This involved helping farmers in making applications for loans
and setting up committees through which applications for loans could be made to the seed loan office in Memphis. A seed loan committee was set up in every county of the state. This work was directly handled by district agents of the Extension Service (57: 22).

Home dairy products were made a major project for the year's work. A Dazey churn was secured for each county home demonstration agent by Mr. L. S. Edwards, dairy manufacturing specialist. He was assisted by Mr. G. N. Tobey, assistant dairy husbandsman, in giving one butter making demonstration in each county. The home demonstration agents repeated these demonstrations in each of the women's home demonstration clubs in her county (57: 84).

In the work with both girls and women, they planned to give the maximum amount of time to assistance in practical demonstrations that would help in the Live-at-Home Program. In all the girls' work, gardening and canning of non-acid vegetables and meats using the steam pressure canner was taught. The care and increased use of dairy products which included butter making and cheese making, were demonstrated by agents. The agents also taught sewing for the family with demonstrations on the remodeling of dresses and hats, the improvement of the home grounds, the marketing of surplus home products and home handicrafts (57: 75).

The home economics Extension Service staff was made up of one assistant home demonstration director, four district home demonstration agents, 46 white and 4 black home demonstration agents. District III
continued without a district agent this year; the home demonstration agents were assisted by the district agent from another district.

Extension specialists continued to help this year. They were: Mr. A. J. Sims, Publicity; Mr. J. H. McLeod, Meat Cutting and Curing; Mr. G. B. Shivery, Forestry; and Mr. G. N. Tobey, Cheese Making. They reportedly rendered most helpful service throughout the year. Mr. L. S. Edwards, dairy manufacturing specialist, cooperated actively and effectively in the "Better Butter and Care of Milk" campaign in the spring (57: 76).

The administrative agents and the county agents had put in the hardest year's work they had ever done under most trying conditions, since the beginning of Extension work. They had done their part in aiding farmers and farm women in adjusting themselves to low prices and low incomes. Products that had been produced during the year had been at the lowest possible cost, and as a whole, produced in a more efficient manner than in many years. It was a fact that without this work, farmers would have been in worse financial condition than they were in that critical year (57: 24).

The Year of 1933

One of the major influences in the State of Tennessee during 1933 was the Tennessee Valley Authority (T. V. A.), created by Congress to improve the social and economic life of the area. The Agricultural Extension Service by virtue of its trained personnel, long experience, and familiarity with agricultural conditions in the state, was uniquely
qualified to be of assistance to T. V. A. Sixty-three of the ninety-five counties in the state were included in the area selected by the Authority for its activities. Each of these sixty-three counties had agricultural agents, fifty-seven had assistant agents in soil conservation (employed in cooperation with the T. V. A.), and thirty-nine had home demonstration agents. All of the Extension Services cooperated with the T. V. A. on projects that had been started by the two organizations.

New phosphate fertilizers developed by T. V. A. were made available to farmers for use on farm-unit and watershed demonstrations to determine their value, best method of use, and economic worth in restoring and maintaining soil fertility, in controlling erosion and in increasing farm returns.

By the end of 1938, 3,968 farm-unit demonstrations, involving over 600,000 acres, were underway and 136 watershed area demonstrations had been set up to promote an improved land use and water control program through community organization (38: 37-38).

Two state-wide contests in clothing were held in 1933; one for younger girls, ages ten to fifteen, and the other for older girls, ages fifteen to twenty. The state winner for younger girls was Thelma Sullivan of Montgomery County. She was awarded a new machine by the Singer Sewing Machine Company. The state winner in the older girls competition was Elizabeth Williams of Davidson County. She was awarded a trip to the National Club Congress given by the Chicago Mail Order Company (58: 76-77).
In the canning contest, Thelma Jones of Decatur County, was the winner and was awarded a gold wrist watch by the Kerr Glass Corporation (58: 77).

The best all-round record for 1933 was won by Margaret Morton of Shelby County, and she was awarded a trip to the National Club Congress sponsored by the Montgomery Ward Company (58: 72).

Achievement days continued to be held regularly, with parents invited and ribbons awarded. In many counties, the county superintendent and Board of Education cooperated by furnishing free transportation in the school buses (58: 77).

A definite goal had been established in the Women's Home Demonstration Club work for the year. This aim was to reach as many people as possible. In order to accomplish this, each member was asked to pass on to at least three people the helpful demonstrations she saw at the club meetings (58: 80).

This year's canning work showed a large increase in the number of steam pressure cookers bought and used.

Home dairy work emphasized the making of American cream cheese and butter.

Home demonstration agents gave demonstrations on the remodeling of clothing. This included the making over of dresses, men's suits and the reblocking and renovation of hats (58: 84). The construction of five hundred and eighty-five cotton mattresses was reported by agents during 1933 (58: 84).
The four black home demonstration agents worked in eighteen counties. Bessie Walton, the West Tennessee agent, was cited for doing commendable work in the making of cotton mattresses and American cream cheese. Kate Gresham worked as the state supervisor.

The Extension home economics staff organization this year consisted of the assistant home demonstration director, three district home agents, forty white and four black home demonstration agents (58: 74).

Because of the continued disability of Mrs. Lizzie B. Reagan, formerly in charge of District III, and the limited finances of the Extension Service, the counties in District III were divided between the district agents for District II and District IV. Warren, White and Putnam Counties were placed under District II and Bradley, Hamilton, Marion, McMinn, Rhea and Roane were placed under District IV.

The Year of 1934

In 1934, special consideration was given to the Agricultural Adjustment Administration program (AAA). County home demonstration agents provided assistance on contracts and information regarding the Adjustment program in the field. The AAA program was discussed in each home demonstration club; and the county program was developed by the home demonstration agent at the beginning of the year with the assistance of a county committee representing the Home Demonstration Clubs.

There were no changes in the district agents, but a few minor changes occurred in the home demonstration agents due to marriage, resignation and transfers to other counties.
Specialist assistance continued to be excellent. Mr. Pelton, gardening specialist, moved to the AAA program and his moving had some effect on the gardening and yard improvement programs.

The enrollment in Girls' 4-H Club work was 14,992, an average of 363 per county. Their program of work continued to be similar to that of other years, although emphasis was placed on room improvement and crafts during 1934.

Two state-wide contests in clothing were again held this year—one for younger girls and one for older girls. The state winner for the younger girls' competition was Meta Killebrew of Montgomery County. She was awarded a new machine by the Singer Sewing Machine Company. In the older girls' competition, the state winner was Rose Millards of McMinn County. She was awarded a trip to the National Club Congress by the Chicago Mail Order Company.

The canning contest was based upon the 1934 record of canning for the family. Gaithel Gary of Madison County was a winner and she was awarded a trip to the National Club Congress given by the Kerr Glass Company (59: 106).

In the best all-round record for three or more years, the award was given to Mabel Yates of Shelby County, and Oma Angie Worley. Both won trips to the National Encampment in Washington. Miss Agnes Donaldson accompanied them as official chaperone.

All home demonstration agents held girls' club leaders' meetings in the spring. They continued to have such meetings because they found it very helpful in their work.
Achievement days were held in almost every county. In most counties the County Superintendents and the Board of Education cooperated, and the school buses brought the boys and girls to the meetings. In most of the counties they had a parade with band music as a part of the day's program (59: 106).

The girls' 4-H Club departments were continued in the Mid-South Fair at Memphis, State Fair at Nashville and Tennessee Valley Fair at Knoxville. The Tennessee Valley Fair was established for the first time in 1934.

In the exhibits and fairs, they presented their garden products, canning and clothing, rugs and draperies.

Virtually all counties had camps. District I held two district camps at Jackson for boys and girls.

In the Women's Home Demonstration Club work, the needs of the family were considered in the year's program, which included foods and nutrition, home improvement, marketing home and farm products, dairying, yard improvement, family relationships and child care and training. In order to pass the information on to other people, the members were urged to pass this information on to women who were not members of a Home Demonstration Club (59: 107).

This year the members of Home Demonstration Clubs canned more in number and variety. This was due first, to a good growing season, and second, to an added interest in the Live-at-Home Program. The club members canned meats and many vegetables, tomatoes and fruit juices.
They used pressure cookers for both home and community canning. These products had become an important supply for the family diet (59: 108). Although remodeling of dresses was still popular, the year 1934 showed that women were beginning to make dresses from new materials. This would seem to indicate a trend toward better financial conditions on the farms (59: 108).

The women were enthusiastic about demonstrations in mattress making from cotton, and comforters from wool and feathers, and demonstrations in reseating chairs and refinishing furniture.

Food and nutrition continued to be a popular project. Miss Guthrie's *Tennessee Cook Book* and *Canning Bulletin* were in constant demand (59: 108).

Miss Williams, marketing specialist, assisted home demonstration agents in encouraging women to market home products such as rugs, refinished furniture and canned products (59: 109).

The interest in American cream cheese, milk, and making of dairy dishes had become a part of every county program. They purchased a large number of dairy thermometers.

Almost all of the county home demonstration agents continued to assist as much as possible with the AAA office work, and they made explanations of the Adjustment program a part of the Home Demonstration Club meetings (59: 109).

The Farm Women's Week was particularly successful this year - the second most attended week in the eight years that the Farm Women's Week
had been held. All departments of the University, Extension specialists, and county home demonstration agents were involved in making a productive Farm Women's Week.

The Year of 1935

On August 1, Miss Bama Finger, home demonstration agent in Davidson County, was appointed District III home demonstration agent. Several changes occurred in the county home demonstration force due to resignations and other causes. Special home demonstration agents were appointed in several counties. These agents had a bachelor's degree and some of them had done graduate work.

The increased funds made available by the passage of the Bankhead-Jones Act made possible the employment of 18 special home demonstration agents. For six months, the Extension Service paid the salaries of these agents, although the county courts had been asked to make an appropriation for continuing this work. Without county cooperation, the agents had to be moved to other counties. Before placing these agents, the district agents met with a group of men and women in the selected counties and secured their cooperation with the promotion plan. These counties were able to secure the employment of 18 special home demonstration agents.

The Extension Service included forty-three regular home demonstration agents, three assistant home demonstration agents and four black home demonstration agents. With the additional 18 special agents, the county home demonstration force numbered sixty-eight.
All of the new agents that had been employed for the year 1934 were carefully selected. All had bachelor's degrees and successful experience in their fields. Their majors were in home economics. Employment of these 18 special agents in such a short time was due to help from Miss Margaret Browder, Vocational Home Economics Supervisor and Miss Jessie Harris, Head of the Home Economics Department at The University of Tennessee.

Planning for the year's program was started in the counties with the district agents and home demonstration agents cooperating in holding outlook meetings. These meetings were attended by local men and women. They discussed the agricultural and home making situations and the county's work plan was prepared (60: 111).

General economic conditions had improved by the year 1935. Large numbers of farm families enjoyed a more stable and improved financial situation due to the Adjustment program (60: 112).

The enrollment in Girls' 4-H Clubs for the year 1935 was 14,442. Knox County led the state in enrollment with 1,358 young women enrolled in the county's 4-H Club program.

The state winner for younger girls' competition in the clothing contest was Edith Williams of Davidson County. She was awarded a Singer Sewing Machine. The state winner for older girls' competition was Margaret Benn of Bradley County. She was awarded a trip to the National Club Congress in Washington, D. C. (60: 113).
The state winner in the canning competition was Lucille Vise of Decatur County. The state winner for best all-round record was Meta Killebrew of Montgomery County. The state winner for food preparation was Margaret Harrison. All of the state winners were awarded trips to the National Club Congress (60: 114). Margaret Morton of Shelby County, and Juanita Irwin of Anderson County were the state winners for the best all-round record for three or more years.

The girls continued their activities much as in the previous year. Achievement days, fairs and exhibits, camps and picnics were all popular and well attended club activities.

County home demonstration agents visited with the club members at their homes during the summer and gave them advice on home improvement. The primary emphasis in home improvement was put on kitchen organization - where to put the sink, moving the extra furniture, painting, etc. The girls worked on their bedrooms as part of this project by rearranging their rooms, making dressing tables and stools, making curtains and painting.

The work with women's clubs continued as in previous years. This work included foods and nutrition, health, gardening, canning, clothing for the family, poultry, home management, home improvement, marketing of home and farm products, dairying, family relationships and child care and training.

In the canning work, agents stressed the preparation of a canning budget for the family. All women were encouraged to prepare an individual canning budget for their families.
Over nine thousand women attended demonstrations on the care of milk and cream given by the county home demonstration agents (60: 118).

In clothing work, Miss Lillian Keller, clothing and home management specialist, was reportedly of great help to home demonstration agents in 1935. Students at The University of Tennessee Home Economic's Department made seven sets of patterns for each home demonstration agent. The agents, in turn, taught the Women's Clubs members to cut their patterns, using the set of seven patterns as models (60: 119).

The Better Home campaign produced a wide participation among club members. It was managed under the direction of Mrs. Geneva White Flannery, State Chairman (60: 119). Interest in making mattresses from home grown cotton increased over the year.

Mrs. Warner, health specialist, had first given demonstrations two years earlier on bed making and care of the sick. The demonstration had been so popular that the county home demonstration agents were trained and performed these demonstrations again for all of their Women's Clubs (60: 120).

With the expansion of electrical lines to many rural areas, there was a widespread interest in electrical equipment for the home and farm among the home demonstration groups. Many agents concentrated a portion of their time on this work.

There was a wide interest in dramatic activities by women of the Home Demonstration Clubs. Most of the plays were selected from the University Extension collection. In District I, one group of players
from two counties competed with players from Mississippi and Arkansas in a play tournament at the Mid-South Fair (60: 122).

The eleventh annual Short Course for Tennessee Farm Women was held at The University of Tennessee during the week of August 26th through 31st. The attendance was 310, the largest number since the courses had been initiated. Forty-eight counties had representatives (60: 123).

Two projects were initiated and improved during this year that would aid tremendously in communication and publicity for the Extension Service and its programs. Women of the Home Demonstration Clubs worked tirelessly to establish a small library for the use of residents in each county. These libraries made for vast improvements in rural living. Radio programs were initiated in 1935 from stations in Memphis, Nashville and Knoxville. These weekly programs were responsible for disseminating a wide range of information from the Extension Service to rural farmers and their families (60: 124).

The Year of 1936

As noted above, when the Bankhead-Jones funds became available on July 1, 1935, it became possible to expand the home demonstration work of the Extension Service. Prior to that time, there had not been sufficient funds to cooperate with the counties in the employment of additional home demonstration agents in spite of the increased demand from counties for such cooperation. Due to the availability of federal funds, the Extension Service was finally able to hire an additional eighteen home demonstration agents for eighteen counties (61: 12).
Again, in the year of 1936, there were one assistant director, four district agents, one state assistant in black work, sixty-four white county home demonstration agents, three white assistant home demonstration agents and eight black assistant county home demonstration agents, making a total of eighty-one employees.

The outlook conferences were again held in January, formulating each county's plan for Extension work for the year. An effort was made to coordinate the programs of the specialists with the county plan.

Improved business conditions were reflected in a revival of interest in the improvement of the farm homesteads and in participation in community activities (61: 175).

Enrollment of girls in the 4-H Club for the year 1935 was 25,281, showing a substantial increase over previous years. Knox County was again the leading county in enrollment.

In clothing, Betty Brown was a state winner. She was awarded a trip to the National Club Congress by the Chicago Mail Order Company. In the state canning contest, Lorraine Morton of Shelby County won a trip to the National Club Congress for her work. The Kerr Glass Manufacturing Company sponsored the prize. The best all-round record was won by Elinor Abernathy of Montgomery County. She was awarded a trip to Chicago by the Montgomery Ward Company. Gaithel Gary of Madison County and Carolyn Davis of Davidson County were the winners for the best all-round record for three or more years. They were awarded a trip to the National Encampment in Washington, D. C. (61: 176).
A majority of the county home demonstration agents held an Achievement day. This was held as a joint program with the 4-H Club boys (61: 177).

Girls' 4-H Club departments were again interesting features at the Mid-South Fair at Memphis, the State Fair at Nashville, and the Tennessee Valley Fair at Knoxville. In addition to these larger fairs, the girls' 4-H Club work was shown at practically every county fair in the state (61: 178).

As part of the recreational program, two coeducational camps were held. The District I camp was at Martin Junior College and the District II camp was held at the Experiment Station in Columbia. During the summer, picnics were held with members in many counties attending (61: 178).

In gardening, the girls were encouraged to complete the required garden project as given in their Handbooks. The feature for gardening for this year was the planting of flower beds (61: 178).

There were 1,190 community Home Demonstration Clubs for women in the state with an enrollment of 27,406. Of this number, 2,047 were black women. The agents requested that members be listed according to three age groups in order to determine if younger women were being reached by the home demonstration work. The result showed 3,205 women between the ages of 16 and 25, 16,437 between the ages of 26 and 45, and 7,764 over the age of 45 (61: 179).
The program of work continued to include foods and nutrition, health, gardening, food preservation, clothing for the family, poultry, home management, home improvement, marketing of home and farm products, care of milk, family relationships, child care and training. A county plan of work was developed by each county home demonstration agent which included such projects as were agreed upon by a committee working with the agent. The keeping of home accounts was a major project in twenty counties in the state. Home improvement and foods and nutrition continued to be major projects in all counties (61: 179).

The feature of canning work continued to be on the canning budget for the family. Many agents reported that they had encouraged canning of a variety of products. Meat canning increased over previous years, and many women purchased steam pressure cookers. All four districts held county canning contests with a large number of entrants (61: 180).

A new approach was emphasized in the clothing program by Miss Keller's project, "Clothing for the Farm Family," which created interest in every county. The family clothing budget which she provided was found to be a good first step in the project. Miss Keller provided a total of 1,075 patterns which she distributed to the demonstration agents for the club member's use (61: 180).

The high point of the year in the home improvement program was the "Better Homes" campaign. Miss Keller was the State Chairman for this event.
Kitchen improvement was a state-wide project in 1936. Agents reported that 3,434 families had installed running water in the kitchen, and 4,117 families had purchased new sinks.

A great deal of the time of the agents and the specialist was given to demonstrating and instructing families in the use of electrical equipment and the wiring of houses (61: 181).

Since the employment of Miss Isadora Williams, a home marketing specialist, the marketing of home products had increased. The accomplishments of this year had shown the value of Miss William's work.

The employment of a home crafts teacher in the Home Economics Department of The University of Tennessee was a great help in the marketing work. The teacher of this department worked cooperatively with Miss Williams in making illustrative material that was used with the home demonstration groups (61: 182).

For the past few years, Home Demonstration Club members had been encouraged to establish county libraries. In 1936, four new community libraries were established (61: 183).

The twelfth annual Short Course was held at The University of Tennessee. Attendance was the largest in its history with 450 women coming from sixty-eight counties across the state.

Radio programs increased in 1936 with a weekly program of interest to rural homemakers given from six stations by the county home demonstration agents. The radio stations expanded to include Chattanooga, Bristol and Jackson (61: 185).
With the increase in the number of black home demonstration agents from four to eight county workers and one state worker, there were noticeable increases in the number of blacks being reached and the amount done in the home demonstration program. Bessie Walton, the state assistant, assisted the home demonstration agents and proved to be a great help in carrying out the programs established for the year (61: 185).

The Year of 1937

An effort was made to develop a comprehensive state rural program with long term objectives, more definitely adapted to the fifteen distinct types of farming areas in the state and predicated on all the economic data and information available on these regions. It was hoped that this program would include the farm, the home, adults, boys and girls, and community activities, enabling them to work together effectively (62: 8).

The Tennessee Valley Authority this year appropriated $265,800 to the Extension Service for the employment of personnel to assist in carrying on cooperative demonstration work in soil conservation, fertilizers, rural electrification and relocation of families in the reservoir areas (62: 6).

Friendly and helpful relations continued between the Home Economics Department of The University of Tennessee and the Extension Service. Mrs. Elizabeth Speer, home management, and Miss Marion Heard, crafts, allotted a portion of their work to be of service to the home demonstration agents.
This year, considerable progress was made in the coordination of specialists' plans which resulted in better county planning and better results. An example of this was the improved water systems project and involved the assistance of four specialists - G. E. Martin, specialist in rural engineering; M. M. Johns, specialist in rural electrification, Miss Lillian Keller, specialist in home management, and Mrs. Lena Warner, specialist in health and sanitation (62: 132).

Two new methods of increasing the efficiency of the county home demonstration agents were used this year. First, the four district agents held one day group meetings with the county home demonstration agents in their districts several times during the year to discuss and plan for carrying out the year's programs. Secondly, a three-week Short Course for Extension workers was given during the University Summer School for the county home demonstration agents (62: 134). Problem-solving techniques were taught to the agents and a four step plan was suggested as follows: (1) Leaders in the various communities should be approached with state and local problems and possible solutions solicited; (2) These problems should be discussed in district conferences with other agents and specialists; (3) Project plans to solve the problems should be made; and (4) Solving the more important problems should become the major aim for the county (62: 134).

There were three phases of the food project for women, namely: (1) nutrition, (2) food preparation, and (3) conservation of food. The Girls' Club members followed a four-year program outlined in their
Handbook, Publication No. 74, which emphasized the conservation of food and food preparation (66: 409). In conjunction with the food project, the following bulletins were available to club members:

1. Food Supply Program for Tennessee Farm Homes, Pub. #207.
3. Tennessee Cook Book, Pub. #152.
5. Care and Use of Milk in the Farm Home, Pub. #142 (66: 416).

The major features of work in foods and nutrition included: (1) Planning of the food supply - a project in which a plan furnished by Miss Maude Guthrie, food specialist, and was furnished in bulletin form to help increase the food supply for the family; (2) Canning and curing of beef for home use was a primary emphasis of the food project; and (3) Food demonstrations continued to hold the interest of club members and taught the elements of the foods and nutrition program.

High points in home improvement work for the year 1937 were: (1) Better Homes campaign, (2) Improved Water Systems program, and (3) rural electrification. The Better Homes campaign was well planned for the year by Miss Keller. Almost 2,837 homes improved their water systems, and a total of 237 rural homes added electricity during the year. A joint T. V. A. - Extension project for electro-farm demonstrations was started in several counties (62: 135).

In gardening and home grounds improvement, the use of native shrubbery was becoming much more common in the planting of yards. Dogwood and redbud trees were popular as ornamental plants (62: 137).
Miss Isadora Williams, marketing specialist, was able to increase the sales of home and farm products. Through her work, an increased interest in handicrafts occurred during the year and the year's sales figures indicated that women were able to market their products successfully (62: 138).

The recreation program expanded to include community and county choruses, tours to cities and folk games. The picnic meetings and camps continued to be popular with club members.

As part of their community activities, many club members helped in furnishing club rooms, improving school grounds, and assisting with the hot lunch programs (62: 138).

The thirteenth annual Short Course was held at The University of Tennessee. It was the largest course to be held since the initiation of short courses. Five hundred and twenty-six women attended from over 60 counties in the state.

The girls' 4-H Club membership continued to expand. In 1937, there were 1,120 white girls' 4-H Clubs with a total membership of 21,278. There were 150 black girls' 4-H Clubs with a membership of 2,773. The county home demonstration agents were in charge of the 4-H Clubs with the assistance and supervision of the district agents.

The entire membership took part in the food program as outlined in the four-year program of work. The home demonstration agents were assisted in this program by Miss Maude Guthrie, specialist in food and nutrition (62: 139).
The projects for the year 1937 were designed and organized to carry out the following projects:

1. Living room improvement
2. Room improvement
3. Improved water supply for farm home (joint project)
4. Better Homes campaign
5. Electricity in the farm home (joint project)

(Achievement days, fairs and exhibits continued to be held at the county and state level. These activities were held jointly with the boys' 4-H Clubs.

The Year of 1938

Only one change was made in the administrative procedure this year. Bessie Walton, assistant state agent in Black home demonstration work, was made administratively responsible to the state office through the office of Miss Helen Cullens, district agent. This was done because the state office for Black work was located in Nashville. No changes occurred in the four district agents; however, there were some minor changes made in county home demonstration agents.

Miss Jessie Harris, Director of the School of Home Economics, assisted in the selection of new home demonstration agents. Mrs. Elizabeth Speer, specialist in home management, continued her help for resident work and Extension Services (63: 186).
For the previous three years, the National Youth Administration had furnished funds for seven university girls. In 1938, these young women were assisting the agents with illustrative materials (63: 186).

All agents used Miss Guthrie's publication "Food Supply Program for Tennessee Farm Homes" (No. 207). The agents worked out the food program on a blackboard using local prices and the amount which should be produced on the farm for a family of five. The plan allotted from $500 to $600 which was in keeping with accepted minimum costs of the day for an adequate diet (63: 188).

The main emphases of the 1938 home improvement work were the annual Better Homes campaign, rural electrification, housing and water systems.

The outstanding feature of the gardening work for the year was the state-wide interest and participation in Mr. W. C. Pelton's plan for fall gardens. Through the local merchants, certain seeds were made available at the right time and at a fair price (63: 191).

The sale of handicraft products was steadily increased under the marketing plans of Miss Isadora Williams. Her marketing techniques had been so successful that it was difficult for her to meet the large demand created in a number of counties this year.

Many local Home Demonstration Clubs built and equipped community club houses which were used for community gatherings and activities (63: 191). There was an increased interest in the reading of books for recreation this year, creating a greater demand on the Extension Service for library services to rural communities.
Recreational programs generally included a Christmas party for the December meeting. Home demonstration agents used the meetings to demonstrate a winter project. A number of clubs raised money in 1938 for bus trips to nearby cities.

Radio programs continued to be broadcast from six state radio stations. These programs were called the "Homemaker's Chat Programs" (63: 192).

The girls' 4-H Club work was similar to that in previous years. The enrollment for 1938 was 23,863 which included 1,175 clubs for white girls and 158 clubs with an enrollment of 2,973 for black girls.

For this year, the program of work was revised and published in a Guide Book, a copy of which was given to each member. The aim in goods and canning was to encourage the girls to make such work a part of the farm home program. The work in room improvement continued to be in homemade and remodeled furniture.

Each of the four districts held their own camping program. The attendance had to be somewhat limited at each camp due to limited accommodations (63: 194).

There was a state 4-H Club Short Course held in 1938 at The University of Tennessee. The attendance was limited to older girls with a certain number from each county. The course was a joint one with the boys' clubs. In addition, three state-wide contests were held this year in clothing for younger and older girls, and a landscaping contest (63: 194).
The Year of 1939

The Extension Service made an effort to increase the efficiency of the home demonstration agents this year. The methods used were: (1) providing short courses at The University of Tennessee; (2) training of community leaders by the specialists and county home demonstration agents; (3) having specialists provide aid in giving timely subject matter for home demonstrations; and (4) recommending that agents meet the local Home Demonstration Clubs every alternate month (64: 202). The district agents gave assistance in guiding the planning work of the county home demonstration agents. They worked particularly with all beginning agents. In addition to their personal work loads, the district agents met regularly with agents in their territories for planning meetings and problem solving (64: 203). The specialists were concerned with the home demonstration program and furnished suggested plans and aids to the district and county home demonstration agents before the planning meetings were held (64: 203).

Staffs in fourteen counties emphasized the gardening program in 1939. Agents discussed gardening plans which were drawn on paper and distributed to each women, showing dates and vegetables which should be planted throughout the year. In gardening three things were kept in mind: (1) planting permanent garden plants such as shallots, asparagus, grapes and berries in one section; (2) planting all vegetables for winter gardens in one section; and (3) plowing up the section of vegetables which give out at frost, fertilizing in November, then bedding
it in January for early spring gardens the following year (64: 204). Insect control demonstrations were given by Mr. Pelton in thirteen counties and the home demonstration agents repeated these demonstrations in their Home Demonstration Club meetings.

In the canning program, emphasis continued to be placed upon the development of a canning budget. The budget was filled out in January or February and was turned in at the canning contest held in the fall as a requirement for entrance to the contest. The agents reports indicated the following:

- Number of women filling in Food Supply Form: 4,885
- Number of canning demonstrations given: 367
- Quarts canned (not including Dyer and Shelby Counties): 1,296,679
- Number improving storage for food: 248
- Total pressure cookers bought this year: 2,641
- Number of sealers in districts: 502

(64: 205).

The home improvement goals of the Home Demonstration work in 1939 included better management, better housing, water systems, improved grounds and electrification of farm houses and grounds (64: 206).

The home improvement projects in West Tennessee stressed making cotton mattresses as West Tennessee is in the cotton belt of the south. The agents reported the following:

- Number of mattress demonstrations this year: 52
- Number of mattresses made this year: 395
- Number of mattresses made in district since project began in 1933: 2,825
Most of these mattresses were produced from home grown cotton (64: 207).

All over the state the Home Demonstration workers had taken an active part in the educational work of the rural electrification program. The farmers and homemakers were enthusiastic about the use of electrical equipment in the homes and on the farms (64: 207).

The interest in marketing of home products, both food and handi-crafts, had continued to grow. The 1939 program planned by Miss Isadora Williams, specialist in marketing, was approved and promoted by the county home demonstration agents. The results were encouraging. The curb market held in several counties proved to be an excellent development in the marketing program (64: 208).

Practically every community Home Demonstration Club in the state included some community activities as part of the 1939 program. These activities included assistance in the local school, the churches, cleaning and caring for the local cemeteries, building club houses and furnishing club rooms. County camps for farm women were held in several counties in Districts III and IV, and on a district basis in Districts I and II. County choruses were organized in Maury, Wilson and Williamson Counties in District II.

Under the leadership of Miss Elizabeth Moreland, Extension community service specialist, books and reading had gradually become an interesting and constructive part of the home demonstration program.
Due to the building program that was in progress at The University of Tennessee, the Farm Women's Week was not held in 1939.

County-wide Achievement days, or Rally days, were held in the fall in practically every county. These days gave an opportunity for social contact, inspirational talks, comparison of achievements, and furnished evidence to the citizens of the county of the interest of women in the home demonstration program (64: 211).

The 1939 enrollment in girls' 4-H Clubs was 27,575. This was an average of about 425 per county. The enrollment ranged from 150 in Wayne County to 1,324 in Knox County.

The large majority of girls enrolled in gardening as their production project. Many of the older girls made real contributions to the family food supply from their gardens.

The state-wide contests in canning, food preparation, best record, Cotton Style Dress Revue for older girls, school dresses for younger girls, home grounds beautification and home accounts were well attended by the members of the 4-H Clubs. The state winners were:

Canning, District II: Mildred Rottero, Davidson County
Food Preparation, District III: Betty Freeman, Bledsoe County
Best Record, District III: Margaret Ramsey, Roane County
Dress Revue: District IV: Juanita Sharp, Claiborne County
Younger Girls' Dress, District IV: Bertie Massengill, Hamblen County.

All of the contests were preceded by county and district run-off to select the four district winners from which the final state winner was
selected. Betty Freeman of Bledsoe County was awarded one of four regional awards at the National 4-H Club Congress. The award consisted of a $400 scholarship (64: 213).

There were no changes in the organization of the Black work during this year. All county plans were based on the local needs of the people to be served and were made in conference with leaders in the counties. These programs included the family food supply, gardening, poultry, home improvement, clothing for the family and community activities (64: 211). The work with girls continued to emphasize poultry, room improvement, camping, exhibits at fairs, achievement days, and leadership training.

Brief Summary: Depression and Recovery, 1930-1939

Objectives

1. Agents helped the rural families to meet and deal with the difficult problems faced during the Great Depression.

2. Programs were expanded hoping to reach all of the rural women and their daughters.

Administration

1. In 1935, C. E. Brehm became the President and Director after the death of Charles Keffer.

2. In 1935 an additional 18 home economics special agents were appointed with the aid of Bankhead-Jones federal funds.

3. Mildred Jacocks was district agent for West Tennessee.

4. Bama Finger was district agent for East Tennessee.
5. Helen Cullens was district agent for District II.
6. Oma Worley was district agent for District IV in Knoxville.
7. There were sixty-seven white agents and eight black agents employed at the end of this period.

Problems
1. The Depression of 1930.
2. Resignation of agents due to marriage or better salaries available elsewhere.
3. Drought.

Solutions
1. Home Economics Extension responded quickly to the needs created by the Depression.
2. Counties sought to lower the costs of county government by lowering taxes.
3. County officials were shown that the cost of each agent was less than one half cent for every tax dollar; this fact coupled with the consistently helpful work of the Extension agents kept the loss of funding to a minimum.
4. Agricultural Adjustment Act aided farmers in making adjustments to existing conditions and increased the purchasing power of farmers.
5. Agents helped clientele maintain acceptable nutrition and health conditions during the Depression.
6. Homemakers were taught conservation of family cash income in selecting, constructing and caring for family clothing.

7. District agents and county agents took over the counties which did not have their own agents.

8. Farmers adjusted to government prices.

Events

1. Lecture demonstration teams in each county aided Extension.

2. 4-H Club State Fairs at Nashville.

3. Recreation Picnics.

4. Farm Women's Week

5. Increase of black agent's salaries.

6. Friendly cooperation between agents.

7. Yard improvement contests, canning of thousands of vegetables, fruits and pickles, club markets, better butter and milk care.

8. Definite goals established, Achievement days established in each county, planning of year's programs.

9. Valley Fair at Knoxville.

10. General economic conditions improved.


Subject Matter

1. Mattress making, hooked rugs
2. Electrification, kitchens made brighter and rearranged, better arrangement of kitchen space, improved housing, food and nutrition.
3. Better nutrition, walnut trees (5,000) planted, home dairy products, soil conservation and fertilizer use, insect control.
4. Plays and Christmas parties planned.
5. Dogwood and redbud trees planted.
6. Decoration and remodeling of homes, curtains and painting.
7. Home management.

Qualifications for Agents

1. Hard working, former 4-H Club members.
2. Dedicated to area in which work is performed.
3. Bachelor's degree.
4. Successful experience in field work.

E. SUMMARY OF SOME KEY HISTORICAL POINTS

The period covered in this brief history of Extension Services in Tennessee has shown systematic growth and change. As problem arose or change created new needs, the agents working with the Extension Service, introduced new programs to continue meeting the needs of people in rural communities. In summary, listed below are some of the representative
problems faced by the Extension Service, the solutions to those problems, changes in events, organization, personnel, objectives and subject matter.

Administration

W. W. Campbell was sent as a representative of the United States Department of Agriculture to Tennessee to stimulate interest in farm demonstrations. A year later, Miss Virginia P. Moore was appointed the first agent in Tennessee to work with the women and girls in developing canning clubs. She became Assistant Director in charge of Home Demonstration work in 1914 and served until 1919. She was succeeded by Margaret Ambrose. Charles Keffer, head of horticulture, was named Director of the Division of Extension Services in July of 1914.

In 1915, Extension Services were expanded and the state was divided into districts; these districts included East and West Tennessee and the Middle Tennessee area. Specialists were hired to assist home demonstration agents in 1916.

Due to World War I, the Extension Division expanded. Ninety-three agents and seventeen specialists were functioning in the state during the 1920's. Following the war, funds were cut back and the number of employees reduced to thirty-seven full-time agents.

After the death of Charles Keffer in 1935, C. E. Brehm was appointed Director of Extension Services for Tennessee. In 1935, the Division of Extension required bachelor's degrees for agents and eighteen home economics specialists were hired for a total of 81 home economists.
Objectives

During the early period of Extension Services in Tennessee, Home Demonstration Work was aimed primarily at teaching women and young women the skills necessary to increase their incomes and make farm life more productive. As the Service grew and increased in influence in the farm communities, it became necessary for the Extension Service to meet greater needs. In response to current economic and political conditions, the Extension Service broadened its scope to include increased food production during the wartime economy of 1917-19. Home Demonstration work responded to the pre-depression and depression era economies by assisting the farmer to adjust to a changed income level.

In spite of periods of economic boom and depression, the Extension Service continued to emphasize the need for the education of rural women and their families. These programs became broadened in scope over the years, initially stressing homemaking skills, but later including such diverse areas as home improvement, budgeting, livestock production and marketing of farm and home products.

Problems

The Division of Extension faced an abundance of problems during its formative years, not the least of which were societal pressures. Due to a primarily male dominated society and a lack of education, many women in Tennessee were illiterate and unexposed to educational opportunities. Rural poverty kept many families in this cycle of illiteracy and stagnation. Roads were poor, families inaccessible, facilities inadequate and
mass communication media nearly nonexistent. The fact that these problems were eventually resolved is at very least in part due to the efforts of the Tennessee Agriculture Extension Service.

In addition to societal factors, the Extension Service was extensively involved in national and international events. World War I created almost insurmountable problems in the rural areas reflected in vast shortages of food and labor. After hiring many additional employees to deal with this crisis, the government cut back on funds to the Extension Service during the post-war years, and the agency was left financially crippled. With the recession and depression periods of the 1920's and 30's, the Extension Service was again asked to assist rural families in meeting the crises created by low incomes and job shortages. The Extension Service has been able to meet the demands created by these circumstances, and has been instrumental in helping people solve many of the rural problems in Tennessee through both favorable and unfavorable times.

Solutions

The Extension Service based its solutions on the principle of education for rural families. In an effort to reach women and especially girls, the home demonstration agents used every means available to them to spread useful knowledge in the communities. Although this was limited in the early years, educational facilities expanded to include publications, demonstrations, home meetings, exhibits, and eventually libraries and radio programs. Girls and women were encouraged to practice
what they had learned by the use of fairs and contests which awarded prizes to winners. The educational programs for rural women accomplished far more than the improvement of homemaking skills and county literacy rates. As a result of teaching related to food conservation techniques, families were made more able to survive the food shortages during World War I and the Depression. As a result of teaching related to handicraft skills, women were made more able to market their products and, thus, add to the family income. As a result of teaching related to nutrition, the health of rural families was made to improve. The educational programs of the Extension Service played an important role in improving the lives of rural families in Tennessee.

Many of the administrative problems that plagued the Extension Service were successfully overcome with the help of other agencies and the rural communities themselves. During the period of governmental cut backs in the post-war period, the Extension Service was able to find financial support from the county governments to continue their work. By working with the railroads, many of the transportation problems were resolved. Railroads offered free transportation to agents traveling across the state. T. V. A., however, was particularly helpful to the Extension Service, and vice versa, both directly and indirectly. Working in cooperation, T. V. A. and the Extension Service were able to bring electricity into the farm home, to increase the usage of fertilizers and to improve communications in the rural communities. T. V. A. allocated funds to the Extension Service to hold demonstrations for communities on land and water use.
Local businessmen were involved in Extension programs as well through the donation of prizes and facilities for club members. The Extension Service's ability to work successfully in the communities and to enlist the aid of both governmental and non-governmental agencies helped to solve many problems affecting the quality of life for Tennessee farm families.

Events

The grass roots movement toward education for rural women prompted the County Life Commission's and the United States Department of Agriculture's surveys of rural conditions. These surveys were part of the basis for the passage of the Smith-Lever Act of 1914, establishing the Cooperative Extension Service. The expansion of Extension services and the growing need for teachers of home economics and vocational agriculture prompted Congress also to pass the Smith-Hughes Act of 1917 appropriating funds for teacher's salaries. The publication of the United States Department of Agriculture's survey "The Farm Woman as She Sees Herself" in 1920 created an awareness of the needs of rural women for Extension Services and prompted many of the programs designed by the Divisions of Extension of the Land Grant Colleges.

Shortly after the establishment of the Division of Extension in Tennessee's College of Agriculture, the United States entered World War I. This period was one of intense growth for the Division, as the government allocated large sums of money for Extension work. Due to the need for increased food production, over ninety agents were hired in
Tennessee to teach rural farmers improved production techniques and to teach their wives conservation skills. As additional agents were hired, the programs expanded in the communities and the Division of Extension found its headquarters at The University of Tennessee.

In the post-war years, federal funds were substantially cut back to the Extension Service. Although the Service was able to convince many county governments to appropriate funds for continuing Extension work, this period of financial hardship resulted in the removal of over fifty agents. However, the country was in a period of recession and heading toward an imminent depression. In order to deal with the financial hardships caused by these economic conditions, programs of the Extension Service were directed at teaching families to subsist at lower income levels and to become self-sufficient homesteaders. This opened up many new innovative teaching techniques such as the lecture demonstration teams which utilized the club members themselves in disseminating information and skills to neighbors in their communities.

One of the most successful ideas during this period was the beginning of the Farm Women's Week held at The University of Tennessee, where women from all rural counties in Tennessee could come for a short but intensive study of several aspects of farm life.

As the Depression ended and the country moved into a more stable situation, the Extension Service faced a period of growth and consolidation. Many of the programs were the same, but the Extension Service was able to better organize the communities to direct their own programs.
County councils were responsible for their own program goals and many clubs participated in the planning phase. This extensive county involvement in Extension work enabled Extension programs to better serve local needs and conditions than had ever before been possible.

Subject Matter

The growth of course offerings to rural women and girls expanded vastly over the years. Initially, Home Demonstration Work with women was aimed at the teaching of elementary skills - cooking and food preservation, sewing and poultry care. Although these programs continued to be offered throughout the period covered by this paper, additional programs were continually added. Gardening came high on the list of program emphases after the passage of the Smith-Lever Act, and families were taught the use of varieties of vegetables and fruits that expanded their diets and improved family health. Home and yard improvement went along with gardening, and women were taught about plantings that would be both attractive and productive for the farm. Families were encouraged to modernize their homes.

The teaching of handicrafts became highly desirable for rural women. While mattress making, rug hooking and basketry enabled women to furnish many of their own home needs, it also enabled them to market their products and add to their families' incomes.

A significant advance in the development of Extension work with girls was the introduction of four-year programs. These were primarily aimed at basic skills - sewing, cooking and poultry care, and the girls
were encouraged to exhibit and market their products whenever possible.

As the Extension Service moved into the communities as well as the individual rural homes, services expanded to reach the community. Libraries were started and club members introduced hot lunches at school for children. Clubs were better able to make use of community facilities in this way, and many of the recreational programs were held in buildings that were loaned by local merchants or built by community volunteers.

As the Industrial Revolution progressed nationally, many facilities became available to families that had hitherto been unknown to them, and the Extension Service was instrumental in assisting farmers to purchase and use new technologies. Farmers were instructed in how to install running water and electricity on their farms and were taught the uses of new farm machinery. Women were encouraged to take advantage of pressure cookers and newly installed sinks. T. V. A. assisted the Extension Service in adding many new programs on efficient land and water use during the 30's.

After the Depression, Tennessee's Extension Services were able to expand a great deal and offer new ideas, techniques, and new skills to farm women. The original plan of offering elementary homemaking skills in the early years of the Extension Service underwent constant changes over the years and subject matter for study increased beyond the hopes of the early Extension workers.
Qualifications for Agents

In order to maximize aid to rural families, the Extension Service had very definite ideas about the qualifications of county agents. The earliest agents were to teach in their own communities - areas they understood, knew the conditions of, the families of, and for which they could interpret the goals of Extension and be better able to provide services needed. Agents were expected to be dedicated to the concept of rural education, and of necessity, had to be willing to travel extensively in a period when transportation was difficult at best. Extension agents were needed who were responsive to their communities - who could recognize problems and needs and seek their resolutions. Later, after World War I, agents could not be employed in their home counties because of political considerations.

As time passed and the Extension Service grew, the demand increased for agents who were better educated and more experienced in field work. Oftentimes, the Extension Service would try to hire former members of the 4-H Clubs to work as agents in their communities. Finally, in the 1930's, agents were hired with the qualification of a bachelor's degree, and the standard of field work experience expanded.
CHAPTER III

EXTENSION EFFORTS WITH IRAQI RURAL WOMEN

The Republic of Iraq is situated to the southwest of Asia and to the northeast of the traditional Arab homeland, Saudi Arabia. It is bounded on the north by Turkey, on the east by Iran, on the west by Syria and Jordan, and on the south, of course, by Saudi Arabia, Kuwait and the Arabian Gulf. The Republic of Iraq is one of the Middle Eastern countries and part of the Arab nation. It has a total land area of 438,446 square kilometers (29: 2).

According to the 1975 census, the total population of Iraq was 11,124,000; 4,410,000 of which were rural and 7,084,000 of which were urban (29: 2).

Iraq is an agricultural country with more than 60 percent of the population directly or indirectly engaged in agriculture (35: 1). Due to a lack of water and poor distribution facilities, agriculture in Iraq depends on the cultivation of winter crops. Wheat and barley are usually the main winter crops; cotton, rice and tobacco are the principal summer crops. Iraq is considered to be a primary exporter of dates. There are 32 million palm trees producing dates for the domestic and foreign markets.

Generally speaking, the climate of Iraq is hot in the summer and moderate to cold in the winter. Rains fall mainly in winter and spring; in the summer, the major part of Iraq enjoys clear skies.
Agricultural Extension in Iraq, as in many other countries, is recognized as one of the most important methods available to improve the agricultural situation in the country. The Extension Directorate works directly with the farmers and their families, teaching and encouraging them to apply the improved farming methods developed by the Ministry of Agriculture. Sometimes called Extension Education, it provides a way to disseminate new ideas for improving social, economic and educational conditions, as well as emphasizing farm production and rural health. These new ideas must reach all members of the rural family if they are to effect change.

According to B. L. Agrawal of the United Nations Special Fund in the Institute of Cooperative and Agricultural Extension, agricultural Extension should function as an effective connecting link between the researcher, worker, subject matter specialist and the farmer. It has to be a two-way traffic. Agricultural Extension should collect necessary and available information from research conducted in experiment stations and carry the results to the farmers through well organized service media at the regional and the local levels. However, the problems of the farmers must be brought to the attention of the research officers if Extension work is to be responsive to the stated needs of the rural communities.

As noted earlier, agricultural colleges in the United States were established through the Land Grant Act and were further developed by the Hatch and Smith-Hughes Acts to incorporate resident instruction,
experiment stations and Extension divisions. They have worked with farmers and their families and, more recently, with others. The Land Grant Colleges proved to be very successful in their work. However, in Iraq, Agricultural Colleges have not functioned in this manner. Their primary function has been to train students to work as Extension agents.

Iraq's Agricultural Extension Service started in 1934. The early work was limited to men only; but, after the revolution in July of 1968, steps were taken to establish Extension work for rural women as well. The social customs and taboos made it impossible for male agents to work with the rural women. Then, in 1972, the Director General of Extension Services employed three female agricultural college graduates as agents to work with rural families. The number of female agents increased as graduates of the College of Social Sciences and of Vocational Home Economics High Schools were employed by the Extension Service.

Interestingly, women in Iraq were the first to receive the attention of the Arab Ba'ath Socialist Party following the revolution of July 17, 1968. The Eighth Regional Congress of the Arab Ba'ath Socialist Party, which was held in 1974 addressed the problems of women. The Party said:

The liberation of the Arab Woman and her release from her antiquated economic, social and legal bonds is one of the main aims of the Arab Ba'ath Socialist Party. For without such a liberation, the Arab woman would not be able to participate fully in society as an economic and legal equal to the man.

The party must therefore work tirelessly towards legal equality and the provision of equal opportunities of work.
It is the duty of the Party and its organizations to fight against all the backward concepts which relegate the role of women to a marginal and secondary place. Such a concept conflicts with our Arab and Islamic heritage and are, in fact, alien and harmful. They also conflict with the values and concepts of the Party, the Revolution and the needs of modern times. The Liberation of women cannot be done through women's societies alone. It can be done through the complete political and economic liberation of society. The Arab Ba'ath Socialist Party has a leading role to play in the liberation of women since it leads the process of social and cultural change (6: 184-185).

Thus, the national leaders are purposefully working constantly to break down ancient barriers impeding the emancipation of women. A major emphasis in this work is for women to become an integral part of a heretofore predominantly male society. Although women's societies in Iraq have made major contributions to the advancement of women, it is obvious that the Ba'ath Party, too, must be a major force in effecting a change in the status of women. The Arab Ba'ath Socialist Party has shown concern for the process of social and cultural change in Iraq. Rural women have benefitted through Extension as a result.

A conference was held in January, 1977 by the General Union of Iraqi Women to discuss honestly and frankly the ways and means needed to bring about the equality of men and women in productivity. Attending this conference was the Vice President of Iraq, Saddam Hussein addressed a speech to the conference in which he had the following statements:

We refute the theory which has oppressed Iraqi women for so many years, that is that women are something less than men, second class citizens .... We also refute the thought and the theory of feudalism and of tribal socio-political organizations (19: 2, 6).
Hussein emphasized the importance of women in productivity by stating, "Everything men can do, women can also do." When the environmental and social changes needed to bring about the equality of women were discussed, he stated that, "Whenever we are able to alter and change the environmental conditions, change will be possible for the advancement of women" (19: 4). His Excellency Hussein has spoken out in favor of the advancement of women. He is in total support of all ways in which this goal can be accomplished.

A. BRIEF HISTORY OF EXTENSION SERVICE IN IRAQ: 1917-1973

The following discussion will pertain to the historical evolution of the Extension Service in Iraq with emphasis on the administrative system.

Prior to 1952

In order to discuss the Extension Service in Iraq, we must first go back to the initial structure of the Service and investigate the Agricultural Department. The services rendered by the Agricultural Department were limited to certain crops and did not reach the rural families personally.

In 1917, the first Iraqi Agriculture Department was established and was known as the Agricultural Projects Department. A committee was established for each project to oversee the activities and services which were to be performed. The main purpose of the department was to grow and supply food for the foreign (i.e., British) troops stationed in
Iraq and for the general population. This department was operated by the Financial Lieutenant whose home office was located in Baghdad. In 1918, the department's name was changed to the Agriculture Department, and it was made responsible for the operation of government farms. There were twelve such farms established; however, with the exception of two, they were closed by the end of the year.

The control of the Agriculture Department was taken away from the Army and turned over to a civilian committee of British and Indian people in 1919 (2: 351). The first Indian civilian was hired into the Department of Agriculture and Veterinary Services in 1923. Later, the Agriculture Department was separated from the veterinary services. A director was appointed in each province to oversee the work of the Agriculture Department. These offices were operated by the Ministry of the Interior (74: 32).

In 1927, the Irrigation and Agriculture Ministry was established to operate all the departments currently in existence. This Ministry was abolished in 1930, and the Agriculture Department was affiliated with the Ministry of Economics and Transportation (2: 353).

Two divisions were established in 1928; they were the Crops Division and Agricultural Directorate. In 1934, the name was changed to the Agricultural Extension Division (2: 352). Since there was no Ministry of Agriculture, the Extension Service was annexed to the Ministry of Economics and Communications.
GRANDES CREST

In 1940, the government made great changes to the diversification of crops and livestock. The purpose of this initiative was to increase food production and improve the rural economy. Despite initial setbacks, the program showed promise in increasing agricultural output and diversifying agricultural production.

In the field of education, there was a significant focus on literacy and numeracy. Efforts were made to improve educational standards and ensure that children had access to quality education. This period also saw the establishment of new schools and the expansion of existing ones to accommodate growing populations.

In urban areas, there was a notable shift towards modernization and improvement in infrastructure. This included the expansion of public transportation systems, the construction of new roads, and the upgrading of existing ones. These efforts were aimed at improving connectivity and reducing travel times.

Overall, the period was marked by significant changes in various sectors of the economy and society. These initiatives had a lasting impact on the development of the region.
During the early 1940's, the Directorate for Agricultural Regions was established, and the Department for Agricultural Extension was placed under its supervision. However, in 1946 this Directorate was abolished according to the Ministry of Economics Regulation No. 85 (1946) and the Department of Agricultural Extension was established within the General Directorate of Agriculture. The purpose of this Directorate was to train farmers and provide them with the best information available about how to increase production. It also enforced agricultural laws and regulations, distributed seed, spread agricultural education and collected agricultural data (26: 136).

The Iraqi government requested a visit from the World Bank in 1951. The Bank sent a committee of experts to investigate the agricultural situation in Iraq and to report their findings. The committee studied Iraq's economic situation and presented their recommendations to the Iraqi government. The main point arising from their study was the urgent need for the establishment of a stable Agricultural Extension Service. The report indicated that there were only twenty-five people capable of filling jobs in the Extension Service at that time. Because of the small number of trained individuals, it was suggested that a director should be appointed to head Agricultural and Educational Services. His first duty would be to train agricultural graduates with a specialization in Extension Services (77: 2-10). Prior to 1952, Agricultural Extension Agents had distributed improved seeds, controlled pests and diseases in connection with farm crops, collected data, carried
out regulations and worked with the central offices. There was little actual Extension work done at this time.

Along with the small number of educated agents, the Extension Service faced the following problems:

1. Financial inadequacies plagued the department.
2. Most of the agricultural employees were busy with pest control and lacked the time for other work.
3. There was a general lack of professional knowledge.
4. Experimental data sources were unavailable.
5. Landowners prohibited the agents from talking directly with the farmers.
6. Agents did not have the Extension Service's philosophy - including time, experience and continuance teaching to the farmers.
7. The constant changing from one management to another caused the Service to be unstable.

Extension Services: 1952-1967

The first Ministry of Agriculture was established in 1952, and Agricultural Extension became a part of the General Directorate of Agricultural Research and Extension (27: 563).

In 1952, the Directorate requested technical assistance from the United States for the advancement of Extension Services in Iraq. The Food and Agriculture Organization (F. A. O.) of the United Nations sent one expert in response, and the Project of Technical Assistance of the
United States sent four experts to aid Iraq in their expansion of Agricultural Extension. A program was set up immediately, and the work began as scheduled. There were three initial target areas: Arbil, Baghdad and Basrah. Because of the lack of qualified technical agriculturists, only these three areas received help, although there was pressure from other areas for assistance (12: 48). In 1954, assistance was given to all areas which had requested government aid, even though assistants were few and finances were meager. This over-extension caused breakdowns in the program which resulted in uncompleted projects. It became apparent to the authorities of the Agricultural Extension Service that the following needs must be met: (1) courses in Agricultural Extension must be taught in the agricultural colleges; (2) increased cooperation was needed with the agricultural colleges and the agricultural experiment stations in order to better train the agents and provide them with better facilities; (3) a center must be established where demonstrations could be prepared for the agents' use; (4) needed supplies for Extension farm work must be purchased; and (5) the needs of farmers and rural areas in Iraq must be diagnosed (12: 49).

In 1957, the General Directorate of Agriculture became responsible for Agricultural Extension work. It was to be headed by a department director who was to be responsible for the department, as well as for supervision and management of all agricultural technical affairs in Iraq (12: 50).
After the Revolution of 1958, the American experts in Agricultural Extension left Iraq. The Extension agents had been busy in areas other than Extension work, such as collecting taxes from landowners and solving the land-seed problem among the farmers and owners. The time required to fulfill these duties had kept the agents from normal Extension work and had decreased the effectiveness of the Extension Service.

The lack of experienced agents for the Extension Service had long been a problem in Iraq. Table III shows the number and distribution of Iraqi Extension agents in 1959.

In 1963, the Institute of Cooperation and Agricultural Extension was established in Iraq. It became one of the Institutes sponsored by the United Nations Special Fund in 1965 when an agreement was signed between the Iraqi government and a representative of the Special Fund. One of its main purposes was to train 18 graduates of the College of Agriculture and 50 graduates of the Agricultural High Schools each year in a nine-month program on Extension work to prepare them to serve as Extension agents and assistant agents (22: 10).

Extension Services: 1968-1973

After the Revolution of July 17, 1968, the General Directorate of Agricultural Extension was established according to Regulation No. 4 of 1969. One hundred and seventy-two employees were transferred to work with the Extension Service. Thirty-five automobiles and fifty-five motorcycles were furnished as means of transportation to facilitate
TABLE III
NUMBER OF AGRICULTURAL EXTENSION AGENTS IN IRAQ FOR 1959

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Number of Agents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nineveh</td>
<td>13</td>
</tr>
<tr>
<td>Arbil</td>
<td>4</td>
</tr>
<tr>
<td>Sulaimaniya</td>
<td>7</td>
</tr>
<tr>
<td>Tamim</td>
<td>9</td>
</tr>
<tr>
<td>Deyalla</td>
<td>7</td>
</tr>
<tr>
<td>Baghdad</td>
<td>7</td>
</tr>
<tr>
<td>Al-Anbar</td>
<td>6</td>
</tr>
<tr>
<td>Kerbala</td>
<td>3</td>
</tr>
<tr>
<td>Babylon</td>
<td>4</td>
</tr>
<tr>
<td>Thi-Qar</td>
<td>5</td>
</tr>
<tr>
<td>Al-Kadesia</td>
<td>6</td>
</tr>
<tr>
<td>Mothana</td>
<td>6</td>
</tr>
<tr>
<td>Wasit</td>
<td>6</td>
</tr>
<tr>
<td>Maysan</td>
<td>6</td>
</tr>
<tr>
<td>Basrah</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Number of Agents: 84
agents in visiting the villages and farms. A training movie set up in a van was utilized for sharing the farm methods that were to be applied on farms throughout Iraq.

Since the dire need for an Extension Service had become apparent to the Iraqi government, the government worked quickly to aid the agents in all areas. This first year's achievement for the Department was a concentrated organization and plan to increase crop yields. The introduction of approved crop varieties was a main feature of this project. This aspect of planning and organization was stressed when, in 1970, Regulation No. 4 was abolished and replaced by Regulation No. 2 of 1970. This Regulation established the Division of Planning and Programming. It was divided into three areas: (1) Research and Planning, (2) Collecting of Data and Agricultural Research, and (3) Supervision and Accomplishments.

Regulation No. 31 was issued in 1971 by the Higher Agricultural Council. This established a formal structure for the General Directorate of Agricultural Extension (12: 53). By 1973, this structure had been effected. Figure 2 shows an organizational chart for the Extension Service in 1973. Work with rural women fell mainly under the headings of Rural Development as shown.

In 1972, the Revolutionary Council declared the establishment of fifty-four kindergartens in the rural districts and supplied well-balanced meals to the students. There were 1,434 children enrolled in these schools (33: 5). Other new activities for the year included:
Figure 2. Structure of Agricultural Extension in Iraq in the Beginning Year of 1973. (12: 59)

*Agricultural agents in Kathai and Nahia within agricultural offices.
(1) Schools for adults established in order to teach reading and writing to the rural people; (2) Recreation in the form of trips, meetings and movies set up in the rural communities; and (3) Rural people were encouraged to participate in national and international holidays (33: 1).

The first female graduates of the Agricultural College at Bagdad were placed in roles as agents in 1972. They were to work with rural families in three counties: Abu-Ghriab, Ramadan 14, and Almahdian. The agents' duties were to train and educate the rural women and to demonstrate new agricultural techniques because the rural women were active on the farms. The trained rural women could not influence their husbands in utilizing the new agricultural techniques available to them. Survey results of the counties proved that the economic and social conditions of rural families were so intertwined that female agents were most necessary. Agents helped the rural women utilize their time in such a way as to financially benefit the entire family.

The growth of the Extension Service and the government's commitment to improving agricultural services resulted in an increase in programs and agents. This growth can be dramatically demonstrated in Table IV. In 1959, the total number of Extension agents in Iraq was 84. By 1973, this figure had quadrupled.

While this growth had been substantial, there had been numerous problems in implementing Extension programs. These problems have been confronted in the 1970's and many have been solved.
### TABLE IV
NUMBER OF AGRICULTURAL EXTENSION AGENTS IN IRAQ IN 1973

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Number of Agents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nineveh</td>
<td>32</td>
</tr>
<tr>
<td>D'hok</td>
<td>8</td>
</tr>
<tr>
<td>Arbil</td>
<td>24</td>
</tr>
<tr>
<td>Sulaimaniya</td>
<td>17</td>
</tr>
<tr>
<td>Tamim</td>
<td>28</td>
</tr>
<tr>
<td>Deyella</td>
<td>31</td>
</tr>
<tr>
<td>Baghdad</td>
<td>37</td>
</tr>
<tr>
<td>Al-Anbar</td>
<td>33</td>
</tr>
<tr>
<td>Kerbala</td>
<td>8</td>
</tr>
<tr>
<td>Babylon</td>
<td>32</td>
</tr>
<tr>
<td>Thi-Qar</td>
<td>34</td>
</tr>
<tr>
<td>Al-Kadesia</td>
<td>24</td>
</tr>
<tr>
<td>Mothana</td>
<td>8</td>
</tr>
<tr>
<td>Wasit</td>
<td>32</td>
</tr>
<tr>
<td>Maysan</td>
<td>15</td>
</tr>
<tr>
<td>Basrah</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Number of Agents: 383
B. IRAQI EXTENSION SERVICES: 1974 TO PRESENT

Although Extension agents need to work directly with the rural women, social customs and taboos create obstacles to carrying out helpful programs. Table V gives the characteristics of a typical family in Iraq. These characteristics are ingrained in the rural communities and account for many of the problems faced by Extension agents.

Trying to break through the ancient archaic customs and beliefs of the rural people in Iraq proved to be very difficult. In addition to social pressures, agents faced other major difficulties in the rural areas. Some of these are described below:

1. The lack of Agricultural Extension graduates to work in the rural areas made it difficult to reach all of the rural communities. Those few graduates were many times placed in other departments, lessening the available graduates even more.

2. The lack of transportation and the poor quality of vehicles caused the agents to be unable to visit their districts as often as needed. When agents missed meetings and lectures, the rural women lost interest, and more time and energy was required to regain community interest in Extension programs.

3. The lack of buildings and meeting places made it difficult for agents to hold lectures and demonstrations. Many of the buildings that were used did not meet the requirements needed to fulfill regulations.
TABLE V
CHARACTERISTICS OF A RURAL FAMILY IN IRAQ

1. Large patrilineal family unit.
2. Extended family living in same household.
3. All activities coordinated for family's welfare.
4. Each individual family member is responsible to every other family member.
5. Head of household has complete control over the family in personal and general decisions.
6. Customs and rituals are strictly followed.
7. Family relationships are strong and solid, curbing any difficulties which might arise.
8. Family unit is self-sufficient.
9. Standard of living and education is lower than in an urban family.
10. Great value is placed on having children, especially boys.
11. If within a marriage no offspring are produced, the husband may take another wife.
12. Large number of offspring preferred for the maintenance of agricultural duties.
13. Family is responsible in arranging marriages for family members.

(4: 6-7).
4. Hazardous highway conditions, especially during the rainy season, made it impossible for female agents to be in the field in their districts regularly.

5. The nature of the work required special equipment and furniture, but there was such a proliferation of regulations and codes that had to be met before equipment could be purchased that oftentimes agents went without.

6. Supervisors had opposing opinions of how programs should be run. The lack of specific goals and program guides made the Extension programs inconsistent and varied from district to district.

7. Salaries of female agents and home economics graduates varied from district to district. Due to differing economic conditions, it was difficult to equalize employees' salaries (28: 22).

During recent years, the Directorate of Agricultural Services has made a substantial effort to resolve some of the obstacles to successful Extension work. Although many problems remain, there have been successes in making the Extension Service more effective in working with the rural population. Some of these solutions are described below.

1. The graduates of the Agricultural Colleges were sought to be trained as agents. A committee was formed to set up new classes in the Institute to train agents. These classes were headed by the Department of Extension and Rural Development. This department was designed to meet the needs of rural people. A committee from all the departments concerning agricultural training was established to design suitable contracts for the female agents.
2. Substitutes for the male agents who were working in other departments were found among the local high school graduates. These graduates were trained as agents. This program was utilized in all the needy provinces. Retraining of already working agents was begun to increase their efficiency and to introduce them to new ideas and program plans. Some female agents were trained outside of Iraq with the hope that new ideas could be introduced in the Extension Service. Some of the training topics were:

   a. Animal Husbandry
   b. Farming Procedures
   c. Poultry Husbandry
   d. Food Technology
   e. Extension and Programming
   f. Home Economics

These courses were taught for two short periods each.

This program used experts from the specific fields related to their subjects. People attending the classes were from all the provinces and all the branches of agriculture. The Iraqi Women's Union was influence on these classes.

3. Transportation needs were met, but the demand increased constantly. The government has made a substantial effort to meet these increased demands whenever possible.

4. The problem of building space was resolved by renting buildings which met specifications and making additions if needed. Special halls
were built for women with volunteer help from the community. Many other buildings were renovated to meet the standards for training agents and holding meetings and lectures.

5. Hazardous road conditions were corrected by allotting special priorities to roads entering and leaving districts.

6. Former restrictions for purchasing furniture and equipment were removed.

7. Ideas were disseminated through bulletins. Program plans were outlined for agents, and lectures for each subject were provided. Individual pamphlets were distributed to the Extension agents on each area of Extension work.

8. The Higher Agricultural Council agreed to increase allowances by 50 percent in all provinces in order to encourage agents to stay in their jobs and to attract new agents.

9. In order to be aware of programs and discoveries made in other countries, training was conducted in Baghdad in cooperation with the International Food and Agricultural Organization which included representatives of Arab countries. Theoretical and practical lectures were presented by Iraqis and F. A. O. experts. At the end of the training period, recommendations and suggestions were presented in order to make the programs more effective.

10. Because it is difficult to reach individual families, centers were established to help reach these families. The centers are called District Extension Centers for rural women. Their programs are strictly
voluntary and well organized. The purpose of the centers is to increase the rural family's consciousness of social standards, to improve their homes and to teach homemaking and agricultural skills (28: 22-24). Another attempt to reach more families and to increase awareness of the role of women in rural communities has been the use of exhibits in local museums. These exhibits pertain to the productivity of rural women in the districts. This has enabled people to realize the benefits of Extension work with women.

The Iraqi Extension Service established goals for Home Demonstration work with rural women. These objectives were:

1. Water purification processes.
2. Child and health care.
3. Distribution of health care education; home maintenance and sanitation.
4. Home management.
5. Nutrition and cooking methods.
6. Poultry and domesticated animal care.
7. Promotion of good relationships among family members.
8. Sewing and pattern making principles.
9. Encourage the use of sewing machines.
10. Improve educational level of families.
11. Encourage home industries and the passage of traditional skills to children; assist rural communities in finding marketing facilities for their products.
12. Encourage community leadership.
13. Teach embroidery, needlepoint and knitting.
14. Teach new methods of production, management and collective cooperation in order to develop agricultural economy.
15. Assist women to gain social acceptance as equals.
16. Teach beneficial attitudes and social awareness

(25: 37; 24, 23).

The home economics Extension work in Iraq is presently producing excellent results and holds much promise for the future. To accomplish these goals, however, district agents follow specific plans set by the Extension Service. Their activities have been structures into specific fields. The following describes district activities in many program areas:

1. Agricultural Sectors
   a. Cooperative farm products
   b. Demonstration farms
   c. Supervision and guidance of rural women through new technology to help them adjust to commercial work and to advance their special talents (i.e., animal husbandry), maintaining individual gardens for the family to furnish family with important foods, raising of silk worms, food preservation and storage - their skills are increased through the use of lectures, meetings, and demonstrations using movies, posters and photographs.
2. Social Sectors
   a. Agents study social life of rural family.
   b. Social problems and their selections.
   c. Area social problems.
   d. Behavior and attitudes of area and their solutions.
   e. Overcome historic customs and beliefs.
   f. Teach goals and beliefs of the revolution through personal visits, lectures and films.

3. Home Economics
   a. Teach rural women with professions concerning the home
      (i.e., sewing, knitting, needlework, carpet making, clothes weaving, cooking, balanced diets, sanitation methods, child rearing).
   b. Abolish illiteracy (major concentration). Pre-schools established.

4. Political Sector
   Educate rural family politically to increase knowledge on world affairs, especially events affecting Iraq; help people to work collectively.

5. Sanitation and Health Sector
   Sanitation service taught to rural women through guidance by lectures and personal visits.

6. Organizing Sector
   a. Agents organize work with different groups.
   b. Establish women's agricultural groups in addition to official organizations (28: 16-18).
All of the programs and services are administered by the Agricultural Extension Service. Figure 3 shows the organization chart for the Service in 1977. Note the heading for work with rural women.

Extension with rural women in 1978

By 1978, there were 360 districts established for rural women in Iraq. Due to the demand for Agricultural Extension Services for Rural Women, the General Directorate had appointed 629 female agents of differing fields and educational levels. These women were employed in the following fields:

- Rural Demonstration Agents: 44
- Assistant Rural Demonstration Agents: 430
- Social Research Agents: 24
- Agricultural Agents (Col. Grad.): 42
- Home Economics Agents: 89

**TOTAL**: 629

In order to encourage female agents to work among the rural women rather than in cities, the government has appropriated funds for bonuses. The following bonuses and rewards are given to agents:

a. An additional 50 percent of allowance for rural work.
b. Free transportation to and from home.
c. Bonuses for special achievements.
d. Bonuses given on national holidays.
e. Training allowances - for work inside and outside of Iraq.
f. Allowance for clothing twice a year.

(33: 1-6).
Figure 3. Structure for Agricultural Extension Services in Iraq—Year 1977. (28: 2)
C. SUGGESTIONS FOR THE FUTURE APPLICATION
OF TENNESSEE STUDY

In reviewing the information gathered about the Extension Service in Tennessee during the years 1910-1939, several points were identified which might make major contributions to the success of the Iraqi program. They will be discussed below.

1. Many homemakers in Tennessee were aware of the assistance and aid their husbands were receiving from the Extension Service. Many of these homemakers made personal requests to the Service for help in their daily work and for suggestions in how they could better assist their husbands in farm work.

2. The first Extension agents were from the areas in which they were to work. They showed great courage and enthusiasm in helping their neighbors in agriculture and home projects. Their personal interest in the area in which they were working helped them to keep their spirits high even when obstacles seemed overwhelming. Later agents could not work in their home counties due to political considerations. Agents were offered bonuses for outstanding achievements in an effort to encourage them to continued their work. Transportation was supplied for the agents when it was needed, and funds were granted for agents who wished to continue their education in agriculture and home economics.

3. The United States Department of Agriculture made an extensive nationwide survey of homemakers to discover the problems faced by rural
women. The survey requested suggestions as to how the Extension Service could be of assistance to them. Approximately 5,000 questionnaires were mailed, and over 1,000 were returned with helpful suggestions.

4. Because of the information gathered by the surveys, the United States Department of Agriculture initiated legislation on both the Federal and the State levels to meet the needs of farm women. The Smith-Lever Act of 1914 appropriated funds for home economics Extension programs. The Smith-Hughes Act of 1917 appropriated salaries for home economics teachers in high schools. On the county level, the Bankhead-Jones Act of 1935 appropriated funds for 18 home economics special agents to aid the regular agents in the programs. The new agents had B. S. degrees.

5. The Extension agents not only aided the homemakers with their problems, but the daughters also were contacted and incorporated into the projects.

6. The Extension Service and the rural women worked together during three very difficult times in Tennessee. During World War I, food production and preservation were stressed so that food could be sent to the men fighting overseas. During the 1920's, a recession was in full force throughout the agricultural section of the country. To help alleviate the pressures accompanying this recession, Extension agents showed the rural women how to conserve money by cutting expenses. This was done by teaching women how to grow and preserve foods, mend old clothes and make new wearing apparel, and by learning frugal home management skills. During the Great Depression of the 1930's, the need
to grow and preserve food for the individual family's welfare became the focal point of the agents and rural women. Also, helping farmers to adjust economically to the gross changes facing the entire country in this period was a major concentration and undertaking for the Extension agents. Although there was little electricity or running water for the rural areas prior to 1933, the Extension agents and rural families did not allow these hardships to interfere with their valiant attempts to get through this very difficult period.

7. The Extension Service started out on a very small scale, but through the dedication of the agents and rural families, the Service readily expanded its programs until all the counties in Tennessee benefitted from the assistance of the Service.

In 1910, the initial program begun was called the Tomato Canning Club. Girls started with 1/10 acre on which to raise tomatoes. Meetings were then held in which demonstrations on food preservation were made. The club was a great success, and it was expanded by adding a variety of vegetables to the gardens, and different types of preservation were introduced. Soon, other aspects of farm living became a part of the club's format. Sewing, needlepoint and home repairs were added and the girls participated enthusiastically. Poultry raising and maintenance became a part of the club's activities, adding fowl to the food production aspects of the club. Since vegetables and fowl were now projects for the girls, well balanced diets and nutrition were taught. Home care and maintenance for girls and women were added to the club's
expanding format. Landscaping and home renovation projects were begun to help beautify the surrounding areas and make the community a nicer place in which to live. Soon carpet making, mattress making and basketry projects began and were used as an income source for the club. Roadside markets for the girls' projects were set up which not only taught the girls market management, but also showed them better buying techniques. Personal health and hygiene for the girls became another aspect of the club. Records of improvement were kept on each girl throughout the program. A Home Nursing program was added shortly after the health program was initiated. The club grew and grew in all of the participating counties.

Clubs gave exhibitions in county fairs and competition between the different clubs began for fun and entertainment. State contests were begun for sewing skills, and winners were awarded with sewing machines, money and scholarships. Plans for reaching specific yearly goals were made and followed within each club. Specialists in sewing, poultry, marketing and other related fields were sent to the agents to support the program work. The University of Tennessee held short courses to help update agents on new ideas and projects which arose from year to year.

8. Women participated in the administration of the Extension Service by holding district management positions, specialists and there was an Assistant Home Demonstration Director.
Agricultural and home economics Extension work in Iraq is still in the formative stage. Iraq's Extension Service could benefit from the experiences and knowledge of Tennessee's programs. In reviewing these programs, suggestions for the future Extension work in Iraq are listed below.

1. There should be an extensive outreach program to make more women in Iraq aware of the many programs available to them through the Extension Service. This could be done through advertisements by means of all media and through community and home visitations where advertising might not reach the communities.

2. The Iraqi Extension Service should consider encouraging persons from rural communities to become agents to work in their own home areas. It was early shown that the success of Extension programs in Tennessee was greater when agents were from the same areas in which they were working. Agents working in areas personally important to them should tend to have a great sense of pride and enthusiasm knowing that through their determination and skill, they are bettering their communities. Also, bonuses for their achievements could be offered as well as scholarships for the agents who wish to expand their education and broaden their knowledge of Extension work.

3. A national survey could be conducted by the Ministry of Agriculture and Land Reform asking women for their ideas and suggestions in how the Extension Service could better help them with their problems in agriculture and home economics. Not all rural women could be reached through a printed questionnaire because of the vast illiteracy problem in
Iraq. To reach these women, an agent could make home visitations and conduct the survey by reading the questionnaire and recording the women's answers and suggestions for them. Specific needs and problems could then be assessed and projects could be started to correct and help with these problem areas.

4. Legislation could be enacted appropriating added funds for the Extension Service providing better equipment, facilities, and supplies, thus enabling the Service to better help the rural communities. New considerations for transportation also are needed.

5. The daughters of rural women should have a club to encourage girls at an early age to be aware of better means of running their future households as well as helping in their parents' homes. Projects concerning sewing, gardening and animal food production could be conducted in which the girls would not only learn these skills, but at the end of each project, they would have something to show for what they had learned.

6. The Extension Service should train their agents extensively in the area of crisis intervention. If a serious crisis should arise, like a depression or war, the agents could work with rural people to help them through difficult times. The agents could help people in holding their families together by making sure there would always be enough food and clothing. In return, the rural families would support their government in their actions and be ready to help in anyway possible.

7. Expansion of the already important industries of rural people should be a major concentration of the Extension Service.
Improvements in carpet making, basketry and the many other activities of rural women could benefit the entire community. The expansion programs should begin simply, adding new programs such as home improvement, landscaping, serving, cooking and animal husbandry. Nutrition and food raising could be very important projects to add. Food preservation would be a logical addition to the program at this time. As the clubs and their programs progressed, fairs could be started where clubs could exhibit their projects, and competition between the clubs could take place. Awards of money and scholarships could be given to the winners of the competitions encouraging them to further their agricultural and home economics studies. Universities could offer short summer courses for the agents to bring them up to date on new techniques in the agricultural and home economics fields.

8. A rural women's project in Iraq, headed by a qualified woman Assistant Director, should be established. Other supervisory positions could be added as needed. The offices would be run by women who have had experience in Extension work. Increase the number of agents doing work with rural women from 629 in 1973 to 3,000 within ten years.

9. Recommendations for better future Extension accomplishments:
   (1) provide transportation to agents traveling to and from work areas;
   (2) provide buildings and office space for Extension work; (3) provide housing for agents in work areas; (4) provide additional training as described below.

   a. intensive agriculture and home economics courses
b. on-the-job training
c. continuous training - encourage agents to seek more academic degrees
d. participate in conferences and meetings
e. interest in her work
f. meet with authorities often
g. good relationships with other agents and employees in other offices to keep work running smoothly
h. good relationship with the farmers and local authorities
i. follow program closely
j. participate in programming
k. program should meet needs of the farmers
l. local authorities should participate in programming
m. evaluation of results

10. Guide of Standards for female agents:

A. Know what the farmer to be visited is doing scientifically and practically to enable her to aid him properly, this can be achieved through the following steps:
   1. participate in training programs
   2. read journals, books and published articles
   3. cooperate with her colleagues and supervisors
   4. use demonstration materials
   5. pleasant personality
   6. take in consideration the customs and beliefs
   7. know the area problems and environment
B. Keep subject matter to be taught to the farmers simple and easy to understand.

C. Have conferences with farmers and their families before beginning the program.

D. Keep changes and adjustments simple and accept the knowledge of the farmer and use it to his benefit.

E. Act as a bridge between farmer and government.

Aside from these specific recommendations for program changes, the goals and objectives of the Extension Service in Iraq should provide for the following opportunities for rural women: (1) To make women's work easier by the introduction of simple conveniences, by improvement in sewing and homemaking skills; (2) To make rural people more healthy by proper nutrition, proper clothing, better rest and greater care in personal hygiene, and better sanitary conditions in the communities; (3) To make the country home more attractive both inside and out; (4) To teach girls to be better homemakers; (5) To teach wives to secure a greater family income from gardening, dairying, and care of the farm flock; (6) To have better opportunities in her guidance by Extension agents; (7) To establish love and pride in their communities; (8) To develop leadership skills; (9) To increase the national income by efficient work at home as well as on the farm; and (10) To develop a condition in which rural living is satisfying and rewarding, thus ending the exodus of people to the cities.
CHAPTER IV

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

For over seventy years, the United States Department of Agriculture, Agricultural Colleges and Agricultural Experiment Stations have been acquiring considerable knowledge and expertise in the field of Extension work. The need for an out-of-school educational program became apparent in the early part of the twentieth century. With the passage of the Smith-Lever Act in 1914, home demonstration work, as a part of Cooperative Extension, was officially started to meet the needs of the rural women of the nation. Tennessee was one of the early states to begin Extension work. The purpose of the agency was to provide informal educational aid to all rural people free of charge.

While American Extension efforts, then, immediately included work with rural women, Extension efforts in Iraq, a developing nation of the Middle East, did not include work with women until 1972. Since Extension work with women and girls in Tennessee started early and has been notably successful, it was felt that a review of the history of said development might provide insights of value for Iraq. Since Iraqi Extension is in an early stage of evolution, it was felt that study of Tennessee's Service during the period 1910-1939 might be most meaningful.

Purposes of the Study

The general purposes of this study were: (1) to determine how the rural women in Tennessee were involved in and influenced by the
development of home economics Extension work; (2) to identify roles played by home economics Extension during the period studied (1910-1939); and (3) to apply facts gleaned from the Tennessee study to make suggestions for the development of Extension Services for Rural Women in Iraq.

This study was designed to answer the following questions: (1) What factors contributed to the successful establishment of home economics Extension in Tennessee? (2) What were the goals of the organization? (3) What problems were faced and overcome during the formative years of the agency? (4) What was accomplished, and how was it accomplished? (5) What home economics subject matter was emphasized and why? (6) How were agents recruited, trained and paid? (7) What legislation and national and state events influenced the successful development of the Division of Extension? (8) What can be learned from Tennessee's experience that might be applied to Iraq's developing Extension Service for rural women?

Methods Used

The historical method was used as the major approach to this study. Statements, dates, events, and official documents were taken from unpublished, type-written Annual Reports from 1910-1939 of the Tennessee Extension Service. This was supplemented by interviews with Dr. Claire Erin Gilbert, Professor Emeritus and former Head of Home Demonstration Methods at The University of Tennessee. Books and documents regarding the Tennessee Extension Service were limited to literature available at The University of Tennessee.
Literature for the study of Iraq's Extension Service was limited primarily to material from the Ministry of Agriculture and Land Reform. Also, personal communications with Nachiha Salman Dawoud, agent in the Rural Women's Department in Iraq were used to supplement governmental materials.

Factors influencing the development of work with rural girls and women were the factors studied in both Tennessee and Iraq. Problems faced, goals established, qualifications of agents, subject matter included in programs, events and occurrences of particular import were considered for each year and time period. Convenient headings related to particular times were adopted to make discussion of Tennessee data more meaningful. These headings divided the history of Extension work in Tennessee into the following periods: (1) Prior to the Smith-Lever Act: 1910-1913, (2) Smith-Lever Act through World War I: 1914-1919, (3) Readjustment and Pre-Depression: 1920-1929, and (4) Depression and Recovery: 1930-1939.

This study was limited to the period 1910-1939 because the Extension Service was well-developed by 1940, and most information of use for Iraq occurred prior to this time. This early period in the United States was particularly representative of many of the social problems now plaguing Iraq's work with rural women. It also was impossible to study a larger period in the time available for this study.

Similar headings were used for the discussion of Iraq's Extension Service. These included: (1) Brief history of Extension Service in Iraq:
1917-1973; and (2) Iraqi Extension Services: 1974 to present. 
Tennessee and Iraqi data were then related in a meaningful way in order to facilitate correlations and make suggestions from the former's successful Extension history to the future development of the latter's Extension Program for rural women.

A. SUMMARY OF FINDINGS

History of Tennessee Home Economics Extension: 1910-1939

Discussion of the evolution of Tennessee's Extension home economics program will be presented below under the convenient headings mentioned earlier.

Prior to the Smith-Lever Act: 1910-1913
1. The appointment of Virginia P. Moore occurred in 1910. She was the first agent to work with women and girls in canning clubs. Her employment was followed by the hiring of additional agents to assist her.
2. The establishment of the Program for rural women and girls paralleled the one in farm demonstration for farm men and boys.
3. Initial problems facing these early agents were created by difficulty in transportation, the lack of communication equipment, low incomes, short-term employment and long work days.
4. Early surveys conducted by the Country Life Commission and the United States Department of Agriculture on the conditions of life in rural America preceded passage of the Smith-Lever Act in 1914, establishing the Cooperative Extension Service and incorporating the needs of rural women.

5. Early subject matter for rural homes covered a limited range of topics, including gardening, canning, poultry care, sewing, sanitation, butter making and home ground beautification.

6. Initial agents were hired from local communities to work in their own areas. Many were rural school teachers and most lacked college degrees.

Smith-Lever Act Through World War I: 1914-1919:

1. Primary Extension goals of this period were to expand Extension Services and to resolve problems created during and after World War I. This was true in Tennessee as in other states.

2. Passage of the Smith-Lever Act, establishing the Division of Extension of The University of Tennessee and other Land Grant Colleges, and passage of the Smith-Hughes Act in 1917, expanding the availability of vocational teachers for Extension and high school work, highlighted this period.

3. Tennessee was divided into districts of East, West and Middle Tennessee with agents and supervisors assigned to work within a particular district.
4. The Division of Extension added its first specialists to work in the fields of home economics and health.

5. Agents were appointed to work with women in black communities.

6. The United States entered World War I.

7. Division of Extension expanded during the war to meet emergency needs of food and labor shortages. This was followed by a drastic reduction in funds and staff in the post-war period.

8. The United States Department of Agriculture circulated and published a survey on "The Farm Woman as She Sees Herself" and initiated expanded programs to meet the expressed needs of rural women.

9. Program changes included the introduction of fairs and contests to encourage girls to complete projects and initiate new ones. Bulletins and other publications were published on a wide scale dealing with subject matter relevant to Extension programs.

Readjustment and Pre-Depression: 1920-1929:

1. Objectives for the Extension Service centered around recovering from the fund cut backs that occurred after World War I, and assisting rural families to adjust to new economic conditions and the impending depression.
2. A fourth district was added to the three already in existence. These four districts were supervised by Margaret A. Ambrose, Assistant Director for Home Demonstration Work.

3. Due to the substantial reduction in county agents, remaining agents were required to carry a very heavy work load.

4. The Division of Extension was changed to the Tennessee Agricultural Extension Service and its headquarters established in the new Agricultural Building at The University of Tennessee.

5. Four-year projects were established in clothing, poultry raising, and cooking. These programs were supplemented by expanded contests and competitions.

6. The Extension Service introduced the concept of statewide campaigns during this period. These campaigns included the "Milk for Health" campaign, the "Name-Your-Home" campaign and the "Home Beautification" campaign.

7. Home demonstration agents, working under a heavy workload, initiated lecture demonstration teams - groups of girls from 4-H Clubs who were prepared to give lectures and demonstrations on subjects taught by home demonstration agents.

8. This period witnessed the introduction of new conveniences for rural homes in the form of running water, kitchen sinks and screening for insect control.
Depression and Recovery: 1930-1939

1. Activities of the Extension Service centered around aiding families to meet the difficult problems created by the Depression of 1930.

2. Programs were expanded, and a great effort was made to contact every rural family in the state.

3. Passage of the Bankhead-Jones Act of 1935 allowed the Extension Service to hire eighteen agents with bachelor's degrees. The number of agents during this period expanded to sixty-seven white agents and eight black agents.

4. The passage of the Agricultural Adjustment Act aided rural families by providing low interest rate loans for seeds, fertilizers, etc. The Extension Service administered the program in the state.

5. Conservation skills constituted the primary program thrust during the Depression. Women were taught the conservation of food, clothing, and income.

6. The Tennessee Valley Authority had a major impact on the rural communities in Tennessee, creating many new jobs in the rural areas and providing the area with flood control. T. V. A. worked closely with the Extension Service, providing funds and expertise.

7. Program planning improved drastically during this period with the introduction of county councils. These councils
worked with the Extension Service to plan programs that would be helpful to their own local conditions. These councils also served to promote community involvement in the Extension Service.

8. The Extension Service attempted to establish community libraries in the 1930's. These small traveling libraries provided a collection of books available to each community during the year. The Service also expanded their outreach program by utilizing the radio medium. By the end of the period, six radio stations were broadcasting club news and lectures to most of the rural areas in the state.

Thus, the home economics Extension program in Tennessee evolved from a meager beginning in 1910 with one woman formally employed to aid rural women to that of a well-organized and effective system by 1939 with an assistant director at the state level, black and white supervision in four districts and the state, five specialists and sixty-seven white agents and eight black agents doing home demonstration work. Problems faced ranged from war to drought and depression; and Extension workers had the freedom and flexibility to help people solve their problems successfully.

History of Agricultural Extension Work with Rural Women in Iraq

Agricultural Extension in Iraq is recognized as one of the most important methods available to improve the agricultural situation in the country. In recent years, the Extension Service established a
program for rural women, recognizing their important role in rural communities. Iraq's commitment to improve the status of women resulted in the establishment of the Department of Extension work for rural women. This department has offices and agents in each province.

Prior to 1952.

1. In 1917, the Agricultural Projects Department was formed. It was administered by foreign troops for the purpose of increasing food production for the English troops and the general public.

2. The Agriculture Department was transferred to civilians in 1919.

3. The Agricultural Department was operated by Iraqis under the supervision of the Ministry of the Interior in the early 1920's; however, in 1927 it was again transferred to the newly established Ministry of Irrigation and Agriculture.

4. The 1930's witnessed two more shifts of authority for the Agricultural Department; in 1930, it was affiliated with the Ministry of Economics and Transportation; in 1934, it was placed under the supervision of the newly established Directorate for Agricultural Regions.

5. In 1946, the Directorate for Agricultural Regions was abolished and the Department of Agricultural Extension was established within the General Directorate of Agriculture. The purpose of this department was to train farmers and
provide them with the best information available for increasing production. It also enforced agricultural laws and regulations, distributed seeds, and collected data.

6. In 1951, the World Bank sent a team of experts to Iraq to study economic conditions; their recommendations to the Iraqi government included, as the main point, the establishment of a stable Extension Service. Prior to their visit, there had been little actual Extension work done by the Department of Agriculture. The constant transferral of authority had created an unstable situation, and the lack of funds and trained agents made it impossible for the Department of Agriculture to successfully work with rural communities.

Extension Services: 1952-1967:

1. The first Ministry of Agricultural Extension was established in 1952, and was under the General Directorate of Agricultural Research and Extension.

2. On the request of the Directorate of Agricultural Research and Extension, one expert from F. A. O. and four experts from the Project of Technical Assistance of the United States visited Iraq to assist in the development of agricultural Extension work. The trip was not wholly successful as the initial plan had been to work with
three provinces, but as the demands from other provinces increased, the work was extended to all provinces requesting aid. This overextension resulted in a breakdown of programs and uncompleted projects. These American experts left Iraq after the revolution of 1958.

3. Agents for the Extension Service were still burdened with tasks other than Extension work. They were responsible for collecting taxes from land-owners, and they were in the middle of the land-seed problems existing between farmers and landowners.

4. In 1963, the Institute of Cooperation and Agricultural Extension was established.

Extension Services: 1968-1973:

1. After the revolution in July of 1968, the General Directorate of Agricultural Extension was established according to Regulation No. 4 in 1969.

2. One hundred and seventy-two employees were transferred from other agricultural departments to work with the Extension Service. Their prime objective was to increase crop yields in the provinces.

3. In 1970, Regulation No. 4 was abolished and replaced by Regulation No. 2 of 1970, establishing the Division of Planning and Programming.
4. The Higher Agricultural Council issued Regulation No. 31 in 1971, establishing a formal structure for the General Directorate of Agricultural Extension.

5. In 1972, the Revolutionary Council established fifty-four kindergartens in the rural districts and supplied well-balanced meals to the students.

6. In 1972, the Department of Extension Services for rural women was established within the General Directorate of Agricultural Extension and started program work. This was the first complete Extension program for rural women.

Extension Services: 1974-Present:

1. It was found to be impossible for male agents to work with women in the rural communities, and the Extension Service sought female agents to work with women.

2. Successful Extension work with women has proved to be very difficult due to a number of factors. These obstacles include the ancient beliefs and roles of women which make it difficult to effect change. The lack of trained Extension graduates, the lack of transportation and the poor road conditions, the lack of proper building space and the low salaries allocated for female agents, created difficult problems for female agents to face if they were to successfully reach rural women with Extension services.

3. During recent years, the Extension Service has made a substantial effort to resolve some of these obstacles.
The shortage of trained agents has been partially overcome by hiring graduates of the Vocational Home Economics High School as agents to work with rural women. Salaries have been improved and agents have been provided with vehicles for visiting rural communities. Roads have been improved, buildings have been found for meeting facilities, and purchasing restrictions have been lessened.

4. District Extension Centers have been established in many provinces to increase access of women to the Extension programs and services.

5. The Extension Service set objectives for the work with rural women and instituted plans for accomplishing those goals. Field work was structured into specific areas, such as Agriculture, Social Services, Home Economics, Politics, Sanitation and Health and an Organizational Sector.

6. At present, there are six hundred and twenty-nine female Extension agents working in Iraq's rural areas. They have been encouraged to continue working in the rural areas through the provision of bonuses, clothing and transportation allowances, and training allowances.

Application of Tennessee's Evolutionary Factors and Events to Suggestions for Iraq

1. Tennessee homemakers were aware of the assistance given to their husbands by the Extension Service.
2. Early Extension agents were from the areas in which they worked.

3. The United States government made an extensive survey of farm women in an attempt to discover their needs.

4. Legislation was passed on the federal and state levels to meet the needs of farm women.

5. Girls were included in all plans for Extension programs.

6. An effort was made to involve women in the administration of the Extension Service. Women were appointed to the posts of assistant director and the district management and specialist positions.

B. IMPLICATIONS OF FINDINGS

1. There should be an extensive outreach program to make more women in Iraq aware of the many programs available to them through the Extension Service.

2. The Iraqi Extension Service should encourage persons from rural communities to become agents to work in their own home areas.

3. A national survey could be conducted by the Ministry of Agriculture and Land Reform asking women for their ideas as to how the Extension Service could better help them.

4. Legislation could be passed appropriating additional funds for the Extension Service. This would be used to provide better equipment, facilities and supplies for Extension work.
5. Clubs should be introduced for young girls. These clubs would present material similar to that offered to rural women and would train girls in more efficient means of establishing and running their households.

6. The Extension Service should train their agents extensively in the area of crisis intervention.

7. Home industries should be encouraged in the rural communities, and marketing facilities located for them.

8. The number of female Extension agents should be increased from the present 629 to almost three thousand within the next ten years. Women also should be solicited for management positions.

9. There should be increased attention to the Extension agents if the Extension Service is to be successful in the future. Agents should have access to additional training, with intensive courses being offered in the fields of agriculture and home economics. Agents should be encouraged to attend conferences and professional meetings. Better facilities should be provided for agents in their work areas, including transportation and housing in their areas. Agents should be required to update their skills continually by reading professional journals and participating in training programs. The Extension Service should train agents in use of effective home demonstration techniques.
Agents must be taught to be responsive to the customs, problems and environment unique to their communities. Agents should meet in a home conference with each farmer before beginning a program of work with them. This would help the agents to keep their teaching on the level at which the farmers can understand and it would help the agent become a better liaison person between the farmer and the government.

10. The Extension Service needs an effective mode of planning for Extension programs. These plans, once established, should be carefully monitored for implementation, and an evaluation system set up for determining program effectiveness.

C. RECOMMENDATIONS

Regarding Use of the Findings

1. The Agricultural Extension Service should offer services similar to those offered in the early Land Grant Colleges of the United States. These functions should include agricultural and home economics research and the multimedia dissemination of new information to farmers and homemakers.

2. A substantial effort should be made to reach every rural family in Iraq.
3. Surveys and studies need to be conducted to determine the needs, problems and interests of rural women.

4. Recreational and community activities should be added to the subject matter currently used in Extension work.

5. All communication media should be utilized to reach rural families.

6. The Extension Service should encourage local girls and women to become agents for their home areas.

7. National contests and competitions should be introduced to encourage girls and women to complete projects.

8. Specialists in the fields of home economics and agriculture should be added to the Extension Service to assist rural agents in developing programs.

9. Short courses should be offered through the Agricultural College and Home Economics College, giving intensive coursework in areas of interest to farmers and homemakers.

10. A continued emphasis should be placed on family and community health and sanitation.

11. The Extension Service must start from an empathetic position, understanding the problems of a given area, respecting the customs and beliefs of the rural population, and working patiently to effect meaningful change in the rural communities.
Regarding Further Study

1. Review of Tennessee Home Economic Extension for the period 1940-1978 should be made for any additional ideas and suggestions to relate to the Iraqi setting.

2. Similar studies could be made using successful Extension cases from around the world (e.g., the Netherlands).

3. Similar studies could be considered for 4-H Agriculture and Community Resource Development project areas.
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