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3000
Farm Home-Makers

Educational Factors Influencing the Activities of Farm Home-Makers

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EDUCATIONAL FACTORS INFLUENCING THE ACTIVITIES OF FARM HOME-MAKERS IN SELECTED LOCALITIES IN OKLAHOMA

This is the third of a series of bulletins⁽¹⁾ presented in regard to the activities and interests of farm women in selected localities of Oklahoma. The material for the bulletins has been gathered from a house-to-house survey of farm homes for the purpose of discovering facts which would determine the part the farm woman plays in establishing the economic status of her family by her standards of management.

It would seem at the present time that this role could not be determined without an analysis of factors contributing both to her attitude of mind toward her environment and also to her ideals as to what managerial abilities make for a good economic status. It is the purpose then of this bulletin to present some of the facts which have a more or less intangible influence on the farm woman's standards of management.

LOCATION OF GROUPS AND PLAN OF STUDY

As suggested above, this study is based upon information received from house-to-house visitation with farm home-makers in Oklahoma. Approximately one hundred women in each county were visited. The principle of random sampling was employed. The county group was chosen simply to give a name to the general locality surveyed. The counties chosen represent three sections of the state differing in topography, in agricultural interests, in sources of population, in the length of time the country has been open to white settlement.

Three counties studied are geographically adjacent. This plan was adopted that the larger sample might serve as a check on the smaller ones.

Garfield county in which one part of the survey was made, is located in the heart of the great wheat-growing section. A part of the county is given over to oil production. Although only farm women were interviewed, the ideals of many were colored by the fact that oil enterprises offered a partial source of income and by the contact with the families of workmen in the oil fields. The county is part of the Cherokee Strip and has been opened to white settlement since 1893. Enid, the county seat, is the largest town in the county, with a population in 1920 of 16,546.⁽²⁾

Kiowa, Tillman, and Jackson counties furnish three other groups of farm women. These counties are located in the southwestern part of the state. The lay of the land is largely prairie broken by some mountains in Kiowa county. The Red River influences the soil and moisture of parts of Jackson and Tillman counties. The dates of settlement of the three counties were not far apart, but some ten years later than that of Garfield county.

No large towns are found in the counties, although the county seats, Hobart, Frederick and Altus, with populations of 2,936, 3,822 and 4,522,

respectively,⁽²⁾ are enterprising towns. The conspicuous crop is cotton, although, particularly in Kiowa county, diversification is practiced.

The fifth group was taken from Carter county which was formerly part of the old Chickasaw Nation. White people have lived there longer than in the other sections. The topography is quite broken. In one part of the county, oil production rather than agriculture is the chief enterprise. Cotton is the main staple, although gardening and fruit raising are engaged in by individual farmers more in this group than in the other groups. Ardmore, with a population of 14,181⁽²⁾ is the county seat.

PLACE OF BIRTH (BY STATE) OF FARM WOMEN IN SELECTED DISTRICTS OF OKLAHOMA—A FACTOR IN DETERMINING THE ACTIVITIES OF THE GROUP

Nativity would seem to be a factor in determining to a certain extent the ideals and the course of action of a people. One's early home and the set of mind of one's parents places a stamp on an individual and enters into the manner of thinking and acting in his later life. One can not put too much weight on such a factor, nevertheless it is worthy of some consideration.

In this study five hundred thirty-five women were interviewed on this question.

Twenty-four states and five foreign countries were represented by this relatively small group of women. Texas has contributed more of the group to this state than any other state. Twenty-nine and five-tenths per cent of the whole group were born in Texas. As would be expected, the county groups nearer to the border of Texas, viz., Carter, Jackson and Tillman, show higher per cents of the women born in that state, with 40.6%, 42.3% and 33.8%, respectively. In the Garfield group there was not a single woman with Texas as her native state.

The makeup of the several groups taken by themselves is quite interesting since each group shows quite a different composition from that of all the groups taken as a whole. Since Garfield county is closer geographically to Kansas, we find the women of Kansas nativity making up the highest per cent of the population, namely, 19.8%. Missouri offers her contribution of 17.7% of the group. The native-born Oklahomans come next with 14.6%; Illinois, 12.5%; and Iowa next with 10.4%. 5.2% of the women of the Garfield county group were born in foreign countries, viz., Bohemia, Germany and Switzerland. The remaining 19.1% is made up by those born in states, most of them rather far removed, viz., Nebraska, Kentucky, Minnesota, Virginia, Indiana, Ohio, Pennsylvania, South Dakota, Wisconsin, Maryland and Arkansas.

The Kiowa county group have for their native states, Texas, Missouri, Oklahoma and Arkansas, with 25.6%, 14.5%, 12.8% and 8.5%, respectively. 3.4% were born in foreign countries—Bulgaria and Germany. The remaining 35.2% of them had for their nativity in order of numbers, Tennessee, Iowa, Kansas, Ohio, Georgia, North Carolina, Illinois, Indiana, Louisiana, Mississippi, Nebraska, Alabama, Kentucky, and Virginia.

The Tillman county group had for their native states, Texas, Oklahoma and Alabama, representing 33.3%, 12.4% and 9.5%, while for the remaining number, in order of numbers, Arkansas, Illinois, Mississippi, Missouri, Indiana, Kansas, Tennessee, Kentucky, North Carolina, Ohio, Pennsylvania, Iowa, and Nebraska were the native states. Belgium was the only foreign

country represented. The Jackson county group is more homogeneous since 62.1% of the women were born in Oklahoma and Texas. 9% were born in Alabama, 7.2% in Tennessee and 6.3% in Arkansas. The remaining women had for their nativity the following states in order of numbers: Mississippi, Missouri, Kentucky, Illinois, Georgia, Iowa, Kansas, Louisiana. Only 4.5% of the whole group were born in other states than those classed as strictly southern.

The Carter county group had for their nativity largely Texas, Oklahoma, and Arkansas, represented by 40.6%, 23.6% and 11.3%, respectively. The other states represented were Tennessee, Mississippi, Alabama, Georgia, Missouri, Kentucky, South Carolina, Pennsylvania and Illinois.

Summarizing then, we may say that this generation of farm women by birth are not of this state alone. As far as birth would influence, they bring ideals from many states and sections of the country. Nor can it be said that these neighborhoods are melting-pots, for there seems to be much segregation. The northern (particularly the far northern) and eastern states are especially represented by the Garfield county group. The Carter county group seems to have consisted of women almost exclusively of southern nativity. This group is followed rather closely by the Jackson county group. From the standpoint of actual numbers, the Kiowa county group followed by the Tillman county group seems to be more generally cosmopolitan than any of the groups surveyed.

MOVEMENT FROM STATE TO STATE— A SOCIALIZING FACTOR

Although nativity, generally speaking, has a great influence on the later life, the movement from place to place also acts as a socializing factor. The early mind-set is modified. New ideals creep in.

The author is reminded of a remark heard to the effect that whatever may be said of Oklahomans, one must admit that they had all been some place. The following figures will indicate the truth of the statement made so facetiously.

Five hundred twenty-seven women had lived in thirty-five states besides Oklahoma, and six foreign countries. Sixty-nine of these women had been residents of Oklahoma all their lives. Twenty had lived in Oklahoma twice. Forty-nine and seven-tenths per cent of the women had at some time been residents of Texas.

Aside from Texas and Oklahoma, the following states, Missouri, Kansas, Arkansas, Illinois, Tennessee, Alabama and Iowa have contributed most to the ideals of the Oklahoma farm women interviewed in this survey, although Nebraska, New Mexico, Mississippi, Kentucky, Arizona, Colorado and Indiana each have given in ideals and standards to ten or more women. Other states, viz., California, Florida, Georgia, Louisiana, Maryland, Minnesota, Montana, Nevada, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota, Virginia, Washington and Wisconsin, have all set a stamp on the character of Oklahoma farm women of these localities. Besides these states, Belgium, Bohemia, Bulgaria, Germany, Mexico and Switzerland have offered their bit to the cosmopolitan make-up of these communities.

Fifty-four and eight-tenths per cent of the whole group of women had lived in two states, 23.9% in three states, 5.4% in four states, 1.7% in five states. One woman had lived in 6 states, 5 women in one state and one foreign country, 4 women in two states and one foreign country, 1 woman in three states and one foreign country and one in five states and one foreign country. Counting out the sixty-nine women who had always lived in Oklahoma, an average of 2.53 moves from state to state had been made. The movement from one state to another is not peculiar to any one group. Truly, "Oklahomans have been some place" and Oklahoma is a potential melting pot.

You will note that this moving from place to place does not necessarily suggest the rolling stone which gathers no substance, since these moves cover a period of time when the woman was a member of her father's household as well as that after her marriage when she has had a definite part in establishing a home. The moves in this case may be more of an asset than otherwise in that new surroundings give new ideals. On the other hand, since it is the woman who frequently holds her husband to the household moorings, women who have become used to lifting the anchor of home ties will not be strong in exercising the steadying power.

THE STATES CONTRIBUTING TO IDEALS FORMED IN SCHOOL

Twenty-six states and one foreign country have contributed to the formal education of the five hundred twenty-six women reporting on this question. Oklahoma is entirely responsible for the school training of one hundred fifty-three women or 29% of these farm home-makers and partly responsible for that of eighty other women or 15.3% of the women. In other words, 44.3% of the farm home-makers interviewed were indebted either wholly or in part to Oklahoma for their school education.

It should be borne in mind that at this date the great western half of the state has been opened to white settlement only thirty-nine years and that free elementary schools for white children have been established in the eastern half, that part formerly known as the Indian Territory, for only twenty years. The school system has had to go through a formative period, but it has had the advantage of the older states by being able to build up on the heritage received from those states.

Texas comes next in furnishing school training to the farm women. Thirty-one and seven-tenths per cent of the women went to school at least part of the time in that state. However, to show the segregation of groups, only one woman interviewed from Garfield county had gone to school in Texas. Missouri, Kansas, Tennessee and Alabama came next in order with 7.2%, 5.1%, 4% and 3.8%, respectively.

The Garfield county record shows that the women have gone to school in fifteen states and one foreign country; the Kiowa county record, in seventeen states and one foreign country; the Tillman county record, in eighteen states; the Jackson county record, in fourteen states; and the Carter county record, in twelve states. The Garfield county women went to school largely in Oklahoma, Kansas, Missouri, Iowa, Illinois and Nebraska in the order named. The Kiowa county group received their "schooling" in Oklahoma, Texas, Missouri, Arkansas and Tennessee. The Tillman county group went to school in Texas, Oklahoma, Alabama, Illinois, Arkansas, Indiana, Kansas, Mississippi and Missouri. The Jackson county group shows the same per cent for Oklahoma and Texas, viz., 46.8% and a relatively small number from Tennessee and Alabama. Other states listed are merely represented.

The Carter county group shows practically the same record as Jackson county. It is to be observed that many of the women went to school in more than one state.

It may seem that we are stressing territorial background unduly. However, we believe that it is an important factor in the socio-economic study of any group. The thought of one's father becomes in a modified way the thought of the child. We are Republicans or Democrats largely because our fathers were Republicans or Democrats. We are Methodists, Presbyterians, or Baptists because our families, possibly for generations, have been Methodists, Presbyterians, or Baptists. Traditions, customs and superstitions of the state or the section of the country where we were born, were reared or have resided for some time, become ours. The beautiful, shaded yard with its beds of peonies, violets, pinks and chrysanthemums raised at such cost of thought and labor on the prairies in Garfield county was necessary to the family, particularly to the woman, who had known nothing else in her girlhood home in Virginia. The field workers found large numbers of people in western Oklahoma who said they steadily failed in raising tomatoes, but on an adjoining farm good tomatoes in abundance were produced. Upon inquiry one learned that the successful ones, too, had gone through a period of trial and error. They found the variety that was particularly suited to the soil and climate. Many people from other states differing in soil, temperature, rainfall and other contributory factors have come to this state and have tried to continue their old practices and have come to grief. In the beginning there was no one to give them advice on agricultural practices and so experimentation was the result often with much failure before satisfactory results were attained.

A family who was interviewed has rather haunted the mind of the leader of this project. These folk came from a well-known section of the country where by merely scratching the soil were brought forth vegetables of high quality and in abundance and where one's acquaintance with cotton was largely the pictures in the geography. The mother, son and son-in-law with their families had left the community of their fathers and had settled on a cotton farm in southwestern Oklahoma. They were eager in carrying out plans that would have been successful in the home state, together with their cotton-farming. What disappointment was theirs, undoubtedly, when their plans did not materialize as they couldn't possibly. What sense for cotton-farming did these young men have? There were friends to give advice, there was information at their hands, yet undoubtedly for some time they would have been handicapped by traditional farm and garden practices in their home state.

Women who have come from parts of the country where their sex do not work in the fields will find it hard to adjust themselves to a crop which is often not profitable when the wife and children do not take part in the labor of harvesting that crop.

It is generally conceded that those who move from one place to another are not so conservative as those who remain in one place. May we not find these women then, less individualistic, may they not be more ready to cooperate, may they not be more open to suggestions of agencies whose purpose is to instruct in matters of production and home management? And furthermore, may not the knowledge of where these women have had their life experiences help these agencies to have a more sympathetic understanding, to have ability to recognize mental attitudes, and to know what to offer to help to solve the individual problems?

AGE AT WHICH SCHOOLING ENDED

The age at which these women quit school seemed to follow a normal frequency curve with the arithmetic average age 16.3 years, the modal average 16.6 years and the median average 16.8 years.

TABLE I

School Advancement of Farm Home Makers in Selected Localities in Five Counties in Oklahoma, viz., Garfield, Kiowa, Tillman, Jackson and Carter

ADVANCEMENT IN SCHOOL	FARM HOME MAKERS					
	ALL	GROUP G	GROUP K	GROUP T	GROUP J	GROUP C
	480 Women	78 Women	101 Women	103 Women	103 Women	95 Women
	100.0	100.0	100.0	100.0	100.0	100.0
Under 8th Grade	43.1	33.3	37.6	40.8	47.6	54.8
8th Grade	29.8	38.5	26.7	28.2	34.0	23.2
Over 8th Grade	22.1	28.2	27.8	23.3	18.3	13.6
Indefinite	5.0	0.0	7.9	7.8	0.0	8.4

ADVANCEMENT IN SCHOOL

Considering four hundred forty-four farm home-makers whose advancement in school could be accurately evaluated in terms of years representing grades of attainment it was found that the average (arithmetic) advancement (counting one school grade as a year) was 7.5 years.

Averages tend to focus facts and are satisfactory agents in making comparisons, but they do not paint a picture with any degree of attention to detail. So the arithmetic average of school attainment is not an adequate statement. For the sake of more detail it can be said that nine women or 1.9% of the whole group have had some advantages of college; 20.2% have had some opportunities in high school; 29.8% have finished the eighth grade; 28.5% have attained between the fifth and seventh grades, inclusive; 12.3% fell into the class between the first and fourth grades, inclusive. Two women reported "no schooling" and nine women reported very little. For school advancement of farm home makers in the several groups, see Table I.

AGE WHEN WOMEN LEFT SCHOOL AND ADVANCEMENT IN SCHOOL IN RELATION TO TENURE

There was practically no difference between the ages of the women who eventually became wives of men who are now owners of their farms and those who became wives of tenants when they quit school.

However, the advancement in school tells a little different story. The average advancement in school for wives of owners is 7.8 years (counting one school grade as one year) and for the wives of tenants 7.2 years. The wives of the owners have the advantage of slightly over a half year more of school advancement over that of the wives of tenants.

It might seem then that if there was no appreciable difference in the

ages of home makers of owner families and of tenant families when they quit school and yet there was a difference of a half year in their advancement in school in favor of the wives of owners that there was a difference in either the regularity of attendance, quality of instruction, or the intelligence quotient of women of owner families and those of renter families. Let us look at the subject a little more closely. Many of the women in the sample whose husbands owned their farms were older women, some of them were old enough to have daughters, wives of farmers. Many of the older women did not have the advantages of schools as had the younger ones. At the time these women were of school age school was not taken as such matter of course as it is today; attendance was not compulsory. But with all that the school advancement of owner home makers was higher.

On the other hand the husbands of many of the younger women have not had the time to have acquired ownership. Furthermore, land values are much higher now than they were a few years ago. The homesteading period has passed so more capital is required for ownership.

On the whole, although the school advancement of the owner homemaker was greater than that of the tenant homemaker, it does not seem at all a conclusive factor in the ability of the husband to achieve success. The difference is so little that it could be easily a coincidence due to the size of the sample. Furthermore, the factor has not been sufficiently isolated to make a conclusive statement.

A check was made as to whether the advancement of the farm home makers in school showed any influence in the number of periodicals which were taken by the family. The fact was recognized that the women were not at all a controlling factor since the husband and the children would have a part in determining the family practice, but it was found that the families where the home maker had not attained the eighth grade, the average number of periodicals was 3.07; where the home maker had completed the eighth grade, an average of 3.7 periodicals were taken and where the home maker had the advantage of an education above the eighth grade the average number of periodicals taken was 4.16.

TRAINING IN SUBJECTS RELATED TO HOME MAKING— A FACTOR IN FURNISHING A BASIS FOR HOME MANAGEMENT PRACTICES

Carrying the investigation of the school training further a check on the amount and kind of training in subjects relating to home making was made. As may be expected from the report on school advancement a large number of women had not received the advantage of such a training since they quit school before they reached the grades where such training is given. Furthermore, many of the women went to school before home economics had any place in the general school curriculum. Again, most of the rural women went to rural schools before consolidation was established as at the present time where home economics finds a place in the school program. So it was found that only seventy-six women had any school training on subjects related to home making. Ten others had received training by correspondence, private lessons, apprenticeships and the school clubs which were carried on through the extension departments.

The descriptions of training received were so varied it was very hard to tabulate. It suggested the lack of uniformity which one might expect in a subject with a large body of subject matter which the individual teacher felt

privileged to organize. From Table II it is evident that organization of subject matter must have been weak. The greatest uniformity seems that the schools recognized as their field in home economics cooking and sewing with possibly a book study where time was limited or probably where knowledge on the part of the teacher was uncertain.

TABLE II
**Subjects Related to Home Making Studied Formally by Home Makers
 in Selected Localities in Five Counties in Oklahoma, viz.,
 Gerfield, Kiowa, Tillman, Jackson and Carter**

SUBJECTS RELATED TO HOME MAKING	FARM HOME MAKERS (86 women)
	Actual Number
Book (Home Economics Text)	25
Care of home	1
Child care	4
Child training	1
Cooking	45
Design	1
Dietetics	1
First Aid	1
Home Furnishings	5
Home management	6
Home nursing	2
Home practice	3
Household accounting	1
Maternity care	2
Meal planning	11
Millinery	4
Nutrition	3
Sewing	47

A very interesting observation from Table II is that only one woman had received any definite training in household accounting with the possibility that the six women who received instruction in home management may have had their ways pointed towards the economics of the household. This phase of instruction is of especial importance since every woman regardless of her marital or family status must know something about the proper spending of money. However, from the description of the courses the "doing abilities" were probably most emphasized.

WHERE TRAINING WAS RECEIVED

The place in the educational course where this training was received indicates something as to its value. Three women had received some training in college, ten women had had the advantage of study for two years in high school, six had pursued these subjects for one year in high school and twelve had had some training in the grades. Twenty-four women had been limited to a study of a text book on home economics recited upon occasionally or used as a reading lesson largely to satisfy the requirements of the state law and often presented by a man teacher or an immature girl who had little training in the subject matter.

Seven women had received some training with a vocational aspect as

nurse's training, apprenticeship to a seamstress or to a milliner. Three women had received inspiration from girls clubs fostered by the extension service of the United States Department of Agriculture.

Six other women had received some formal instruction by way of private lessons, correspondence and home making practices in parochial schools and in boarding schools.

Sketchy as this array seems, with the exception of one woman, whose training consisted in making a book of samplers, the women were unanimous in saying that the instruction they had received had been found valuable.

AGE AT MARRIAGE

The modal average age at marriage for the whole group was 18.5 years. Marriage occurred from the age of thirteen at which age two women married until the age of forty-three when two others married. Five home makers, daughters or sisters of the farm operators, were unmarried.

There was practically no difference in the average age at which the wives of owner operators and the tenants married.

The significant series of averages, viz., the average age at which the women quit school, which was slightly over sixteen, the average number of school grades which the women completed, which was 7.5, and the average age at marriage, which was 18.5 years, would emphasize that if training for home making is to function adequately these subjects must be placed into the junior high schools or the higher elementary grades with quite strong objectives toward the proper functioning in the home and should have a very prominent place in the curricula of consolidated high schools.

INFLUENCE OF THE HOME DEMONSTRATION CLUBS

The schools have had their opportunity with the present home makers with the exception of an occasional one. What agency is there, then, to help towards the raising of standards of home management?

The Home Demonstration Agents in Cooperative Extension Work in Agriculture and Home Economics have more perhaps than any other agency now organized the largest part to play in the great educational work towards home improvement and the raising of ideals of this generation.

At the time of this survey (1926-1927), 16.2% of the five hundred thirty-eight women were associated with this educational agency. In addition, at some time previous 7.8% of the whole group had been members of Farm Woman's Clubs, but for some reason, removal from the club neighborhood, disbanding of a club, temporary withdrawal of the Home Demonstration Agent from the county or other reasons they were not at that time associated with the work. To show that the field is "still ripe for the harvest," we may say that 83.8% of the group were not at the time of the survey members of a Home Demonstration Club and that 76% had never at any time come in contact with any of the activities of the clubs.

In a bulletin (3) published at an earlier time, a statement was made in regard to car ownership and the ability of the farm women to use their cars without the assistance of some other member of the family.

The low per cent (43.4% of those in whose families cars are owned) of farm women who drive cars may be one factor in helping explain the relatively

small number of women belonging to the farm women's clubs. The figures for the smaller county groups in regard to regular attendance at the club meetings parallel those in respect to car ownership.

Only one woman reported that she had not received any benefit from her club work and that one woman gave the impression that she had been disgruntled, probably temporarily. She was antagonistic towards things in general.

The women were asked to list the benefits which they had derived from membership in these Home Demonstration Clubs. The answers were given for the most part spontaneously. Occasionally when the woman seemed inarticulate, the field worker found it advisable to question her in greater detail.

The answers in regard to benefits received when analyzed seemed to fall into eleven classes, viz., (a) the making of a new product; (b) the making of a better product; (c) a saving of labor; (d) a saving of time; (e) greater ease in performance; (f) money other than savings; (g) greater interest in home work; (h) worth while social recreation; (i) other problems made easier from training; (j) learning from other women in the club.

The ranking of these benefits seemed sociologically and psychologically very fundamental. That which headed the list seemed like a cry from the feminine soul—"worth while social recreation." The women are fundamentally not concerned with efficiency or the doing of things but with the desire for human contacts. We cannot hope to raise standards of efficiency until that first craving is satisfied.

That which received second ranking was "learning from other women in the club." Does that not teach educational agencies a most basic lesson? People learn more readily from their own kind, those nearest to them in station of life. Does this not give a foundation for the practice of using local leaders in club work? Does it not show that local leaders in any organization will probably be more immediately effective than outside leadership?

The benefit which received third place was "greater interest in home work." "Interest" is a most important factor in any scheme for improvement. Given enough interest almost any ends may be attained. Then the tangible thing, "the making of a better product" comes into the consciousness of this group of women. Again, the less tangible thing "other problems made easier from training in club work" ranked next, which gave the impression that the women had recognized their capabilities, that they were willing to try things that formerly they might have considered difficult or beyond them. Then receiving almost the same ranking followed "a saving of labor," "a saving of time," and "the making of a new product." Then came "greater ease in performance" and "cheaper products." Ranking least in importance was "money other than savings."

Each group gave practically the same ranking to these items.

It would seem then that factors having a social aspect were of primary importance in the women's lives. Later economic factors came to the foreground of consciousness.

THE INFLUENCE OF DAUGHTERS RECEIVING TRAINING IN HOME ECONOMICS

Children are great educative factors in the home. They frequently come in contact with more educational agencies than the parents do and if the

contacts are motivating the children carry the influence home and whether father or mother like to admit it, the influence is quite effective.

Of the five hundred thirty-two homes surveyed on this subject four hundred twelve of them were not represented in the school by daughters of an age to study the formal subjects bearing upon home economics. One hundred twenty families or 22.6% of the group, only, could give any reaction as to the influence of the home economics training of the daughters on the home.

It may be interesting to know that the county group showing the highest per cent of training in that particular line was the Jackson county group. This county is distinguished by having only two one-room rural schools in the whole area. It is noteworthy that in comparison with the other groups it has the highest degree of consolidation of schools.

It goes without reiterating that the one-room rural school does not accommodate enough girls of the age to receive home makers training to justify the equipment for home economics teaching.

To get this information regarding the influence of the training of the daughters on the home, the mother, often in the presence of the daughter, was asked what the girl had done at home which showed the influence of her school training in home economics.

Still the schools seemed to be stressing cooking and sewing as suitable home economics subject matter since "interest in cooking at home" was listed by 70% of the mothers and "interest in sewing and planning of clothing" was expressed by 69% of the women. However, since these occupations are more conspicuous than some of the other home making subjects it may have come to the foreground of consciousness of the mothers more readily than some of the less spectacular subjects. "Interest in meal planning and service" came in for notice by 31% of the mothers; "interest in making the home more comfortable and attractive" by 25%; "interest in care of the home" by 24%; interest in care of personal health by 18% and interest in care of younger children by 12%. Although this is a relatively small sample from which to make deductions it would seem that the type of training of the daughters is much more inclusive than that of the preceding generation as indicated by the training in subjects related to home making in the case of present home makers. It is to be noticed that no one subject is listed by an extremely high per cent of the mothers. This is not meant for a criticism of the schools. They have done and are doing a splendid piece of work in organizing such a large body of subject matter and in trying to function in a very practical way with so many girls from so many homes, all peculiar in their specific needs. But there is need of a more vital type of teaching which will give girls in a very conscious way the things which make for the highest type of home maker.

SUMMARY

In conclusion we may summarize with the following statements:

1. Oklahoma's farm women in this small sample have brought to this state the heritage in customs, traditions, practices, attitudes and ideals from a large number of states representing many sections of the United States and from several foreign countries made evident by the place of birth, states in which they have lived, localities responsible for their formal education and the number of "moves" from state to state.

2. These territorial experiences will be factors in determining attitudes and methods of attacking managerial problems in the relatively new home—

Oklahoma. It is reasonable to expect that these varied experiences will have a socializing effect on the group and also that the individuals in the group will be more open minded and amenable to suggestions for improving their methods and for raising their standards.

3. The managerial ability of the women will be commensurate at least partially with the school training of women who have left school at the average age of slightly over sixteen years, who have completed the equivalent of seven and five-tenths school grades, and who have married at the average age of eighteen and five-tenths years.

4. Although there is a difference of approximately a half year in school advancement of the wives of owners and tenants with the higher attainments in favor of owner's wives, the factor is not isolated sufficiently to prove that the advancement of the women has had a conspicuous part in the achievement of the higher type of tenure.

5. The advanced school attainment of the women accompanies the larger subscriptions to periodicals.

6. The formal school training of the present generation of farm women in home making subjects has not been a very important factor in the establishing of the standards of management. Very few have been "exposed" to this training which has been of a type by no means standardized.

7. The daughters of the home are reflecting on the home an influence of home economics training with greater content and of a type which functions more effectively. Nevertheless in only 22.6 per cent of the homes were there daughters who were transmitting this influence.

8. A great (possibly the greatest) educational agency directly influencing the home making activities of the farm women of this generation was the Home Demonstration Clubs. The benefits outstanding in importance, which were received, were "worthwhile social recreation," "learning from other women in the club," "greater interest in home work." Later benefits relating to improved managerial ability and economic betterment seemed to have impressed the farm women. Their great conscious desires seem to be social and psychic rather than economic.

REFERENCES

(1) Bulletins previously published are: Oklahoma Experiment Station Bulletin No. 169, "Church Activities of Farm Women and Their Families" and Oklahoma Experiment Station Bulletin No. 176, "A Critical Study of Periodical Reading in Farm Homes."

(2) Gazetteer of Oklahoma, census of 1920.

(3) Church Activities of Farm Women and Their Families, Oklahoma Experiment Station Bulletin No. 169.