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ABSTRACT

This 1977 study was conducted to determine the relative importance of selected variables on choice of major in home economics which distinguished black women attending southern 1890 land-grant universities from white women attending southern 1862 land-grant institutions. A 15% random sample of women with home economic majors was selected to respond to questionnaires which identified factors of social origin and family background, significant persons who influenced their choice of college major, and previous curriculum-related educational and work experiences. Eight social origin variables were examined, with parents' income, fathers' occupation, and fathers' political preference emerging as the most important discriminating variables. Of 17 choices related to significant others, family members, home economics deans and teachers, and college friends had the greatest influence on choice of a major in home economics. Analysis of variables from five choices of curriculum-related experiences indicated that prior high school courses and FHA participation were the best discriminating factors between the groups. A combined discriminate analysis disclosed that social origin variables were the most important set of factors separating the two study populations, and revealed that black students came from significantly lower socio-economic origins than their white peers. (JD)

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TWO PATHS INTO HOME ECONOMICS: A STUDY OF BLACK AND WHITE WOMEN IN 1890 AND 1862 LAND-GRANT UNIVERSITIES*

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Recent surveys of home economics students in the south, specifically those attending the land-grant colleges and universities, have amassed descriptive data concerning student background, curriculum-related experiences, influential persons, and important factors in choice of major and educational and career goals and aspirations.

Previous studies produced separate profiles of students attending 1890 and 1862 colleges (Adams, Bocan, Molnar, Ohlendorf, & Dunkelberger, 1979). A combined profile was also produced of students attending both 1862 and 1890 colleges in South Carolina.

This paper is the report of a study to determine the relative importance of selected variables on choice of major which distinguish black women attending 1890 institutions from white women attending 1862 institutions.

A brief synopsis of the historical development of home economics will be presented first as background and justification for a comparison of social origin, significant other, and curriculum-related experiences of home economics students attending 1862 and 1890 land-grant colleges.

The terms "1862" and "1890" refer to the years in which legislation known as the Morrill Acts was passed, establishing the land-grant colleges. The Morrill Act of 1862 produced colleges that were predominantly white. Although three states, Mississippi, Virginia, and South Carolina, attempted to share the benefits of the 1862 legislation with black institutions, the majority of southern states made no attempt to share funds until compelled to do so by the passage of the second Morrill Act in 1890 (Eddy, 1957). The 1890 Act, which held that maintenance of separate colleges for black and white students was in compliance, "sanctioned the establishment of a dual system of land-grant colleges in states which wanted them (seventeen southern and border states eventually chose a dual system)" (Southern Education Foundation, 1972, p. 70).

The effectiveness of the Acts for the 1890 black institutions has been hampered through the years due to lack of funding. Equitable division of funds rather than equal division was mandated, and "separate but equal" became "separate but unequal." As late as 1935-36, the black colleges received only six percent of the funds appropriated to the states for support of land-grant colleges (Eddy, 1957). There is no doubt that opportunities for study in a wide variety of fields for black students has been curtailed on both economic and social grounds. Inequities in funding led to financial, staffing, and enrollment problems, thereby limiting the scope of programs.

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Despite the inequities, the 1890 land-grant colleges have succeeded "through the conviction and determination of a core of hard working educators" (Eddy, 1957, p. 264) in making a significant contribution in higher education.

The Morrill Acts of 1862 and 1890 resulted in making higher education more readily available to the masses by meeting the need for a more "practical education" and by giving a "recognized status" to applied sciences and technical and vocational education (Thackrey, 1974). The Acts established a respected place in American education for study in engineering, science, agriculture, home economics, and veterinary medicine (Eddy, 1957, p. 275).

The land-grant movement was in part responsible for giving "genuine acceptance to the notion that women could study on the same campus as men" (Eddy, p. 61). Home economics, which was known by several names, including domestic science, in its early development, was one of the applied sciences that grew as a result of land-grant college funding. In 1890, only four land-grant colleges offered domestic science. By 1900, nine institutions were offering courses in "domestic economy." By 1905, the number had grown to 18; by 1928, to 42 (Eddy, 1957, p. 122).

The growth of home economics and the determination of curriculum varied widely throughout the land-grant colleges basically because of socio-economic factors of the various regions (Fritschner, 1977). In the northeast, home economics started as cooking schools to help immigrants and to solve the difficulty of finding servants. The beginning emphasis of home economics in the northeastern land-grant colleges was the preparing of women for personal reasons rather than for a profession in home economics. In the midwestern and western states, the home economics programs were designed for middle and upper-middle class women. Their purpose was to encourage traditional values and norms concerning the role of women. In the South, the values of a predominantly agrarian society precluded the adoption of home economics in the 1862 land-grant colleges (Fritschner, 1977). Therefore, home economics was first associated with the 1890 institutions in the southern region. In 1905, approximately two-thirds of all colleges offering household science in the southeast were found at 1890 schools (East, 1980, p. 47).

Early home economics curricula, influenced by economic and political realities, varied in 1862 and 1890 schools with the curriculum in black schools being more practical for the training of domestic workers and in the white schools tending to emphasize the liberal and professional aspects of home economics (Ralston, 1978).

Home economics has attempted to change as society has changed and as households have changed, which has resulted in fewer regional distinctions in college home economics programs. Milestones in the effort to define the purpose and direction of the profession include the Lake Placid Conferences, the first of which was in 1901; the French Lick Meeting of 1961; the development of membership criteria for the American Home Economics Association; publications such as Home Economics: New Directions; the Home Economics Defined meetings; and the recent discourse regarding

a philosophical base for the profession. These and other efforts have been reflected in college-level programs and content.

Given the agreement, broadly speaking, of the definition of home economics and a decline of regionalism in college home economics programs, a question arises as to why students choose to major in home economics at an 1862 or an 1890 institution. Obviously, there are a multitude of cultural, social, economic, and other responses for maintenance of the dual land-grant systems in the southern region.

This paper merely attempts to show ways in which the home economics students responding to a questionnaire during the spring of 1977 in 1862 and 1890 institutions were significantly different in terms of social origin, significant person who influenced them to major in home economics, and curriculum-related experiences. The variables which distinguish the two groups of students were then rank ordered separately for social origin, significant others, and curriculum-related experiences. Finally, the relative importance of all the combined significant independent variables was determined.

The researchers do not intend for this paper to be invidious in the presentation of the distinctions of black and white home economics students. It is a fact that 92 percent of the students majoring in home economics in 1862 schools are white, while 95 percent of the students majoring in home economics at 1890 schools are black or non-white according to Adams et al, (1979). The intent, therefore, is that reciprocal understanding will pave the way for continued profitable cooperation in research and in the formulation of objectives for both 1862 and 1890 schools.

Although men are not excluded from professions in home economics, enrollment in home economics is still largely composed of women. Therefore, this paper will address the characteristics of women.

Analytic Strategy

A stepwise form of discriminant analysis, based on the maximization of F-ratios between groups and minimization of Wilk's lambda (Klecka, 1975: 434-467), will be used to statistically identify a set of variables that distinguish white women attending predominantly white 1862 land-grant institutions from black women in predominantly black 1890 schools. Our analytical approach is twofold. First, three separate discriminant analyses, one for each set of independent variables, will be reported. Second, those independent variables shown to be statistically significant within each set will be entered into a combined discriminant analysis. Taken together, our analyses should lead to a better understanding of the factors and conditions that lead black and white women toward careers in home economics.

RESEARCH PROCEDURES

Study Population

Data for this study are from Southern Regional Research Project S-114 (Defining and Achieving Life Goals: A Process of Human Resource Development). One part of this project subtitled "A Regional Study of Higher Edu-

cation in Agriculture and Home Economics in the South" deals with the determination of background characteristics and career planning strategies of students attending southern colleges of agriculture and home economics. Data for this part of the regional project were collected in the spring of 1977 from home economics students enrolled in all 1862 and 1890 land-grant institutions in 14 southern states. In four states (Florida, South Carolina, North Carolina, and Texas), either because of low home economics enrollment or lack of a home economics program, schools other than the land-grant institutions were sampled. The land-grant schools in these four states were replaced by Florida State University, Winthrop College (which serves a land-grant function in South Carolina), University of North Carolina at Greensboro, and Texas Tech University.

The sampling frame was determined by asking the Deans of Home Economics at each school to provide the S-114 researchers with lists of names, addresses, and academic ranks of currently enrolled students. These lists were then edited to delete students classified as either special students or graduate students. From these lists a fifteen percent random sample for the colleges of home economics at 1862 land-grant universities (or their substitutes) was drawn. Because of their lower average enrollments and anticipated lower overall return rates, a total sample of 1890 students was taken. (Howell & Parent, 1979).

In most cases, questionnaires were mailed to respondents. However, at some of the smaller schools, data collection was coordinated through a campus representative. Two mail followups and one direct contact were used to improve response rates. The response rates were: 77.3 percent (N=1126) for 1862 colleges of home economics; and 58.1 percent (N=1352) for 1890 colleges of home economics.

To keep analytical and comparative problems to a manageable size, we will deal only with the white female portion of the study population attending 1862 colleges of home economics (N=1005) and the black female portion of the study population attending 1890 colleges of home economics (N=1198).

Study Variables

Dependent Variable.

School choice is a dichotomy separating white women currently enrolled in an 1862 home economics program from black women enrolled in an 1890 home economics program.

Independent Variables.

Eight social origin variables are examined. Father's educational attainment and mother's educational attainment are coded into eight categories from 1) less than nine years of formal schooling to 8) graduate work after college.

Father's occupational status is coded according to the occupational status scheme developed by Nam, et. al. (1975). Status scores range from 00 to 99.

Family income is reported in nine categories from 1) less than $5,000/year to 9) over $100,000/year.

Mother's work status is a trichotomy: 1) working full time; 2) working part time; 3) not working.

Father's political preference and mother's political preference are coded into five categories from 1) conservative to 5) liberal.

Childhood residence is a six category code ranging from 1) farm or ranch to 6) a large metropolitan city (over 500,000 in population).

To determine the structure and importance of significant other influence, the following list of 17 individuals was presented to each respondent: mother, father, brother, sister, other relative, high school friend, high school counselor, county extension agent, home economics teacher, vocational agriculture teacher, other teacher or principal, college friend, college teacher or advisor, former student, dean or associate dean of agriculture or home economics, veterinarian, clergyman. The respondents were asked to indicate how influential each of the individuals on the list had been in helping them choose their present college major. Response categories were: 1) no influence; 2) some influence; 3) very influential.

Five items were used to index previous curricula-related educational and work experiences. Three of the items were of the form: "Please indicate how important the following things were in choosing your present major: 1) successful prior experience in home economics; 2) had a course related to this in high school; 3) had a course related to this in college." Responses to these items were: 1) not important; 2) important; 3) very important. The remaining two items were derived from the following question: "While enrolled in high school, did you participate in any of the following activities? 1) 4-H; 2) Future Homemakers of America." Response categories were: 1) did not participate; 2) participated; 3) participated as a leader.

RESULTS

Social Origins

A between-groups comparison of means (Table 1A) shows that all social origin variables except mother's occupation are significantly related to school context (e.g., predominantly white 1862 colleges or predominantly black 1890 colleges) for southern women in home economics. Especially significant differences between groups are apparent for father's occupation, parents' income, father's education, and mother's education while lesser, though still significant, differences are found for father's political preference, size of childhood residence, and mother's political preference.

When the entire set of variables is entered into a discriminant analysis (Table 1B), all factors (parents' income, father's occupation, father's political preference, father's education, size of childhood residence, mother's occupation, mother's political preference, and mother's education) combine to form one discriminant function. Interestingly, parents' income, father's occupation, and father's political preference emerge as the most important discriminating variables. The relative importance of these three factors, along with the other social origin variables, suggests that white home economics students attending 1862 schools differ from their black coun-

terparts enrolled in 1890 colleges primarily in terms of family income and their father's socio-economic characteristics. Generally speaking, black students come from significantly lower socio-economic origins than their white peers.

The final lambda (.567) and canonical correlation (.658) for our discriminant analysis (Table 1B) indicate that social origins are relatively important in differentiating 1890 from 1862 home economics students. This supports the contention (and previous research) that the two study populations come from significantly different socio-economic backgrounds.

Table 1A

Means and Standard Deviations of Social Origin Variables for White and Black Women in Home Economics Curriculums

	White Women (N=1126)		Black Women (N=1352)		Univariate	
Social Origin Variables	Mean	(SD)	Mean	(SD)	F	P
Parents' yearly income	5.03	(1.62)	2.89	(1.49)	454.30	< .00
Fathers' occupational status	72.02	(24.00)	39.75	(25.16)	428.05	< .00
Fathers' political preference	2.21	(.92)	2.68	(1.11)	55.07	< .00
Fathers' educational attainment	5.82	(1.99)	3.28	(2.20)	366.82	< .00
Size of childhood residence	3.46	(.94)	3.23	(1.07)	13.69	< .00
Mothers' work status	2.08	(.95)	1.99	(.96)	2.14	> .14
Mothers' political preference	2.32	(.92)	2.79	(1.14)	53.21	< .00
Mothers' educational attainment	5.40	(1.66)	3.83	(2.19)	17.29	< .00

Table 1B

Stepwise Discriminant Analysis of Social Origin Variables

Social Origin Variables	Step	Wilk's Lambda	Multivariate F	Significance of change	Standardized Discriminant Coefficient
Parents' yearly income	1	.698	454.30	.000	.481
Father's occupational status	2	.628	310.10	.000	.459
Father's political preference	3	.603	229.65	.000	-.214
Father's educational attainment	4	.585	185.88	.000	.287
Size of childhood residence	5	.573	155.66	.000	-.226
Mother's occupational status	6	.570	131.40	.000	.130
Mother's political preference	7	.568	113.28	.000	-.123
Mother's educational attainment	8	.567	99.59	.000	.094

Canonical Correlation = .658 P < .000

Significant Others

Turning to significant other influence, Table 2A shows that family members (e.g., sister, father, mother), home economics deans and teachers and college friends manifest the greatest influence on 1862 and 1890 female home economics students. Mothers are the most influential. However, notable differences between groups are evident in the influence manifested by vocational agriculture teacher, high school friend, former student, college teacher or advisor, and other teacher or principal. Lesser, though significant differences are found for college friend, clergyman, mother, veterinarian, and county extension agent.

Table 2A

Means and Standard Deviations of Significant Other Influence for White and Black Women in Home Economics Curriculums

	White Women (N=1126)		Black Women (N=1352)		Univariate	
Significant Other	Mean	(SD)	Mean	(SD)	F	P
Sister	1.31	(.57)	1.76	(.80)	126.26	< .00
Voc. ag. teacher	1.05	(.29)	1.29	(.61)	72.53	< .00
Father	1.68	(.71)	1.65	(.76)	.46	> .50
Home economics dean	1.09	(.32)	1.33	(.64)	69.17	< .00
Other relative	1.28	(.56)	1.66	(.77)	96.41	< .00
Brother	1.19	(.47)	1.54	(.70)	106.00	< .00
Home economics teacher	1.52	(.73)	1.85	(.83)	56.37	< .00
College friend	1.49	(.68)	1.61	(.76)	9.20	< .00
High school counselor	1.21	(.49)	1.52	(.74)	77.55	< .00
High school friend	1.27	(.52)	1.58	(.71)	75.00	< .00
Former student	1.25	(.53)	1.42	(.70)	23.54	< .00
College teacher or adviser	1.46	(.70)	1.63	(.80)	14.35	< .00
Clergyman	1.06	(.27)	1.11	(.37)	7.34	< .00
Other teacher or principal	1.29	(.58)	1.54	(.75)	41.94	< .00
Mother	1.93	(.70)	2.07	(.82)	11.39	< .00
Veterinarian	1.03	(.19)	1.05	(.27)	4.15	< .04
County extension agent	1.11	(.41)	1.21	(.54)	12.33	< .00

Note. Very Influential = 3; Some Influence = 2; No Influence = 1

When the entire set of significant others is entered into a discriminant analysis (Table 2B), all but two (veterinarian and county extension agent) combine to form one discriminant function. Interestingly, sister, vocational agriculture teacher, father, home economics dean, other relative, and brother emerge as the most important discriminating variables. The relative discriminant importance of these six individuals, when placed in the total context of significant other influence, suggests that white home economics students attending 1862 schools differ from their counterparts enrolled in 1890 colleges essentially in terms of the type and magnitude of family related influence. Generally speaking, family relations (sister, brother, and other relatives) are more important sources of influence for the black students than they are among the white students. The final lambda (.792) and canonical correlation (.456) in Table 2B indicates, however, that significant others play a less important role differentiating 1862 and 1890 women in home economics than do social origin factors.

Table 2B

Stepwise Discriminant Analysis of Significant Other Influence

Significant Other Variables	Step	Wilk's Lambda	Multivariate F	Significance of change	Standardized Discriminant Coefficient
Sister	1	.910	126.26	.000	.090
Voc. ag. teacher	2	.885	82.47	.000	.468
Father	3	.867	65.06	.000	-.340
Home economics dean	4	.845	58.15	.000	-.374
Other relative	5	.829	52.30	.000	-.270
Brother	6	.819	46.70	.000	-.185
Home economics teacher	7	.811	42.16	.000	-.180
College friend	8	.805	38.27	.000	-.270
High school counselor	9	.802	38.83	.000	-.227
High school friend	10	.799	31.81	.000	.090
Former student	11	.797	29.31	.000	.186
College teacher or advisor	12	.795	27.11	.000	.114
Clergyman	13	.794	25.24	.000	.110
Other teacher or principal	14	.793	23.54	.000	-.375
Mother	15	.792	22.05	.000	.106

Canonical Correlation = .456 P< .000

Prior Curriculum-related Experience

Table 3A shows that prior school and work experiences also manifest some discriminating power between 1862 and 1890 female home economics students. For the 1890 students in the sample, prior home economics experiences, high school courses, and participation in FHA are deemed more influential in their choice of home economics than they are for 1862 students. For all of these factors, black means are significantly higher than white means. Only the influence of college home economics course(s) shows little ability to differentiate among groups.

Table 3A

Means and Standard Deviations of Prior Curriculum-Related Experiences

Prior Curriculum-Related Experience	White Woman in Home Econ. Curriculums (N=1005) Mean	(SD)	Black Woman in Home Econ. Curriculums (N=1198) Mean	(SD)	Univariate F	P
High school home ec	1.56	(.74)	1.95	(.83)	97.17	< .00
FHA	1.54	(.77)	1.84	(.77)	54.60	< .00
4H	1.28	(.63)	1.44	(.67)	20.83	< .00
College home ec	1.59	(.78)	1.64	(.77)	1.59	< .20
Successful prior exp. in home ec	1.86	(.82)	2.02	(.86)	14.93	< .00

The discriminant analysis in Table 3B indicates that prior high school courses and participation in FHA are the best discriminant factors between 1862 and 1890 female home economics students. Overall, however, this set of variables is the least important in discriminating among the study populations (lambda = .921 and canonical correlation = .280).

Table 3B

Stepwise Discriminant Analysis of Prior Curriculum-Related Experiences

Prior Curriculum-Related Variables	Step	Wilk's Lambda	Multivariate F	Significance of change	Standardized Discriminant Coefficient
High school home ec	1	.941	97.17	.000	-.843
FHA	2	.927	60.41	.000	-.376
4H	3	.924	42.23	.000	-.227
College home ec	4	.922	32.69	.000	.180
Successful prior exp. in home ec	5	.921	26.37	.000	.106

Canonical Correlation = .280 $P < .000$

Combined Discriminant Analysis

In an effort to derive a more complete set of factors that discriminate between 1862 and 1890 female home economics students, the 30 significant discriminating variables identified in Tables 1B, 2B, and 3B are placed into a combined discriminant analysis. These findings (Table 4) disclose that social origin variables such as father's education and parents' income are by far the most important set of factors separating the two study populations.

Three other social origin indicants, father's occupation, father's political preference, and the size of the students' home town, also display important discriminating power. Of secondary, though significant importance, are the influences of a host of significant others. The most important significant other which discriminates between the two groups is the high school counselor. Only one prior curriculum-related experience, high school home economics course(s), emerges as an important discriminating factor in the combined analysis.

Summary and Conclusions

This study focused on statistically identifying a set of variables that distinguish white women attending predominantly white 1862 land-grant institutions from black women attending predominantly black 1890 institutions. Independent variables were related to the social origins, significant individuals who influenced home economics majors and the effect of curriculum related experiences on the choice of a major in home economics.

White home economics students attending 1862 schools in the Southern region were shown to differ from their black counterparts enrolled in 1890 schools primarily in terms of family income and father's socio-economic

Table 4

Stepwise Discriminant Analysis of Social Origin Variables, Significant Other Influence and Prior Curriculum-Related Experience

Variable Type	Variable Name	Step	Wilk's Lambda	Multivariate F	Significance of change	Standardized Discriminant Coefficient
Social origin variable	Father's education	1	.649	241.4	.000	-.321
Social origin variable	Parents' income	2	.568	169.3	.000	-.355
Significant other influence	Counselor	3	.545	123.7	.000	.173
Social origin variable	Father's occupation	4	.529	98.9	.000	-.375
Social origin variable	Father's political preference	5	.513	84.0	.000	.193
Social origin variable	Size of childhood residence	6	.506	72.0	.000	.185
Prior curriculum-related exp.	High school home ec	7	.498	63.5	.000	.181
Social origin variable	Mother's education	8	.492	56.9	.000	-.205
Significant other influence	Other relative	9	.486	51.6	.000	.156
Significant other influence	Home ec dean	10	.484	46.8	.000	.130
Significant other influence	Former student	11	.481	42.8	.000	-.108
Significant other influence	Clergyman	12	.480	39.4	.000	-.094
Significant other influence	Sister	13	.478	36.5	.000	.092

Canonical Correlation = .722 $P < .000$

characteristics. Generally speaking, the findings show that black home economics students come from significantly lower socio-economic origins than their white peers. The father's occupation was found to be one of the discriminating variables of those denoting social origin. The finding is not surprising. Occupational status has been shown to characterize similarities and differences in stratification systems within the social structure (Howell & Parent, 1979).

Literature supported the idea that home economists tend to come from lower and lower-middle class origins in terms of parents' educational attainment and occupation (Rose, 1951; Murphy & Bosard, 1956; Regan & Thompson, 1965; Lorenz, 1970; cited in East, 1980). Studies also support the notion that lower socio-economic class black and white students are directed to vocational courses (East, 1980). It appears then that the home economics profession in general reaches the lower and lower-middle social level individual with this tendency being stronger in 1890 than 1862 schools.

The finding that 1890 students had lower socio-economic origins may simply reflect the general social milieu of the South, rather than a characteristic of home economics programs or particular students. Apparently both white and black students have viewed a choice of home economics as an opportunity for upward mobility. East, (1980) reported that most home economists come from families where the parents did not attend college and where the income was average. Lower-middle and upper lower classes typically chose professions such as teaching, nursing, social work or library science as a means of becoming upwardly mobile according to Etzioni (cited in East, 1969). Black students in 1890 institutions have experienced upward mobility at a slower rate than whites as evidenced in the occupational status and income of the fathers in each group.

In spite of differences found in the present analysis, programs in the 1890 schools appeared to be "making education available to the masses" as intended by the Morrill Acts (Thackrey, 1974).

Although in education, segregation and discrimination issues remain a central concern, certain values can be found in retaining origins. The authors of the Southern Education Foundation report, "Small Change: A Report on Federal Support of Black Colleges" affirm that black schools offer a refreshing diversity and have a unique contribution to make, suggesting that freedom of choice be maintained.

East (1980), a leader in the home economics profession, has observed that "students seem to have a sixth or seventh sense about a college culture because they usually pick one which suits their own needs". School faculty and administrators, therefore, should know and consider the backgrounds of their students in planning programs.

The differentiation between 1862 and 1890 home economics students in terms of who influenced them to choose home economics as a major was based on an array of seventeen significant others included in the questionnaire.

Black students were influenced more in the selection of a home economics major by significant other than were white students. Generally speaking, the

influence of family relatives on the choice of a major was more important for black home economics students than for white home economics students.

Membership in 4-H and in the Future Homemakers of America organization as well as the influence of a high school course or other successful experience in home economics, differentiated between 1890 and 1862 students, each being more important to black students than to white students.

When all 30 significant variables were combined, social origin variables, such as father's education and parents' income, were the most important set of variables separating the two populations. Among the most important variables which differentiated the two groups the only one which was not an indicatbr of social origin was the high school counselor. Counselors had more influence on black students in home economics than on the white students.

The only curriculum related variable in the combined analysis which differentiated the two groups was the influence of high school home economics courses. Assuming that counselors have an impact on who takes particular courses, the importance of home economics courses in the choice of a major by black students is expected. If counselors place more black students in high school home economics classes, it follows that home economics courses would have a greater influence on black students. Additional study regarding the high school counselors and their role in counseling home economics students is needed.

This paper represents an initial attempt to examine an area of home economics which has not previously been explored. Additional studies, such as those regarding program offerings, student aspirations and goals, and student attitudes, would help create a balance in drawing conclusions regarding the findings reported.

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