KAPPA OMICRON NU
HONOR SOCIETY

Home Economics
FORUM

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Project 2000:
Building Minority Participation in Home Economics

New Officers Elected:

President-Elect — **Mary E. Pritchard**
Northern Illinois University

Vice President/Finance — **Kaye K. Boyer**
Earleville, Maryland

State of the Society

Sharon A. Wallace, 1991 President

December 31, 1991 - As I pass the presidency to Norma Bobbitt, I am happy to declare that Kappa Omicron Nu is healthy and dynamic. To continue our status into the 90s and the 21st century, we will need to be aggressive in recruiting new members, retaining members, installing new collegiate chapters and alumni groups, and promoting development activities so that we can maintain our strong programming thrust, support needed research, and continue to be a leading force in the profession. We have much to be proud of--not because of any one person or officer but because of the commitment and dedication of each member who supports, promotes, and contributes to Kappa Omicron Nu. My thanks to each of you for your support of Kappa Omicron Nu and my sincere thanks for the opportunity to serve as President of this prestigious honor society.

Formed on February 21, 1990, Kappa Omicron Nu is now more than twenty-two months old. We held our first Conclave in Orlando, Florida, August 8-11, 1991, and I am happy to report that it was a fine professional development opportunity for delegates and an important milepost in the governance of Kappa Omicron Nu. The Assembly of Delegates adopted the Constitution, initiation ritual, and budget. Three Student Representatives were elected: Tracy Buckles of Carson-Newman College, Deborah Hix of Kansas State University, and Karen Summers of West Virginia Wesleyan College.

The Board of Directors met three times since consolidation. Gladys Gary Vaughn, 1990 President, presided at the first meeting at which strategic planning set direction for the Society and consolidation goals were implemented. During my term, the Board met twice to continue the transition and to prepare for Conclave and governance by the Assembly of Delegates. Most of the society's work is conducted by mail, facsimile, and conference calls.

This report is a brief look at the highlights of the past Kappa Omicron Nu activities.

New Chapters

It is with pride that I report that chapters have been installed during the last biennium at the following institutions: In 1990 - University of Arkansas-Pine Bluff; Abilene Christian University, Texas; Andrews University, Berrien Springs, Michigan. In 1991 - Berea College, Kentucky; Berry College, Rome, Georgia.

Collaborative Alliances

Through the Coordinating Council of Home Economics Honor Societies, we have cosponsored undergraduate research presentations and programming related to honor society interests at AHEA Annual Meetings. Next year, in Denver, the Coordinating Council will sponsor a Graduate Study Showcase for students and academic advisers to explore the graduate study opportunities in various colleges and universities.

In addition to the Coordinating Council relationship with AHEA, Kappa Omicron Nu cosponsored two national initiatives: Project 2000 for minority recruitment and retention in home economics and the Home Economics Leadership Program. We are anticipating another collaborative project.

The Kappa Omicron Nu Inaugural Dinner was held in June 1990 during the AHEA Annual Meeting in San Antonio. Our second AHEA function was held in June 1991 in conjunction with the Coordinating Council in Minneapolis. In both years Kappa Omicron Nu had a booth at the AHEA Exposition.

Kappa Omicron Nu initiated a relationship with the American Dietetic Association, and we anticipate exploratory discussions in 1992. We are committed to other alliances, and initial planning has begun.

Kappa Omicron Nu is a member of the Association of College Honor Societies which sets and maintains the standards and functions of honor societies. Our Society holds a major leadership role through our executive Director, Dorothy Mitstifer, who is Secretary-Treasurer and Manager of its national office.

Programming Thrusts

Kappa Omicron Nu promotes professional development for members and chapters through national program themes and through scholarly priorities. The program themes are promoted on a biennial basis and introduced at each conclave. The theme, "Ethical Dimensions of the Scholar," was initiated by the Administrative Merger for 1989-91. "Mentoring: The Human Touch" was launched at the 1991 Conclave for the 1991-93 biennium.

Scholarly priorities include undergraduate writing, ethics, and mentoring. These priorities are long-

term emphases that are implemented by *Home Economics FORUM* and other publications, by special projects, and by research.

A new thrust for Kappa Omicron Nu is the identification of a research agenda for research and project grants. The following research priorities will be instituted for awards for 1993-94: Cross-Specialization and Integrative Research with a focus on cultural diversity and minority issues in home economics. Multi-year proposals will be accepted.

Honor Society Publications

Home Economics FORUM continues to be the premier scholarly publication for the profession. The Editorial committee is to be commended for selection of timely and significant themes. Special recognition goes to the Chair, Virginia Vincenti of the University of Massachusetts, who served three years. The new Chair is James D. Moran, III, of the University of Tennessee, Knoxville. A new "Speaking Out" feature is planned to encourage member input regarding significant issues related to scholarship, research, and leadership.

Dialogue, our membership newsletter, is published twice a year. The *Chapter Newsletter* is published at least twice a year to enhance communications with chapters.

Leadership Opportunities

National officers on the Board of Directors serve by calendar year, except for Student Representatives who are elected at conclave and serve through the next one. The first Board was composed of a transition team of previous officers from Kappa Omicron Phi and Omicron Nu.

Officers whose terms expired in 1990 were Gladys Gary Vaughn, President; Treva Mitchell, Vice President for Program; Shirley Hymon-Parker (Hendricks), Vice President for Finance; Katherine Hall, Secretary.

Officers whose terms expired in 1991 were Sharon A. Wallace, President; William H. Marshall, Vice President for Finance; Student Representatives - Stephanie Adams, Mayda Avecedo, Tammy Bamlett, Bradley Bishop, Michele Hollis.

Committees have been very active since consolidation. They provide a valuable national governance function and contribute to progress in achieving our mission. Many thanks to the following committees whose terms have expired (chairs are listed first): Awards - Carole Makela, Edith Neal, Dorothy Pomraning, Rachel Schemmel; Awards - Audrey Clark, Rodney Casebier, Carol Darling; Constitution - Judy Brun, Amelia Brown, Elizabeth Crandall, Donna Beth Downer, Gwendolyn Newkirk; Editorial - Virginia Vincenti, Carole Vickers; Honorary - Francille Firebaugh, Judith Bonner, Flossie Byrd, Sharon Nichols; Nominating - Flossie Byrd, Peggy Berger, Elizabeth Noel, Icie Draper; Research Priorities - Ruth Pestle, Judith Kuipers, Naurine McCormick; Katherine Musgrave, Alice Pecoraro; Ritual - Catharine Porter, Della Bannister, Gwen Cooke, Alice Koenecke, Peggy Meszaros, Frances Shipley, Jenny Bond, Carmen Laws.

Recognitions and Awards

Outstanding members and chapters of Kappa Omicron Nu are recognized in several ways:

1. Adviser Award of Excellence - 1990 - Fran Andrews, University of Tennessee-Knoxville; 1991 - Diana Carroll, Carson-Newman College.

2. Honor Awards - 1990 - Norejane Hendrickson and Jane Savage; 1991 - Donna Beth Downer, Katherine Hall, Gladys Gary Vaughn.

3. Named Fellowships - Eileen Maddex, former Executive Director of Omicron Nu; Dorothy Mitstifer, Executive Director of Kappa Omicron Nu; Helen Devinney, former adviser at Eastern Illinois University; Alice Koenecke, former Kappa Omicron Phi President and adviser at Murray State University; Hettie Margaret Anthony, founder of Kappa Omicron Phi.

4. Honorary Membership - Ernest L. Boyer in recognition of his contributions through the report, *Scholarship Reconsidered*.

5. Scholarships - The Scholar Program grants are awarded to chapters once each biennium. 1990 - 28 awards for a total of $6,300. 1991 - 52 awards for a total of $14,350.

6. Fellowships - 1990 - Kathleen Burk, Penn State University; Patsy Elmore, University of Mississippi; Christine Kate, Kent State University; Lisa LeBleu, Southwest Louisiana State University; Nadine Mann, Texas Woman's University; Lori Peterson, Kansas State University; Young Shim, University of Illinois; Loanna Thompson, University of Missouri; Virginia Vincenti, University of Mississippi. 1991 - Raga M. Bakhit, University of Illinois; Mary E. Cannon, University of Delaware; Jackie L. Coon, Washington State University; Shirley Hymon-Parker; Wendy Maupin, University of Nebraska-Lincoln; Heidi K. Oberrieder, Kansas State University; Virginia Vincenti, University of Massachusetts.

7. Grants - 1990 - Lucy Dennison, Kathleen Bands, Jacqueline Carey, Hood College; Haekyung Lee, Ann Fairhurst, Sharron Lennon, Indiana University; Jean Lown, Utah State University. 1991 - Diane K. Frey, Bowling Green State University; Cheryl Jordan, Leslie Davis, Oregon State University; Patricia Knaub, Margaret Weber, Oklahoma State University; Carolyn Manning, Elizabeth Lieux, University of Delaware.

8. Chapter Enrichment Grants - 1989-91 Biennium - Kent State University, Central Michigan University, Carson-Newman College, Michigan State University, Kansas State University, Florida State University, University of Tennessee-Knoxville, Howard University.

9. Undergraduate Research Paper Presentations - 1990 - Michele Bockelmann, Northwest Missouri State University; Renita Jones, University of Illinois; Sandra Mayol, Baylor University; Jennifer Mead, Northeast Missouri State University; Kari Mikulas, Baylor University. 1991 - Lisa Benson, Baylor University; Pamela Bugle, University of Delaware; Joanne Schumacher, University of Delaware; Janet Wiles, Murray State University.

10. Conclave Paper Presentations - Lisa Goheen, Kansas State University; Laurie Sula, Purdue University; Jeannette Wilkins, Ashland University.

11. Chapter Award of Excellence - Middle Tennessee State University, Carson-Newman College, East Tennessee State University, North Carolina Central University, University of Tennessee, Knoxville.

Fiscal Status

The financial position of the Society is strong. We can be proud that almost twenty percent of our budget goes to fellowships, grants, scholarships, and awards. It should be noted that we have a conscientious Executive Director and Board of Directors that take the fiduciary responsibilities seriously. In order to analyze the report below, it needs to be understood that our balance sheet goes up and down with the conclave cycle expenses for delegate scholarships. The General Fund includes operational fund reserves. The Restricted Funds include endowments and monies for restricted purposes.

	9/30/90	9/30/91
General Fund		
Liabilities and Fund Balances		
	$61,292	$60,500
Restricted Funds		
Liabilities and Fund Balances		
	$331,619	$328,206

Window of Opportunity

The Board of Directors has plans for the years ahead that will advance the society and strengthen its commitment to assuming the proper role of Kappa Omicron Nu in meeting the needs of the profession and society. Your leadership truly believes that if a goal can be envisioned, it can become reality. I invite you join the team by volunteering to support the society with your time, energy, and gifts.

1993-94 Grants and Fellowships

Master's Fellowships

Eileen C. Maddex Fellowship, $2,000 - awarded from the Omicron Nu Fellowship Fund

National Alumni Chapter Fellowship, $1,000

Doctoral Fellowships

Hettie M. Anthony Fellowship, $2,000 - awarded for doctoral research from the Kappa Omicron Phi Fellowship Fund

Omicron Nu Research Fellowship, $2,000 - awarded for doctoral research

Marjorie Arch Burns Fellowship, $2,000 - awarded from the Kappa Omicron Phi Fellowship Fund for doctoral study in honor of her service as National President, 1957-61

Adviser's Fellowship

Dorothy I. Mitstifer Fellowship, $2,000 - awarded from the Kappa Omicron Phi Fellowship Fund and targeted primarily to chapter advisers for graduate or postgraduate study

Research/Project Grants

Alumni Chapter Grant, $500

New Initiatives Grant, $3,000

One or more grants will be awarded for proposals that meet the criteria of the Kappa Omicron Nu research agenda (see announcement).

Applications

December 15 - Research/Project

January 15 - Doctoral /Adviser's

April 1 - Master's

Information and applications may be secured from the Kappa Omicron Nu National Office.

Research Agenda Announced

Research Priority:

Cross-Specialization and Integrative Research

Focus for 1993-1997:

Cultural Diversity and Minority Issues in Home Economics

Researchers might study how to integrate cultural diversity/minority home and family emphases into programs of higher education, how to prepare professionals to effectively work with various cultural and ethnic groups, or how to attract multicultural students and professors into the field. Proposals may respond to any of the above suggestions but need not be limited to them. Further information may be secured from the National Office, Haslett, Michigan.

Maximizing Professional Talent for Millennium III *

Jane Coulter

Your overreaching agenda of recruiting and educating minorities for careers as scientists, business leaders, educators, and as public policy officials is among USDA's top priorities. And we have precious little time to lose in achieving this national goal. For, in less than a decade, we step into a new century. In reality, that's a brief time in which to get ready for the third millennium.

In this final decade of the 20th century, America's economy, society, institutions, and individual lifestyles are all in the midst of profound restructuring. This restructuring is the result of several "changedrivers" which are worth noting.

1. **The Maturation of America**--or the growth of the 65-and-over population (a more active and affluent group than in previous eras and, perhaps, a more realistic, responsible group and one that is more tolerant of diversity).

2. **The Mosaic Society**--rising levels of education, increased ethnic diversity, a growing population of elderly individuals, more single-person households, and other diversity-related trends are moving America away from a "mass society" to that of a "mosaic society."

3. **The Marketplace Reconfiguration**--the aging of the population and the growth of minority populations are simply reshaping consumer markets.

4. **The Minority Realities**--nearly one in three Americans will be a member of an ethnic or racial minority by the year 2000, one in two by 2050; 70 percent of new labor force entrants will be minorities by 2000 and immigrants will constitute an increasing share of this population; ethnic and racial special-interest groups will grow, both in numbers and in influence.

Our posture as we approach 2001 will depend heavily upon the investment this country is willing to make in its own future. I am convinced that a major factor will be the level of investment we make in our educational system. More than ever, education will play a crucial role in determining the fortunes of this nation. And, higher education in home economics is uniquely prepared to educate professionals who can truly provide invaluable leadership directed toward the resolution of a myriad of social and economic ills as well as toward improving our quality of life.

Historically, America has invested heavily in education. In fact, the people who surged westward over a century ago dreamed of a new kind of education. They wanted colleges that would meet the practical needs of all citizens more directly than did the institutions that stressed classical studies and training for a few learned professionals. They wanted "people's colleges" that their sons and daughters could attend at minimal cost and that would emphasize research and instruction to improve the quality of life and advance income-earning potential. We can reflect today with great pride that home economics was considered to be an important field of study in establishing that earlier national education agenda.

About the same time, President Abraham Lincoln signed a bill establishing the Department of Agriculture in which he specifically referred to the new Cabinet level entity as the "people's department." Its original 1862 mandate was to ensure the vitality of the nation's food and agricultural enterprise. Its original authorities have been expanded many times over the last 100-plus years. And in 1977, the Congress mandated that USDA become the lead Federal agency for higher education in the food and agricultural sciences, inclusive of assuming responsibility for the quality, distribution, and effectiveness of the human resource base essential to serve the food and agricultural enterprise. Today, USDA's concern for human resource development is evidenced by a growing sponsorship of programs designed to strengthen science and education at all levels--the National Needs Graduate Fellowships Grants Program, the Institution Challenge

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* *This presentation was given at the inaugural session of the Project 2000 National Summit in Washington, DC, September 28, 1990. Project 2000, is a long-term national initiative by the American Home Economics Association and the Office of Higher Education Programs of the U. S. Department of Agriculture to recruit, retain, and graduate black, Hispanic, and Native American students in areas of home economics with critical shortages of professionals from these racial groups.*

Dr. Coulter is Deputy Administrator, Cooperative State Research Service, U. S. Department of Agriculture.

Grants Program, and the 1890 Institution Teaching and Research Capacity Building Grants Program, as well as special initiatives like the Food and Agricultural Education Information System (FAEIS) and the manpower supply and demand studies. A critical part of this total effort focuses on increasing the science and education participation of women and minorities. For these groups are seriously underrepresented in science. I will not justify that statement as others at this conference will be doing so.

In the years ahead, these groups will comprise a growing proportion of the pool of United States students from which we must draw future educators, scientists, and business professionals. Unquestionably, attracting and advancing these underrepresented groups into scientific, education, and business careers is one of the most pressing challenges confronting America.

Success in responding to this pressing challenge transcends the ability of any one group. Therefore, coalitions involving business, government, education, and the nonprofit sector are an absolute necessity. Hence, our office is supremely proud to be the major sponsor of Project 2000, one of several initiatives the Department has undertaken recently as part of a renewed commitment and coordinated effort to address the needs of minority students and to raise their educational attainments while also advancing the quality of the nation's scientific and professional work force.

I feel certain that all of us fully agree on three points:

1. Many persons in our country have the potential to earn college and university degrees--including the Ph.D.--who happen to be African American, Hispanic, or Native American.

2. The current system is ineffective and inefficient in identifying, recruiting, enrolling, retaining, and graduating such people.

3. It is imperative that a national agenda be developed which will be responsive to the interests and needs of minority populations and which will be unwavering in its commitment to the full development of all citizens.

In developing such an agenda, a fact that must be dealt with is that the history of the United States shows a continual struggle to assimilate ethnic and racial newcomers into the "mainstream" of American life. Unfortunately, this emphasis on assimilation has ignored or eliminated cultural differences and, thus, diminished our appreciation of the value of cultural diversity and how it enriches our lives. I can think of no professional field of study better qualified to deal with the issues surrounding this dilemma than that of home economics.

If you will indulge me for a moment, I'd like to reflect back on my experiences as a graduate student. I remember studying an educational philosopher who questioned whether education is a changedriver or rather a responder to change. Can or should education ethically promote change? After many years of cogitating on this perplexing question, I reached the conclusion that the answer is "all of the above." If education can improve the nutritional and economic well-being of families, then no one can challenge the fact that education has a role to play both as a changedriver and as a responder to change. I hope I can convince you that higher education in home economics must become a more aggressive changedriver while also responding effectively to change.

To create the environment for institutional changes essential to bringing more African Americans, Hispanics, and Native Americans into scholarly training and careers, home economics administrators--deans, department chairs, and faculty committee chairs--must exercise responsibility for conceptual leadership, for an explicit academic plan that fosters both the goals of excellence and cultural pluralism, for promoting mentoring opportunities, and for promulgating incentive and reward systems to reinforce desirable changes in faculty performance.

Certain questions must be asked in developing our agenda. What can we foretell about the 21st Century? What kind of a higher education system will best serve the population? Who among us is making visionary changes today? What are major institutional constraints to such changes? How can the faculty best implement needed changes? What changes in public policy need to be developed and implemented? And, I would add, what role do each of you as professionals aspire to play in developing and activating such an agenda?

Good conferences, once underway, have a life of their own. Participants, caught up in the moment, frequently believe they can accomplish almost anything. The truly exceptional conferences are those that live beyond the present moment, that engage conferees so thoroughly in the issues that they carry the dialogue beyond the conference. In so doing, they transform participants by enabling them to meet the challenges at hand.

This Summit is unquestionably a landmark event. I am confident that it will provide many opportunities for serious dialogue and that it will provide you with a rich array of ideas for maximizing professionals for millennium three.

Minorities in Fashion Merchandising/Textiles Programs

Shirley Hymon-Parker and Jacquey Carey

This article will discuss college participation of minorities and educational barriers to set the stage for the consideration of minority participation in fashion merchandising/textiles programs. The findings from our study of fashion merchandising/textiles programs are reviewed, and recommendations for recruitment and retention are offered for enhancing participation of minorities.

Overview

Currently 20 percent of the nation is Alaskan Native, American Indian, Black American, or Hispanic; by 2020, one-third of the nation will be minority (Quality Education for Minorities Project [QEM], 1990). As America struggles to come to terms with its rapidly increasing diverse population, it is incumbent upon the educational, political, religious, business, and professional organizations to be concerned that their ranks reflect these changing demographics. Such a goal is mandatory to pursue as the 21st century arrives by the end of this decade. Meaningful and aggressive measures to enhance diversity are critical to the long-term healthy survival of this country and all concerned people and organizations.

Ms. Hymon-Parker is Fashion Merchandising Program Coordinator/Lecturer, Department of Human Ecology Department, University of Maryland Eastern Shore.
Dr. Carey is Assistant Professor, Family and Consumer Studies, Home Economics Department, Hood College.

Despite opportunities which have developed in the last twenty-five years because of the Civil Rights movement and an expanding economy, the advancement of minorities into all levels and types of job and career options has slowed considerably. An alarming trend which has a direct impact on student preparation for college and career is the dropping high school completion rate for black and Hispanic adolescents. In 1986 the high school completion rates for black and Hispanic youth were 76.4 percent and 59.9 percent respectively. Data from 1988 indicate a drop in high school completion to 75.1 percent and 55.2 percent for these students. The preceding figures denote high school completion rates for minority students that are at levels below overall graduation rates of 82.1 percent in 1986 and 81.2 percent in 1988 for all high school students between 18-24 years of age (Wilson & Carter, 1989). In 1986 white students had a high school completion rate of 83.1 percent and in 1988, 82.3 percent. Thus completion rates for white students were at a level higher than the nation's average. These statistics present a picture of a shrinking pool of talented minority youth not able to go to college and choose a career.

A similar trend has been occurring with college enrollment and completion by minority youths within the same time frame. Specifically, college enrollment for black males went from 27.8 percent in 1986 to 25 percent in 1988. Hispanic males and females showed little increase in college enrollment during this same period. College enrollment figures in 1986 were 29 percent for males and 29.9 percent for females. In 1988, the rates were 31.5 percent for males and 30.3 percent for females (Wilson & Carter, 1989). Whites, on the other hand, had college enrollment rates of 35.7 percent for males and 32.7 percent for females in 1986 with significant increases in 1988 to 39.4 percent for males and 36.9 percent for females (Wilson & Carter, 1989).

While aspirations to go to college have increased among minority youth over the past decade, the decline in college participation by minority students continues (Wilson & Carter, 1989). Factors which might explain the incongruence between higher college aspirations and lower college participation are based on educational barriers, economic status, and career alternatives.

The educational barriers involve standardized tests, such as the SAT and ACT, and the admission standards used by many colleges and universities. Within the past decade the standardized test scores for minority students have increased, and as a group these students are much better prepared academically for college than previous generations. At the same time though, many colleges and universities have developed more restrictive admissions standards which have an impact upon the high school requirements for college preparation.

Even though minority students may be performing better on standardized tests as compared to the mid-1970s, they still lag behind their white counterparts. In 1987, the combined SAT verbal and mathematics scores for white students were 27 percent higher than combined scores for black students, 22 percent higher than Hispanic students, and 15 percent

higher than American Indians (QEM, 1990). Coupled with the reality of an overall lower high school grade point average and having less opportunity to take college-preparatory courses, an admissions barrier develops for minority youth because of the higher standards required by many colleges and universities (Wilson & Carter, 1989).

The second factor involves the cost of financing a college education. The student aid system that was in place in the 1960s and 1970s enabled more low-income and minority students to attend college. However, changes in the structure of current student-aid programs have reversed that trend, thus adding to the statistics of lower college access for blacks and Hispanics and of lower degree attainment (Wilson & Carter, 1989). Because many potential college-bound minority students come from less affluent backgrounds it is essential that financial aid becomes more readily available to remove the economic barrier to college participation. College aspirations may be limited by the fact that many of these potential students may not be aware of current financial-aid programs.

The third factor is military recruitment. This career alternative has made an impact on minority college participation during the last decade. A recent study by the Congressional Budget Office shows that there is a greater percentage of higher-ability black youth being recruited in 1987 as compared to 1980 (Wilson & Carter, 1989). This trend may indicate a pool of potential college eligible minority youth that will be out of the academic area until some time later in life.

These three college participation barriers, along with the reality that many colleges and universities are still struggling with how to deal with more diverse populations, create several problems for minority youth. Very thoughtful and creative ways must be developed to assist these talented young Americans to reach their potential.

Review of Literature

A review of literature on enrollment trends of minorities in home economics and fashion merchandising/textiles programs yielded little. The lack of information signals the need for further investigation of minority groups in this specialization. Although little data exist on the home economics profession in general, information does exist concerning the shortage of minorities in higher education.

In 1986, only 23 percent of the traditional college-age population (18-24 years old) was black or Hispanic, with 14 percent black and 9 percent Hispanic (Andrews, Carter, Malizio, & San, 1989). During Fall 1986, 2.2 million minority students were enrolled in higher education institutions; this represents 18 percent of the total enrollment. In 1987 the racial/ethnic backgrounds of men and women were:

Table 1. First-Time, Full-Time Freshman Fall 1987

	% Men	% Women
Black Americans	7.2	10.0
Asian Americans	2.6	2.1
Hispanics	.9	1.5
American Indians	.9	.9
Whites	87.6	84.5
Others	1.6	1.7

Source: Andrews, C.J., Carter, D.J., Malizio, A.G., & San, B. (1989). *1989-90 facibook on higher education: Demographic and economic data.* New York: American Council on education and Macmillan.

As evident from these data, minorities are underrepresented in higher education, thus reaffirming the need to investigate this issue. Further emphasizing the necessity to examine the problems of low enrollment is the degree completion rate of minority groups as revealed by the following statistics of bachelor (B), master's (M), and doctoral (D) degrees awarded to racial/ethnic groups:

Table 2. Degrees Awarded in 1984-85

	% B	% M	% D
Black Americans	6	5	4
Asian Americans	3	3	3
Hispanics	3	3	2
American Indians	.40	.40	.03
Whites	84	78	73
Aliens	3	9	16
Others	1	2	2

Source: Andrews et al. (1989).

Black men experienced the largest drop in college attendance of any group between 1976 and 1986 (Wilson & Carter, 1989). The American Council on Education report (Evangelauf, 1992) that included 1990 enrollment statistics showed minority-group gains that were encouraging but warned that they could be threatened by the current recession. Gains for black men and women during 1988-90 were 7.4 percent and 8.7 percent, respectively. This report summarized the college-going rates at the end of the 80s: 28 percent for blacks, 29 percent for Hispanics, and 40 percent for whites.

Another interesting set of statistics with implications for the future has to do with the classification of students in 1990: minorities - 91.2 percent undergraduate and 8.8 percent graduate and professional-school; whites - 86.5 undergraduate and 13.5 percent graduate and professional-school (Evangelauf, 1992).

In 1987 the top three bachelor-degree fields for minority students were business, social science, and

engineering. The continuing influx of Asian Americans and nonresident alien students from education pushed engineering into third place. At the master's and doctoral levels, education remained the number one choice of minority students (Wilson & Carter, 1989).

Vobejda (1988) stated in an article in the Washington Post that these figures signal future problems, not only because colleges will be hard-pressed to hire minority faculty who are drawn from the rank of doctoral-degree recipients, but also because of repercussions for undergraduate enrollment. "[W]ithout role models in the classroom, it's going to be harder to attract and retain black students at the undergraduate level" (p. 23).

Statement of the Problem

The general decline of minorities enrolled in higher education programs over the last decade will result in too few minority professionals with the requisite training and credentials for the marketplace. A plan to recruit and retain minorities in home economics, in general and fashion merchandising in particular, needs to be developed. This plan needs to recognize supply and demand projections for careers where home economists will be most needed.

In a 1981 USDA publication it was estimated that during the 1980s, the demand for home economists in occupations such as marketing, merchandising, clothing, furnishings, and related areas would exceed supply by 4,500 jobs (Coulter & Stanton, 1981). Projections of occupations, with the greatest growth between 1986 and 2000, listed retail as number one with a 33.5 percent increase. The number of people employed in retail occupations in 1986 was 3.5 million, with a projected growth by the year 2000 to 4.8 million. From the 1986 figure, only 6 percent of those individuals were black, and 5 percent Hispanic (Andrews et al., 1989). Looking at these data one becomes concerned with whether there will be a sufficient supply of trained people to meet the demands of the fashion retail industry.

Given this background, the purposes of this study were to: (a) assess the participation of minorities in undergraduate and graduate fashion merchandising/textiles degree programs and (b) develop recommendations for improving and/or expanding minority (black, Hispanic, and Native American) recruitment and retention efforts for fashion merchandising/textiles students at the undergraduate and graduate levels.

Methodology

A survey was developed by the authors and mailed to the 312 colleges and universities that conferred baccalaureate degrees in home economics as identified by the American Home Economics Association. The survey was addressed to either deans, administrators of home economics units, or department chairs. One hundred and sixty-five questionnaires were returned (52%). Forty-three of those returned noted that they did not offer a major or concentration in fashion merchandising/textiles. One hundred and twenty completed questionnaires from institutions that had a major or concentration in fashion merchandising constituted the data set used in this study. The individual to whom the questionnaire was addressed was asked to complete the questionnaire or forward it to the appropriate individual who would have access to the information sought. The questionnaires were completed by either the department chair, fashion merchandising program coordinator, or fashion merchandising teaching faculty.

The questionnaire was divided into three sections to address: (a) enrollment trends, graduation, and employment; (b) minority recruitment efforts conducted by the department/home economics unit; and (c) graduate programs and enrollment status of minorities. Descriptive statistics (means and frequencies) were used to summarize these data for selected variables.

Findings

From the 120 institutions that had a major/concentration in fashion merchandising/textiles, 62 percent of the schools had a major in fashion merchandising, 37 percent had both fashion merchandising and textiles, and 1 percent had a major in textiles only. The number of students enrolled in the undergraduate program in these institutions totaled 11,799, of which 8 percent were black, 2 percent Hispanic, and .03 percent Native American. Fifty-four percent had minority enrollments of 1 percent in the fashion merchandising/textiles programs. A further analysis of these programs revealed that 21 percent had no blacks, 49 percent had no Hispanics, and 75 percent had no Native Americans.

Concerning the question about the number of minorities that had graduated from the program in the past five years, 49 percent of the institutions said that nearly all their minority students graduated from the program. Of those institutions that graduated minority students in the past five years, 41 percent stated that practically all of them had secured employment in the fashion industry. Data showed that 41 percent of the jobs were fashion buyers and merchandisers, 23 percent were professional sales managers, and

10 percent were visual display managers.

Replies to the question of whether special efforts were made in the past five years by the department or home economics unit to recruit minority students indicated that only 33 percent (40) had made any special efforts. However, from these institutions, several successful recruitment efforts were recommended, as well as others that were scheduled for implementation (see recommendations below).

Responses concerning the number of institutions that had graduate programs in fashion merchandising or textiles revealed that 15 percent (18) had a master's in textiles, and 8 percent (10) had both a master's and a doctorate in textiles. Twenty percent (24) had a master's in fashion merchandising and 7.5 percent (9) had both a master's and doctorate in fashion merchandising. Although a reasonable number of institutions had a graduate program in fashion merchandising and textiles, enrollment of minorities was extremely low.

Further analysis revealed that fashion merchandising/textiles programs were concentrated in three regions of the country: Southeast (28.3%), Great Lakes (17.5%), and Plains (13.3%). Black students in the programs were concentrated in the Southeast (13%), Great Lakes (12%), Mideast (9%); Hispanics in the Southeast (8%), Farwest (5%); Native Americans were concentrated in the Southwest (1.63%). Institutionally blacks were most abundant in the Southeast (19%), Mideast (17.5%); Hispanics in the Farwest (6.6%), Southwest (5%); Native Americans in the Southwest (1.1%); and Asians/Pacific Islanders in the Farwest (9.5%).

An examination of the university-wide enrollment profile of the participating institutions found that minority groups (blacks, Hispanics, and Native Americans) are underrepresented, not just in home economics and fashion merchandising/textiles programs, but also within the general population. One might expect that as department size increased, so would the enrollment of minority students. However, this was not found. Instead, data revealed that enrollment of minorities leveled off with 10 or less minorities, regardless of the size of the department or the university. One positive outcome of the study was the fact that almost all minority graduates in fashion merchandizing/textiles were able to secure employment within the fashion industry.

Interestingly, the concentration of individual minority groups within programs by region was consistent with institutional concentration of individual minority groups by region. This study signals the need for institutional plans that will bring about effective recruitment and retention of minority students in higher education in general and fashion merchandising/ textiles programs in particular.

Recommendations

Recruitment, retention, and increased graduation of minority students are essential to the continued development of all professional specializations. The active promotion of minority access to career options in the academic field of home economics will provide the beginning of a self-fulfilling goal. As the cycle of participation by all people expands, the profession of home economics will be more aligned with its primary objective of working for and with all families for the enhancement of their quality of life.

Specific strategies and activities to encourage recruitment and retention and to encourage graduation of well-educated minority home economics professionals are listed below.

Recruitment

1. Establish a Saturday College in the home economics unit (in conjunction with university relations) to provide minority youths in grades 7 through 12 with education enrichment courses, whereby students could take preparatory courses in math, science, composition, and specialized home economics courses as noted by expressed area of interest. Seniors attending the college would receive additional workshops on stress management as well as application and admission procedures for college (patterned after the University of Illinois School of Medicine-Urban Health Program).
2. Offer pre-college program during the summer for high school students who aspire to careers in fashion merchandising/textiles.
3. Institute a minority college week in the department whereby area high school students will attend classes and complete assignments relative to this experience. Departments should attempt to provide housing during this time for the participating students.
4. Provide career counseling and college preparatory workshops for youth in large urban and rural churches.
5. Institute a mentoring program whereby faculty in the department (preferably minority) adopt area high schools with high minority enrollments and serve as resource persons in specialized areas. Faculty should provide information about the university as well as admissions and application procedures. In addition, they should assist interested students with completion of the applications for admission.
6. Recruit promising students

through personal contacts, e.g., telephone calls and personal visits by faculty.

7. Develop cooperative arrangements or articulation agreements with local community colleges.

8. Conduct specialized career fairs/majorfest at area high schools with high minority enrollments.

9. Improve the campus climate for minority students via campus groups, cultural and social activities.

10. Increase the number of minority faculty.

11. Give special priority to low-income minority students in financial-aid decisions.

12. Increase the number of college/university and state-supported scholarships and fellowships to minorities.

13. Explore ways of relieving the burden of student loans by working with state and federal governments to cancel the loans in return for public service or extend the loan deferment period.

14. Generate a list of prospective graduate students by establishing contacts with department heads at other institutions.

15. Use additional evaluative criteria such as interviews, professors' recommendations, autobiographical statements, along with grade point averages in admissions decisions.

16. Write grants that will provide money for lucrative financial-aid packages, particularly fellowships, assistantships, and scholarships for minority students pursuing graduate degrees in the field.

Retention

Once successful recruitment has been achieved, attention must be focused on assisting minority students in their transition to college life, particularly if the enrollment is predominantly of the majority culture. Rousseve (1987) stated that many minority students experience an identity crisis as they leave their racial or ethnic home base and begin the process of joining the national American community through their college experience. To prevent the marginalization of these students, their backgrounds, and the goals of mainstreaming, it is imperative to develop strategies which are encompassing and supportive of all differences. This can lead to more positive affirmation of all students.

Programs that develop a positive, more nurturing campus environment are listed below:

1. Peer corps on campus and within departments and colleges of home economics to provide an immediate and friendly base of support for the new students in their social and academic endeavors.

2. Programs to sensitize students, faculty, and staff to issues of minority students. It would be wise to do this in conjunction with a grievance process to address any incidents that occur. An accessible person to immediately deal with any problem is critical to student retention within departments, colleges, and universities.

3. Budget counseling program in conjunction with the financial-aid office to provide training for students in money management (Wilson & Carter, 1989).

4. Mentoring program using minority faculty and alumna.

5. Cultural diversity training program for faculty.

6. Academic advising program that will lend itself to implementation of mentor relationships between advisers and advisees.

Summary

Although these recommendations are limited in description, they serve as a catalyst for steps that can be taken to improve the status of minority students in fashion merchandising/textiles. Because occupations related to this specialization are expected to offer plentiful opportunities for minorities, home economics programs should not waste any time in expanding recruitment and retention efforts.

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Building Minority Participation in Family Science and Child Development

M. Janice Hogan and Wilma J. Ruffin

There are few faculty or graduate and undergraduate students from Hispanic, African American, Native American, and Asian American heritage who specialize in child development and family sciences in comparison to the professional need. Anyone who has conducted a faculty search or attempted to assist employers in implementing their affirmative action plans knows about the seriousness of the situation. Why don't more ethnic minorities major in family and child studies? This question needs to be addressed. The lack of minority undergraduate and graduate students is one of the greatest challenges facing our profession.

Family science and child development, perhaps more than any of the specializations in home economics, are directly involved in the study of cultural diversity. The subject matter variables include cultural values, socialization patterns, family composition patterns, communication styles, parent-child relationships, and many other socio-cultural concepts that impact on the quality of child and family functioning. Should we conclude that family science and child development are culturally enlightened fields? Or have we specialized in the Euro-American family and child development and failed to include ethnic minorities? This article will explore the curriculum, research, and professional challenges in building minority participation and suggest some reasonable goals for family science and child development programs.

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Curriculum Challenges

Most of the child and family science textbooks, curricula, educational programs, research, and theory are focused on Euro-American families. Frequently there is one chapter on ethnic and racial populations in a textbook, perhaps one or two class sessions with examples of different ethnic families in a required semester course, and possibly a special topics elective course on family and child functioning of different ethnic and racial groups. Little research-based knowledge on ethnic populations is usually available to guide the presentations and that which is available is often not used. And, it is common for Euro-American normative models to be used to analyze ethnic minority family behavior, comparing family and child behavior across racial groups to Euro-American norms. The result of this analysis is to identify differences as problems and cultural diversity as deviant behavior. The education and research agenda for different ethnic and racial groups needs our attention.

Duany and Pittman (1990, p. 28) reinforce the need for building a multicultural curricula: "Too often, multicultural curricula are artificial add-ons rather than truly integrated programs that change the environment of the school and make it welcoming to and respectful of students and families of different cultures." All family and child development scholars need to study families of diverse cultural backgrounds.

While African American, Hispanic, Native American, and Asian American families and children are frequently grouped together under the heading of minorities in textbooks and courses, separate ethnic group identification is critically important. Ethnic culture has a major impact on individuals' and families' access to resources and opportunities, feelings of hope and well-being, and the self-concept of children. Mindel, Habenstein, and Wright (1988) remind us that members of an ethnic group share a unique social and cultural heritage that is passed on from generation to generation. They indicate that the sociological concept of minority or minority group refers to issues of power or powerlessness, not the statistical definition of minority expressed in percentages. The concepts, ethnic culture, social heritage, and minority, need to be included in family and child development courses.

An African American student indicated to the authors that she believes that faculty use this add-on approach to appease the few minority students enrolled in class. Perhaps this is true. Another possibility is that faculty are not familiar with the ethnic minority literature and resources (see Recommended Reading

List, p. 17). Furthermore, our bias is that faculty and students need to be engaged in research to create the rich literature and resource materials needed on culturally diverse family and child functioning.

Research Challenges

The research-based knowledge in child development and family sciences regarding minority families is meager and too often fraught with methodological and theoretical problems. A study by Demos (1990) of research literature on black families from 1939-1987 concluded that a problematic view of family functioning still prevails. He found a relatively large number of articles on black families in poverty in contrast to studies of kinship, interracial families, and general family well-being. We agree with his conclusion that the lack of research on the successful minority families needs attention, and we urge researchers, funders, and editors to give special attention to this void.

Researchers need to study the diversity within and across ethnic minority and majority populations. Studying diversity of family and child cultural and socio-economic settings is a major challenge but an important agenda for the research community. The recent report of the Business-Higher Education Forum (Three Realities, 1990) reveals that many minority group members are succeeding. About two out of the five black and Hispanic families have incomes above the median. The report states that the black middle class has tripled in size in a generation. Another reality is the persistence of poverty for three out of ten minority individuals, many of them trapped in an underclass plague of drugs, delinquency, and single-parent households. And, another third of minorities live on the margin with limited skills and education. The questions of "why poverty" and "why on the margin" need to be high priorities for us.

To simplify the task of studying minorities, researchers sometimes group them together as nonwhites. Demos (1990) reports that the use of nonwhite samples to discuss ethnic minorities assumes that there are no subcultural differences strong enough to have implications. This "nonwhite" approach assumes that majority and minority membership are important variables, not ethnic group. This ethnocentric approach to studying minority families should be challenged by journal reviewers.

Additional methodological problems were identified by Dillsworth-Anderson and McAdoo (1988) regarding the study of minority families. They contend that if ethnic minority families are defined according to how they empirically function, researchers would be more likely to use the appropriate unit of analysis. As an example, they cite that since the family relations among blacks and other ethnic minority families frequently operate within an extended kin network, the unit of analysis should be the kin network, not the household. There is a need for the use of more culturally sensitive approaches in order to have valid research findings for educators and policy makers.

Demos (1990) recommends the use of ethnographic and other qualitative approaches to better understand the patterns of family functioning. Only 11 percent of the 283 data-based articles on black families that he reviewed involved qualitative methods. Most of the studies were based on survey methodology, a relatively abstract, positivistic model of family and child science.

Qualitative and quantitative studies need to address important questions about the ethnic minorities. For example, what does it mean for families to have strong ethnic ties, to be a member of an ethnic minority family that links generations, to be a child in an interracial family, to be a member of a multicultural minority family? Do the variables of race, religion, national origin, or some combination of these variables predict social and cultural ties in families and communities? When is it important to identify the Mexican, Puerto Rican, and Cuban groups separately in research studies? To understand the Native American, should researchers look for commonalities and differences among the tribal affiliations? What do we know about the family relationships and child development of ethnic minorities such as the Hmong, or of nationalities such as the Vietnamese, the Cambodians, and the Laotians--first generation immigrants and later generations?

A multicultural team approach may be an effective mode for initiating such research. For example, a current project in the Family Social Science Department, University of Minnesota, involves a Euro-American family gerontologist, a doctoral student from Thailand, and several Asian American undergraduates of Hmong, Vietnamese, and Cambodian background. Together they are studying intergenerational relationships of four of the ethnic groups of Asian immigrants. Hopefully, one or more of the undergraduates will pursue graduate study in the near future.

A multicultural research agenda needs to include study of the values, attitudes, customs, preferences, and practices of family and child development from each of the ethnic minority groups and from the interracial and multicultural groups. Properly done, it will produce dynamic content, rich with the norms that we share and the differences that we need to understand.

Professional Challenges

Educators and students in family science and child development need to think about what it means to be a professional in a country that was built by many different ethnic and racial groups. Why hasn't our profession provided equal opportunity for African Americans, American Indians, Hispanics, and Asian Americans? Thus, we also need to directly address prejudice and racism. Most of us need to struggle with our comfort level in different culturally diverse settings. We need to experience interaction in different ethnic communities where one is part of the majority, the minority, and the team. How do we feel and how do we behave when we are the outsider, the insider, and the multicultural team member?

Ethnic minority professionals remind us that being "the other" involves contradictory phenomena. Madrid (1988) indicates that "otherness" means feeling excluded, being on the margin or periphery, and it also means being unique and special. She states, "One of the strengths of our society--perhaps a main strength--has been a tradition of struggle against clubbishness, exclusivity, and restriction." Our goal should be to become multicultural partners, nonracist professionals.

Hughes (1990) defines racism as the conscious or unconscious assumption of individuals or groups that they have been accorded inherent positions of superiority and, therefore, are entitled to control access to resources and deny outsiders equal opportunity. She talks about the pain of victimization as the result of racism: "Victimization generates rage, helplessness, negative self-valuing, fear, and insecurity; it kills the spirit and the heart of its victims when internalized." Our curricula and research need to include racism as a variable in the study of family and child functioning.

Racism exists in universities and colleges, in family and child science educational programs, and among faculty, students, and staff who appear otherwise enlightened. It exists among members of minority and majority groups. Racism is a product of fear and ignorance--a belief in superior and inferior races, handed down from one generation to another. The nonracist professional recognizes the unique qualities of persons, sees race as one of many characteristics, and does not put hierarchical labels on racial groups as superior or inferior.

In creating multicultural environments in educational settings, Hughes (1990) proposes programs that address the conflicting perspectives of ethnocentric and pluralistic cultural values. She suggests one program for majority students that assists them in examining their ethnocentric development and assessing their potential for valuing multicultural pluralism. A parallel program for minorities would be aimed at their examination of the victimization syndrome. The desired outcome is for majority and minority students to move toward multicultural equals. Some of the underlying assumptions and propositions guiding this systemic change include: (a) we are born with the capacity to develop positive cultural values and the potential for transcendent human values, (b) we become trapped in our stereotypes which cause us to lose our transcendent values, (c) interventions are often cosmetic aimed at symptomatic change, not dealing with enduring beliefs and interpersonal dignity, and (d) we must be willing to risk and endure great systemic change to advance our recruitment and retention goals of minorities.

One African American student indicated to the authors that she thought that the faculty members tried to be enlightened but that they were intimidated by minority students because they cannot relate to their cultural context. She wants all students to have in-depth subject matter on each of the minority groups so they will understand the diversity within and across cultural groups. And she wants African American faculty to teach and advise students, to be role models for Caucasians as well as for herself. To recolor our profession, we need Native American, Hispanic, and Asian American side-by-side with African American and Caucasian faculty revising curricula and initiating research projects. The revisions and new initiatives are needed to build the knowledge base for all of us in the professional fields.

Ogbu, an educational anthropologist, hypothesizes that there is a significant difference in achievement between immigrant minorities who have moved here for a better life and domestic minorities who were brought here as the result of slavery or conquest (Hill, 1990). The Native Americans and African Americans are examples of domestic minorities who experienced some form of bondage. Some of the Mexican and Puerto Rican Hispanics have entered the United States as immigrants and some carry the historical experience of a conquered group. In contrast, the Cuban Americans are immigrants. He believes that there is a difference between immigrant and domestic minorities in their self-concept, their belief in a successful transition, and their perception of barriers. Ogbu proposes that African Americans, Native Americans, and domestic Hispanics interpret the discrimination against them as relatively permanent, distrust education as a solution, and equate educational achievement with

"acting white." He argues that racism creates a caste-like system for these minorities. In contrast, Cuban Americans, Trinidad Americans, and several other immigrant minorities are more likely to believe in the educational system and remain hopeful that they will succeed.

Ogbu suggests that the immigrant minorities can be role models for domestic minorities because they have developed a model of accommodation without assimilation. He concludes from his studies that immigrant minorities have adopted the attitudes, knowledge, and behaviors that enhance their academic and economic success while retaining their cultural identity and ethnic pride. Further study is needed to test Ogbu's hypothesis and to understand the complexities of cultural identity.

To date, we have not addressed the void of colleagues from African American, Hispanic, Native American, and Asian American populations in child and family sciences. Is it a pipeline problem, e.g., are minority students not aware of these specializations or do they discover them too late during their undergraduate and graduate school years? With a lack of role models, how can the pipeline be started? Is it a perception and image challenge, e.g., do they choose social work or early childhood education as better alternatives? Is it a cultural relevance problem that can only be addressed by revising our curricula and research agenda to include the models of cultural diversity? Have we formed partnerships with minority scholars from related professional fields such as social work and early childhood education to enhance the reform movement?

The nation's Black colleges have traditionally been the prime educators of black students and they continue to serve in this capacity. Telephone calls to twelve 1890 Universities with home economics programs that offer a major in child and/or family studies revealed that only four offer child development as a major. In most of the colleges surveyed, early childhood education majors were offered through the education unit rather than home economics. A few colleges offered a concentration in family and community and nursery school. A study of all colleges and universities offering child development and family science is needed to address the challenge of ethnic group participation.

Goals and Recommendations

Goal I: To improve the multicultural climate and the racial diversity of students in colleges and departments where child and family science majors are administered.

1. Administrative commitment is one of the prerequisites for ethnic minority recruitment and retention. Administrators could plan retreats, seminars, and workshops with students, faculty, and staff that address the challenges of ethnic minority inclusion, racism, uniqueness, equity, equality, and multicultural education. Administrators need to attend to the incentive and reward system for faculty to revise their curricula and advise students. And, they need to embrace affirmative action and work on a staffing plan that emphasizes cultural diversity.

2. Faculty involvement is necessary for ethnic minority achievement. They need to talk with ethnic minority students and to learn about their career vision and their academic goals. Planning active learning strategies for the classroom, including community involvement, may assist in creating a better environment for student and faculty. The curricula need to be revised to include important content on ethnic minority family and child functioning in required and elective courses. Research and theory that are culturally relevant are important issues for faculty to address.

3. Interaction among the faculty, students, and staff on cultural diversity can enhance the climate for minorities. A task force on cultural diversity can plan a series of focus groups that include faculty, staff, and students together in discussions of cultural values, cross-cultural diversity in communication, and needed support systems. As a follow-up, the faculty may need a focus group to discuss their concerns such as feelings of comfort and adequacy, services available for faculty, library holdings on cultural diversity, and faculty mentoring of students.

4. Networks need to be built with ethnic minority communities, including meetings with the staff of area schools, employers, social agencies, churches, and youth organizations such as Upward Bound and 4-H. This partnership will benefit student internships and field study, provide advisory council members, and support goals of student recruitment and retention.

5. A favorable state policy regarding affirmative action, financial aid, and scholarships enhances the chances of successful student recruitment. In so far as minority status is correlated with financial need and equal opportunity, the college costs and admission policies are major barriers for students living in states without supportive policies. The Business-Higher Education Forum (Three Realities, 1990) recommends: (a) that all families of low-income seventh grade children be informed that the costs of their children's college education will be guaranteed, given high enough achievement, and (b) that loans be replaced with grants for low-income students, whatever their ethnic

background, for the first two years of college.

Goal II: To increase the enrollment of ethnic minority undergraduate students so that their numbers in family and child science majors approximates the population.[1] Interest in these majors may be increased by the following actions:

1. Participate in the minority education recruitment fairs. It will be important to critique your display materials and handouts for their inclusion of ethnic minorities and to invite current minority students or alumni to join you in attending the recruitment fair. (If there is no minority recruitment event, help organize one.)

2. Initiate a summer program on campus where high school or community college minority students may work with faculty on research projects. Grants for underwriting summer programs may be available from your institution, the government, or from private foundations.

3. Link with youth programs such as 4-H, Upward Bound, church sponsored groups, and local schools to introduce the specializations of family and child sciences. Students, alumni, African-American sororities and fraternities, ethnic support organizations, and other groups may assist faculty and staff in such recruitment activities.

4. Form a coalition with related academic programs such as social work, sociology, psychology, and early childhood education to recruit students and write grants for student scholarships, teaching and research assistantships, and leadership awards.

Goal III: Improve the retention rate of undergraduate students so they graduate and work in child and family sciences careers. Procedures that promote retention include the following:

1. Establish a mentoring network. Studies indicate that a personal relationship with a faculty or staff member is critical for retention. According to the Hispanic Policy Development Project, Latino youths almost unanimously identify the most important factor in academic success as a personal relationship with a teacher or staff member, i.e., someone cared (Duany and Pittman, 1990). Unfortunately, this level of faculty involvement is relatively rare, and those that have a reputation for supporting students are overloaded.

2. Establish a degree-progress tracking and reporting system to assist students through advising before they are in academic trouble. One of the best predictors of degree completion is the stated intention of students. According to Mingle (1987) high aspirations produce results in minority as well as majority populations.

3. Work with students to set up a minority student multicultural center, staffed with volunteer peer advisers. Undergraduate ethnic minority students may be employed as community program assistants to assist with the center. They could study the needs of minority students, identify their best and worst experiences and satisfactions with their major, and recommend changes to the administrator.

4. Form a partnership with any of the minority learning resource centers or student cultural offices on campus to share opportunities and resources. For example, last summer an African American major traveled to China as part of a cultural exchange program, and an Hispanic major participated in a summer research project with a faculty member in family resource management. The critical mass of ethnic minority students for social and cultural interaction may be at the college or university level.

5. Expand the career placement and salary data information available to minority students. Paid internships with agencies or companies that follow affirmative actions plans may enhance their motivation for completing the degree and assist employers with diversity in their work force. Employment in a career ladder position based on qualifications and professional potential is the ultimate goal for both students and faculty.

Goal IV: Recruit and retain minority graduate students, especially for the doctoral programs where academic and administrative positions are in high demand. Doctoral students can be recruited by the following procedures:

1. Utilize cooperative arrangements with other universities and organizations to recruit students, to place ads in their newsletters, and to exchange lists of potential graduate students.

2. Talk with potential students at professional meetings, especially where you are likely to meet social work and education graduates--the largest fields for minority students (Mingle, 1990). Extension home economists, 4-H agents, and other community educators may be interested in graduate study and career shifts. If feasible, invite prospective students to campus to meet with faculty and current graduate students to explore graduate study.

3. Develop financial packages to support recruitment and retention. It will be helpful to canvas the fellowship support available through your institution, foundations, and from government training grants and to designate research and teaching assistantships for students who can assist faculty, thus establishing an early personal relationship.

Goal V: Improve the number of minority faculty and staff employed.[2] Recruitment can be aided with the following actions:

1. Develop a pool of potential applicants through: (a) contacts with faculty at other doctoral degree-granting institutions, (b) professional meetings with job placement services, (c) use of directories and publications established for minority recruitment purposes. Improved performance of search committees through networking and active recruitment of minorities is needed. It will be helpful to seek endowment of academic positions, i.e., endowed chairs for ethnic family and child sciences.

2. Invite child and family sciences faculty who are members of ethnic minority groups for endowed lectures, as commencement speakers, for special seminars, and for short-course assignments. It is also possible to appoint adjunct faculty from the community to teach, guest lecture, or collaborate on a research project. Visibility as a unit that is committed to cultural diversity can enhance future hiring.

3. Invite child and family sciences doctoral students from other institutions to visit the unit and present a seminar. This relationship could potentially lead to an applicant pool for tenure-track or administrative positions.

Summary

The goals and recommendations above form an action plan for family science and child development. The rationale for this plan embraces the values of ethnic diversity, social justice and equity, and cultural enlightenment. Finally, it addresses the pragmatic reality of demographic shifts. Some in our profession will be motivated more by the values underlying the strategies for action. Others will act because of economic and political necessity. No matter; together we will and must recolor our profession.

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Footnotes

[1] A study of predominantly white public universities with successful multicultural student records found that about 20% of a specific minority group appears to be the turning point for success in undergraduate programs (Richardson, Simmons, & de los Santos, 1987). This goal may be more feasible for programs located in large cities since many students, including rural ethnic minority students, prefer urban environments. Richardson et al. cite the example of Native Americans from rural reservations who attend the University of New Mexico in Albuquerque in larger numbers than they do at New Mexico State in Las Cruces.

[2] According to social learning theory, much of our behavior is developed through role modeling. Thus, it is important for all of our students to experience teachers from different ethnic groups. Without a multicultural teaching and research faculty, Hispanic, Native American, Asian American, and African American students may perceive that teaching and research roles are not attainable or desirable. Some predominantly white institutions temporarily compensate for this lack of cultural diversity with graduate assistants and visiting professors. Reaching this goal is critical to the fields of family and child sciences because of the changing demographics. Current projections are that minorities will make up more than 30% of the college-age population in the year 2000.

Minorities in Gerontology

Sara Ayers Bagby and Glennis M. Couchman

From the activities of the Gray Panthers to the much publicized aging of America, the attention of Americans has been directed toward the shifting population curve. The dual trends of a growing aging population and rapid increases in minority populations are certain to have profound economic, social, and educational consequences. Home economics cannot ignore the resulting issues. If the central focus and mission of home economics is to improve the quality of life for individuals and families, then home economists must be concerned about the American aging population, the issues regarding minority elderly, and educational/job opportunities for young minority adults.

This paper presents (a) a compendium of facts which provides a profile of the aging population and America's fast growing minority elderly, (b) information on the status of gerontology programs in home economics higher education and the minority faculty/student composition of a selected group of programs, and (c) recommendations for enhancing opportunities for minorities in the field of gerontology.

Aging of America

One of the most significant population trends affecting American society is the dramatic rise in the number of persons over age 65. For the next fifty years, the 65 and older age group will grow more rapidly than the total United States population (U.S. Department of Commerce, Bureau of Census [U.S. Census], 1983). Future growth projections estimate that by the year 2030, one in five persons, 21 percent, of the population will be over age 65. This rapid increase will occur as the "baby boom" generation reaches age 65 between 2010 and 2030 (U.S. Census, 1983). See Table 1.

As the population of elderly persons in the total population is rising, the older population is getting older. Dramatic increases in numbers are occurring in the aged (persons 75 years and older) and the very old or frail elderly (those persons 85 years of age and older). By year 2030, almost 10 percent of the total United States population is projected to be 75 years and older (U.S. Census, 1983). Persons 85 years and over are the fastest growing portion of the elderly population. By year 2030, the number of persons 85 years and over will grow to approximately 9 million (U.S. Census, 1983). See Figure 1.

Minority Population Growth

According to Hodgkinson (1990), a preliminary review of the recent census reveals that a 23 million increase in the total United States population occurred from 1980 to 1990. Of that increase, 8 percent are white, 16 percent are black, 44 percent are Hispanic, and 65 percent are Asians. These increases result from both immigration into the United States and the high birth rate in minority families.

Today, one American in four describes himself or herself as nonwhite. If trends in birth rates and immigration continue, the Asian American population will further increase by 22 percent, the Hispanic Americans by 21 percent, black Americans by approximately 12 percent, and whites by 2 percent by year 2000 (Henry, 1990). The Hispanic population is expected to be the largest minority group after the year 2000 (U. S. Congress, 1983).

Minority Elderly

In recent years, the elderly population has been growing faster among minorities than among whites. This trend is expected to continue into the next century. The American Association of Retired Persons (AARP) reports that 10 percent of the population age 65 years and over were nonwhite in 1980. By 2025, 15 percent of the elderly population is projected to be nonwhite, and by year 2050, 20 percent is likely to be minority. Current and future percentages of minority elderly within and between minority groupings emphasize these dramatic population shifts (1985).

Black Americans

The Black American population includes African and Caribbean Americans. The AARP report (1985) states that in 1980, the black population in the United States accounts for 8 percent of those age 65 or over, by far the larget racial minority elderly. The black elderly population is expected to increase by

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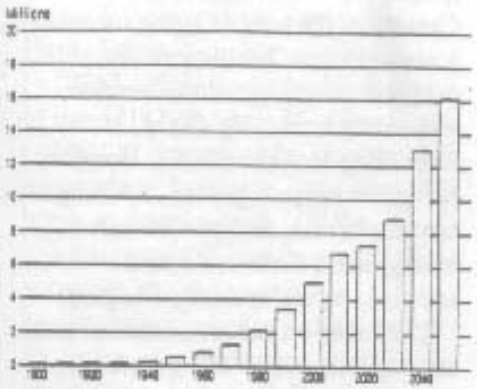
Table 1. Growth of the Older Population, Actual and Projected: 1900-2050

(Numbers in thousands)

Year	Total population all ages	55 to 64 years		65 to 74 years		75 to 84 years		85 years & over		65 years & over	
		No.	%	No.	%	No.	%	No.	%	No.	%
1900	76,303	4,009	5.3	2,189	2.9	772	1.0	123	0.2	3,084	4.0
1910	91,972	5,054	5.5	2,793	3.0	989	1.1	167	0.2	3,950	4.3
1920	105,711	6,532	6.2	3,464	3.3	1,259	1.2	210	0.2	4,933	4.7
1930	122,775	8,397	6.8	4,721	3.8	1,641	1.3	272	0.2	6,634	5.4
1940	131,669	10,572	8.0	6,375	4.8	2,278	1.7	365	0.3	9,019	6.8
1950	150,697	13,295	8.8	8,415	5.6	3,278	2.2	577	0.4	12,270	8.1
1960	179,323	15,572	8.7	10,997	6.1	4,633	2.6	929	0.5	16,560	9.2
1970	203,302	18,608	9.2	12,447	6.1	6,124	3.0	1,409	0.7	19,980	9.8
1980	226,505	21,700	9.6	15,578	6.9	7,727	3.4	2,240	1.0	25,544	11.3
1990	249,731	21,090	8.4	18,054	7.2	10,284	4.1	3,461	1.4	31,799	12.7
2000	267,990	23,779	8.9	17,693	6.6	12,207	4.6	5,136	1.9	35,036	13.1
2010	283,141	34,828	12.3	20,279	7.2	12,172	4.3	6,818	2.4	39,269	13.9
2020	296,339	40,243	13.6	29,769	10.0	14,280	4.8	7,337	2.5	51,386	17.3
2030	304,330	33,965	11.2	34,416	11.3	21,128	6.9	8,801	2.9	64,345	21.1
2040	307,952	34,664	11.3	29,168	9.5	24,529	8.0	12,946	4.2	66,643	21.6
2050	308,856	37,276	12.1	30,022	9.7	20,976	6.8	16,063	5.2	67,061	21.7

Source: U.S. Department of Commerce, Bureau of the Census. (1983, December). *America in transition: An aging society* (Special Studies, Series P-23, No. 128). Washington, DC: Government Printing Office.

Figure 1. Population 85 Years & Over: 1900-2050



Source: U.S. Department of Commerce, Bureau of the Census. (1983, December). America in transition: An aging society *(Special Studies, Series P-23, No. 128). Washington, DC: Government Printing Office.*

45.6 percent by year 2000. By 2050, Black Americans will make up more than 14 percent of the elderly population (U.S. Census, 1983). The visibility of the black elderly population is heightened by concentration in central cities and in the South (Atchley, 1991).

Hispanic Americans

The Hispanic population in the United States comes from diverse ancestry groups. The Hispanic population is defined as consisting of persons of Mexican, Puerto Rican, Cuban, or other Spanish/Hispanic origin (AARP, 1985).

Among Hispanics, each age cohort between ages 40 and 60 is larger than the one before it. As these cohorts turn age 65, the Hispanic American elderly population will increase dramatically. According to demographic data, the majority of Hispanic elderly reside in four states: California, Florida, Texas, and New York (AARP, 1985). Thousands of Mexicans live in the United States illegally, yet very little information is available on aging among illegal aliens.

Asian Americans

Asian Americans include a number of culture groups: Asian Indian, Cambodian, Chinese, Filipino, Guamanian, Hawaiian, Japanese, Korean, Samoan, Vietnamese, and others. Although diverse in cultural origin, Asian Americans share an immigration history. The various groups differ substantially in language, customs, involvement in the American life-style, and social class structure (Atchley, 1991). Approximately 6 percent of the United States Asian population is age 65 and over. More than 55 percent of elderly Asian Americans reside in the states of California, Hawaii, and

Washington (AARP, 1985). The population projection for elderly Asian Americans is unavailable.

Native Americans

The Native American population includes Indians, Aleuts, and Eskimos (AARP, 1985). The proportion of elderly among the Native American population has experienced faster growth than other minority groups. The number of elderly Native Americans increased by 65 percent between 1970 and 1980. This is a growth rate twice that of the white or black elderly population. Data (AARP, 1985) indicate that the Native American population over 65 years of age is 5 percent.

One-fourth of the Native American elderly live on American Indian reservations or in Alaskan Native villages. Over one-half are concentrated in five states: Oklahoma, California, Arizona, New Mexico, and Texas. More than 50 percent of the Native American elderly live in rural areas. The projected growth of aging Native Americans is not available.

Implications of an Aging Population

As the United States population ages, the demands for services to meet the needs and life satisfaction of the elderly are dramatically increasing. Dychtwald and Flower (1990) predict that services for the elderly will explode around 2011, when the first of the "baby boomers" born in 1946 celebrate their 65th birthday. In twenty years, an increasing aging society will be upon America, whether prepared for it or not.

Travis and McAuley (1990) identified trends in an aging society which provide a framework for categorizing critical issues in gerontology: changes in the composition of older families and households; health promotion and disease prevention; work, retirement and finances; housing; and long-term care. These trends have implications for jobs and education as the "age wave" moves forward.

As the 65 years and over population within minority groups rapidly increases, the need for culturally sensitive services for the minority elderly is markedly increasing. Not only are there individual differences that create heterogeneity in the older population, but there are also racial and ethnicity differences in culture that create diversity among the elderly. Thus, older persons who are racial or ethnic minorities face the later years different from the majority of the older population. Ethnic minority elders have much greater needs for services because of higher incidence of poverty, poor health, and lack of access to resources (U. S. Committee on Education and Labor, 1988).

Atchley (1991) reports that older Black Americans have a higher incidence of illness and disability. Additionally, racial segregation in housing has resulted in a higher percentage of older blacks than of older whites living in substandard housing.

Hispanic elderly experience discrimination because of their language. High illiteracy and language barriers limit Hispanic elderly participation in government programs (Atchley, 1991).

Older Asian Americans have language, dietary, and cultural problems that make the community services for older people more difficult for them to use. Additionally, older Asian Americans have a reluctance to use community services.

Elderly Native Americans living on tribal lands face conditions that are different from the older population in general. They share in the unavailability of federal programs for older people in rural areas. Housing on many tribal lands is substandard. Unfortunately, planning for services and support of older Native Americans is often uncoordinated or even ignored.

Is the United States ready for a surge in the numbers of older persons that will bring about far-reaching implications for the general welfare of the minority elderly and their families? There is much work to be done to enhance the status of all elderly, especially minority elders. More can and should be done to encourage the use of public and private programs and services by minority elderly. Thus, it is important that minority students be recruited into and trained in gerontology to help mitigate cultural and language barriers.

Home Economics and Aging

As adult caregiving becomes increasingly complex, an almost limitless variety of gerontology career opportunities will evolve within the specialty areas of home economics. Careers in the area of aging include social services, health services, program planning, administration, and entrepreneurship (Kahl, 1988). According to Kahl (1988), Hospice, caregiver support groups, teaching nursing homes, and private care management firms are recent additions to the specialty of aging.

The focus on older Americans and their special needs will generate an abundance of jobs in gerontology during the coming decades. Expansion will include people-oriented careers that involve direct services to older adults in senior centers, family service agencies, nursing homes, adult day care

programs, adult education centers, or retirement communities.

Peterson, Bergstone, and Douglass (1988) report information regarding manpower needs in the specialty of aging. These findings have important curriculum implications for home economics. The report concludes:

1. The need for personnel specifically prepared to serve older Americans will greatly exceed the current demand. By 2020 the provisions of services for the aging will more than double.
2. Because the persons currently working with older people have extremely limited gerontological preparation, continuing education courses will be in demand for many years.
3. There is a severe shortage of trained faculty members in aging and geriatrics. A surprisingly high percentage of faculty who are teaching gerontology have little or no formal preparation in aging. This shortage of qualified faculty limits program development.

Gerontology Programs in Home Economics

The Aging and Family Priority Issues Subcommittee (American Home Economics Association [AHEA], 1988) conducted a survey of the AHEA Agency Member Units (AMU) to determine the existence of gerontology programs and research in home economics units. Of the approximate 200 members of AMU surveyed, the report states gerontology programs were a part of the home economics unit in only 16 institutions. Interdisciplinary gerontology programs were reported in 9 AMU institutions. Thirteen units indicated that there was one or more courses on aging in the unit, while others stated that aging courses in their unit were included in the gerontology program which was a part of another academic unit. One-fifth of the AMU indicated there was no gerontology program in home economics.

In order to obtain information on gerontology offerings in home economics units and to provide some data on minority faculty and student participation, the authors designed a survey for Project 2000. The survey was modeled in part on the instruments used in the Association of Gerontology in Higher Education (AGHE) national survey (Peterson, Douglass, Bolton, Connelly, & Bergstone, 1987). Forty-eight institutions were selected for the study. These included: 23 institutions from the AMU survey (12 of which are also members of AGHE); 10 institutions from the national directory of AGHE listing participating home economics or home economics type units; and 15 institutions from the Association for Gerontology and Human Development in Historically Black Colleges and Universities (HBCU), all known to offer home economics courses. Of the 48 Project 2000 survey instruments mailed, 33 (69%) usable responses were returned.

Gerontology Programs. Twenty-four institutions reported programs in gerontology, four indicated courses being taught, and five units had neither programs nor courses. The findings from the Project 2000 study were consistent with conclusions from the AGHE study (Peterson et al., 1987) regarding institutional base and types of gerontology offerings. The AGHE findings showed that location of programs on campus varied greatly. Of the 24 Project 2000 institutions reporting programs, only three indicated that gerontology programs were separate units in home economics. Others indicated broad interdisciplinary programs.

Faculty. Respondents were asked to indicate faculty participation by racial/ethnic groups. Of the 221 faculty members teaching courses in gerontology, 187 were white (85%), 30 were black (13%), and 4 (2%) were Asian American. No Hispanic or Native American faculty members were reported. As compared with full-time university faculty by race/ethnicity, Green (1989) reported 89.7 percent were white, 4.2 percent black, 4.1 percent Asian, 1.7 percent Hispanic, and .04 percent Native American faculty in United States institutions. Green (1989) indicated that black faculty are more apt to be concentrated in the field of education and social sciences. This trend, plus the fact that seven respondents in the Project 2000 survey were HBCU institutions, could explain the larger number of black faculty involved in teaching courses on aging.

Students. Although relatively complete information on enrolled students by race was obtained, little information on number of graduates by race and sex over the last five years was reported. Most institutions indicated data were not available.

There are 700 students currently enrolled in gerontology programs in the responding Project 2000 institutions. Of the 700 students, 146 gave no distinction of race. Enrollment by race (when given) is: white, 375 (68%); black, 135 (24%); Hispanic, 25 (4%); Asian American, 17 (3%); and Native Americans, 2 (1%).

Program Completion. When asked the percentage of students beginning and completing a gerontology program, the Project 2000 responses varied from 50 to 100 percent of students completing programs, with most institutions indicating an approximate average of 70 percent completion rate. The completion rate for minority students, when compared with the overall percentage of students majoring or concentrating in

gerontology, was "equal to" the overall completion rate average at 20 of the 33 institutions responding to the question. One institution indicated minority students completed the degree less frequently, and one institution replied that minority students completed degree requirements more frequently. Thirteen institutions did not respond to this question.

Recruitment and Support Services. Institutions were asked about special recruitment efforts and campus support services available to minority students. Personal contact by gerontology faculty members led the recruitment efforts, with use of the institution's recruitment services and special efforts by the home economics department being cited next most frequently. Scholarships, open houses, and newspaper and radio advertisements were also means of publicizing the availability of the gerontology offerings.

Hodgkinson (1990) noted Upward Bound programs and talent searches as most effective recruitment efforts in response to the question, "What works in recruiting minorities in higher education?" Siewert (1990) in a review of literature on effective strategies for improving the role of minorities in higher education gave the following overall recommendations:

1. Establish pre-college enrollment programs.
2. Coordinate high school and college retention/recruitment efforts.
3. Develop orientation programs for new students, continuing students, faculty and staff to improve the quality of life for minorities.
4. Coordinate efforts with student services and clarify lines of authority in minority support services.
5. Increase faculty involvement and effectiveness.
6. Establish a task force to address concerns of minority students and faculty.

These suggestions focus on problems previously identified in minority participation in higher education, including the high school dropout rate and methods of facilitating student participation in the full college experience.

Research. One test of the impact of a social issue is the number of people who study the particular concern. According to Dychtwald and Flower (1990), five years after the passage of the Social Security Act in 1935, only 14 doctoral students in the United States chose aging and gerontology as the topic of their dissertations. The Dychtwald and Flower (1990) investigation into gerontological studies reports that in 40 years between 1935 and 1975, only 337 academies studied aging in America. However, in the past ten years there have been 2,035 gerontology studies.

Between 1983 and 1988, 174 graduate students in home economics chose aging and gerontology topics related to home economics subject matter for theses or dissertations (American Home Economics Association [AHEA], 1985, 1986, 1987, 1988, 1989). Also, the 1988 AMU study provided information on research projects. Topics in the AMU list and those reported in the Project 2000 survey revealed that the area within home economics receiving the most attention is foods and nutrition. This is consistent with the overall pattern of research frequency within home economics.

In the area of aging, research included topics on family, relationships, housing, life-span memories, caregiving, long-term care, clothing, retirement adjustment, sandwich generation, use of drugs, and support systems for the elderly (AHEA, 1985, 1986, 1987, 1988, 1989). A very limited number of titles noted concentration on specific minority groups. Minority elderly research studies, especially in the South, were on the black population. This review of research topics did not evaluate either the comprehensiveness nor the balance by subject matter or geographic access.

Future Program Development. The Project 2000 institutions were asked what changes were planned in gerontology programming in the next three years. Of the 22 institutions responding to the question, 13 indicated that changes were planned, and 9 indicated no changes were planned. The most frequent change reported was expansion in degree offerings, especially at the graduate level, or the development of a center on aging on the campus. Some home economics units are working toward approval of coordinated degree programs by the appropriate institutional boards, while others are involved in specific or ongoing self-study and development of new courses. One HBCU institution hopes to establish a center for black aging on campus.

Conclusion and Recommendations

The foregoing discussion on aging minority populations and the position of gerontology in home economics units offers a basis for critical analyses of minority student recruitment into the study of home economics and gerontology. Given the reality of (a) the projected increases in both the overall and minority aging populations, (b) growth of occupations in gerontology related fields, and (c) greater proportion of minority youths available for the work force, home economics in higher education must take action to assure that today's most qualified minority high school students are aware of opportunities in gerontology. This is especially

critical to meet the ethnic diversity and life satisfaction needs of expanding numbers of minority elderly.

Based on the review of literature, previous studies, and the Project 2000 study, the following recommendations are presented for consideration.

1. Conduct a comprehensive study of the availability of gerontology programs in home economics units or in multi-disciplinary settings involving home economics. Such a survey should include definitive information on: enrolled students by race and sex, their participation in and completion of gerontology programs; professional employment upon graduation; student attitudes toward the field of gerontology; and faculty preparation.

2. Assess the manpower needs for gerontology professionals.

3. Gather job task and employment satisfaction information from practicing minority professionals in the field of gerontology with a home economics background.

4. Encourage appropriate agencies or associations to establish a database on gerontology. The database should include: instruction; previous, on-going and projected research; and public service activities. This effort should assist in reducing duplication, pooling limited resources, and providing a clearinghouse for information regarding aging in higher education.

5. Support the integration of gerontology studies into specialized home economics subject matter areas.

6. Seek resources and support for the implementation of strategies for attracting minority students to aging programs and facilitate their successful completion of programs.

a. Utilize county Cooperative Extension personnel to identify outstanding minority students.

b. Foster mentoring programs for minority students by gerontology faculty through incentives offered by AHEA and professional associations in home economics specializations.

c. Recruit outstanding minority college graduates for advanced study in gerontology.

d. Target minority mid-life persons wanting, or forced, to make career changes for recruitment into gerontology programs.

e. Solicit scholarships and grants for minority nontraditional students, including paraprofessionals currently employed in gerontology.

7. Seek funding for minority elderly research projects.

8. Provide continuing education courses in outreach locations and at nontraditional times to upgrade knowledge and skill levels of practitioners in the field.

9. Heighten the awareness of potential students, professionals, and the public on the critical underrepresentation of minorities in gerontology careers and the expanding opportunities in the specialty of aging.

10. Commit the American Home Economics Association to assist agency member units in development of strategies which value and manage cultural diversity among older persons.

11. Establish mentor programs with minority educational institutions to provide shadowing and networking experiences for minority students.

Home economics is in a unique position to serve as a change agent in focusing future research and education to recognize heterogeneity in aging across and within racial and ethnic programs. The bulk of gerontological research, programs, and policy has focused too narrowly on the needs and concerns of white, educated middle-class Americans. Policy makers, practitioners, and researchers for the elderly are becoming aware of the need for services and programs which are culturally sensitive and flexible to meet the needs of diverse minority elderly groups. Social policy that is based upon a firm foundation of empirical research on needs and strengths of minority older persons will produce more viable and humane programs.

More than ever, the way for minorities to gain broader opportunities in American society is to obtain a college education. The lower educational attainment of minorities will keep many of them from entering newly opened careers in gerontology. The educational establishment has not adequately responded to racial and ethnic diversity and that creates an opportunity for home economics.

The American Home Economics Association has a long and distinguished record of attention to societal and educational issues. Therefore, AHEA in concert with other professional associations, public and private agencies, and foundations is challenged to extend support and increase resources to attract minority students to the professional areas in, and related to, gerontology.

Home economics units should consider (a) developing, or being a partner in, gerontology programming and (b) integrating information on the elderly into courses within each area of specialization. If the United States is to be prepared for the population shifts ahead, action must be taken to prepare professionals to deal with the complex issues of an aging population. (References on p. 24.)

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Editor's Corner

This issue of *Home Economics FORUM* is the first of two issues devoted to papers presented at the Project 2000 Summit Conference. Publication of the Summit papers is one of the contributions by Kappa Omicron Nu to Project 2000 goals.

You will note that this issue does not name minorities in a consistent manner. One example: some of the citations refer to blacks, but current literature refers to African or Haitian Americans. These minorities are often grouped in one classification. Although this problem was not created by the authors, this confusion must be addressed if we are to show sensitivity to diverse cultures.

It is our hope that you will not limit your study of this issue to your own specialty because there are complementary approaches by the authors that will enhance your understanding of the task before us. I join Jane Coulter in challenging you to be transformed by the message of this theme. DM

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