

- a. Testing – Tests used to measure the academic standing of students that may have inherent cultural bias.
 - b. Textbooks – School boards select textbooks. Many textbooks presently in use provide little or no information on minority groups, their minority histories, and contributions that minorities have made to American culture.
 - c. Teacher Testing/Hiring - Historically minorities have lower scores than the majority on teacher qualifying tests, and thus, do not qualify for teaching positions.
5. Impact on the Military: Individual
- a. Individual Recruitment - Based on gender, test scores, education level, moral waivers, and regional recruitment.
 - b. Retention - Some career fields are closed to women.
6. Impact on the Military: Unit
- a. Unit Readiness - In the Navy during the Civil War, African Americans were restricted to positions of servants, cooks, assistant gunners, or powder boys. During WWI, Filipinos (who were denied U.S. citizenship) served in the Navy as cooks, waiters, pantry-men, dishwashers, custodians, bed-makers, and valets.
 - b. Mission Effectiveness - Statistics show Whites are the majority in senior leadership positions (i.e., flag officers, general officers, and Senior Executive Service) and lend itself to the perpetuation of racism. What appears as discriminatory is that the percentages of non-Whites and females in military high ranking positions are significantly lower than the general population.

F. Categories of Prejudice and Discrimination

The following category descriptions were taken from the U.S. Equal Opportunity Employment Commission:

1. Race discrimination

This involves treating someone (an applicant or employee) unfavorably because he/she is of a certain race or because of personal characteristics associated with race such as hair texture, skin color, or certain facial features.

2. Color discrimination involves treating someone unfavorably because of skin color complexion.