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ABSTRACT

Data reported by the U.S. Department of Labor, Bureau of Labor Statistics, and Bureau of the Census, and a literature review were used to develop comparative descriptive profiles of the employment status of white U.S. minorities in the workplace. In addition, these data were used to show the progression of African Americans into the workplace from the 1940s onward, especially the progression from service occupations to white-collar occupations concomitant with the passage of civil rights and affirmative legislation from the 1940s to the 1960s. Data assessed covered a broad period from 1900 through projections into the year 2000. Findings from these data sources indicated that multicultural diversity in the workplace is an idea whose time has come. Simply passing legislation does not ensure that meaningful integration and inclusion will occur. Management must set the tone and climate at the workplace and be committed to the integration and inclusion initiative. Many major U.S. corporations have taken that position and have begun multicultural affirmative action and recruiting programs. Data were summarized and specific recommendations were made to improve the conditions of minorities in nontraditional work roles. (Contains 12 references.) (Author/KC)

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A SYNOPSIS OF MINORITIES IN THE WORKPLACE: 1900 - 2000

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ABSTRACT

Data reported by the U.S. Department of Labor, U.S. Bureau of Labor Statistics, U.S. Bureau of the Census, and perusal of the professional literature were used to develop comparative descriptive profiles at the employment status of white U.S. minorities in the workplace. Data assessed covered a broad period from 1900 through projections into the year 2000. Findings from these data sources indicated that multicultural diversity in the workplace is an idea whose time has come. Simply passing legislative enactments does not ensure that meaningful integration/inclusion will ensue. Management must set the tone and climate at the workplace and be committed to the integration/inclusion/initiative. Data were summarized and specific recommendations were made to improve the conditions of minorities in nontraditional work roles.

A SYNOPSIS OF MINORITIES IN THE WORKPLACE: 1900-YEAR 2000

INTRODUCTION

According to John Axelson (1985) in his book, Counseling and Development in a Multicultural Society, prior to World War I, minority groups did not participate in the industrial system. Almost 80% of all African American workers were employed in agriculture. Ninety percent of all African Americans lived in the South and the great majority of Hispanics lived in the Southwest. Until World Wars I and II, both groups exhibited minimal presence in the industrial workforce.

When Henry Ford introduced the first assembly line in 1913, production was revolutionized and less training, less skill and less experience, if not less education in workers was required. Even the pattern of this industrial production has been changing over the past 30 years and what has emerged has been a new technology, a technology commonly called, "high technology." Sophisticated technology has replaced simpler tools and industrial process. Computerized systems and industrial robots are replacing manual labor; microelectronic devices and processes affect all aspects of society. The new/high technology has accelerated the need for more highly educated and technically trained workers, one using mental power rather than machine or manual power. Ordinary mental power is even being displaced by artificial intelligence.

These changes have implications for Management especially in the areas of contraction, retrenchment, and displacement when co-workers are more likely to turn on each other rather than to turn to each other.

Changes created by the new/high technology work environment, an environment in which computer literacy and technical literacy constitute second language systems, will necessitate a re-evaluation of the role of human labor in the workplace. Concomitantly, new population elements (i.e., women, racial and ethnic minorities) are constituting larger percentages of the workforce and portend to ultimately constitute even large percentages of that work in the three major occupation areas of managerial and professional specialty, technical sale and administrative support, and service occupations. These current labor statistics do not reflect the composition of the labor pool 30 years ago.

Table I (three pages) indicates these demographic changes.

Integration of Minorities

Integration, like equality and freedom, is conceived in entirely different terms by those defining the concepts. Like equality and freedom, integration is a "process" assuring equal opportunities and a "result" assuring freedom from vulnerability that invites cynical exploitation and manipulation (Farley, 1983). The national multicultural

experience of integrating minority groups into the workforce has been a slow process (Naisbitt & Aburdene, 1990). As a result, integration of minority groups, especially African Americans, the disabled and women, into the workforce continues to be examined and challenged.

In support of integrating women and minorities in the federal agencies, Kellough (1990) study revealed that integration is indicated by the percentage of minorities and women employed. He further stated that agency size and the number of blue collar or clerical positions appear to be contributing factors in the number of minorities and women employed.

Over the last three decades black women and minorities have shown significant gains in the labor market. Much of the gains have been made in the clerical field. This field outranks all other fields since 1940 for employing black women (King, 1993). Data from the U.S. Bureau of Labor Statistics (1983) confirm the findings of King. Ninety-eight point 2 percent (98.2%) of women were secretaries, and ninety-nine percent (99%) were typists.

Based upon this trend in minority employment, Banach (1990) predicted that by the year 2000, eight out of every ten new entrants to the workforce will be minorities, immigrants, or women. In order to meet this challenge, management will need to provide workers with training in cultural diversity. Age, education, sexual, socioeconomic,

and racial factors must constitute the training sessions.

This axiom is especially relevant insofar as African Americans are concerned, for their unique contributions to the world of work. At the end of the Civil War a vast majority of African Americans were employed as either farm laborers or domestic service workers. By 1890, when data on African American occupational status were first collected, nearly 90% of African American workers were still concentrated in agriculture and domestic service occupations. According to the United States Department of Labor, Bureau of Labor Statistics, only 60% of Euro American workers were so employed.

Since the beginning of the Twentieth Century there has been a steady shift among African American and Euro American people away from agriculture and domestic service occupations, but the shift of Euro American workers has been even greater, thus the occupational gap between Euro American and African American workers has persisted and in some cases widened (Sowell, 1991).

The greatest change in occupational status of African Americans occurred between 1940 and 1970, when federal, state, and municipal governments enacted laws forbidding the traditional discriminatory practices against African Americans (Franklin & Moss, 1988). In fact, the Civil Rights Act of 1964 and the Civil Rights Act of 1968 were the most far reaching and comprehensive laws in support of

racial equality. Essentially, these federal laws, not only prohibit discrimination in public and private employment based on race, religion, sex, or national origin, but also require that employers take positive steps to assure that any continuing effects of past discrimination are remedied (U.S. Commission on Civil Rights, 1971). As a result of increasing employment opportunities, significantly greater numbers of African Americans were integrated and employed in "white-collar" skilled occupations (Sowell, 1991).

These statistics do not reflect the significant numbers of blacks and minorities who earn less than their white counterparts in most occupations. Census data, as reported by Dortch (1994), confirm the above. These data showed that at all educational levels, including college, blacks earn less than their white counterparts in most occupations. There are fewer blacks than whites in higher-paying white collar positions, even though blacks may have comparable education. Percentage wise, blacks' earnings range from 81% to 88% of white men. Percentages for black women earnings are higher than men. The chief reason for this salary difference, according to the author, is that the industries in which blacks are employed are lower paid, and employers want blacks who will "fit the mode" and not make waves.

Labor Department Statistics reported by Tucker (1994) concerning women in the workplace showed that black professional women outrace black professional men 2 to 1

incorporate America. This ratio does not negate the fact that black women in the workplace still trail black men by 14 percentage points.

In spite of State and federal laws outlawing discrimination in the workplace, these studies and statistics clearly show that reforms are needed, if equal employment opportunities are to be realized and achieved by women and minorities. One of the major changes needed to improve the occupational status of women and minorities in the workplace, is to improve degree offerings. Women and minorities should be counsel to seek additional degrees in the math and science areas. Data from the chronicle of higher education show that women are undereducated in all fields, but the greatest are in the math and science areas.

Tables II (two pages) and III show degree areas.

According to the data supplied by the tables, foreign students received 42.4% of all of the degrees awarded in America in 1989. While many of these foreign engineering graduates will elect to remain in the United States, can the American economy be predicated on this? Does this fact alone suggest some implications vis a vis personnel availability and utilization?

Suffice it to say, in any event, whether or not foreign engineering graduates begin to make up larger and larger percentages of the available trained engineers in the workforce or not, this available labor pool will become

exponentially more multicultural.

Legislative Mandates

Legislative mandates have minorities get their feet in the door to occupations whenever they had liberty not been represented. Among these were the following legislative enactments: (1) Title VII of the Civil Rights Act of 1964; (2) The Age Discrimination in Employment Act, and the 1978 and 1986 amendments disallowing mandatory retirement; (3) The Equal Pay Act of 1963 which prohibits sex discrimination in pay; (4) The Rehabilitation Act of 1973, as amended in 1978 to include alcoholism as a handicapped; (5) The Americans With Disabilities Act of 1990; (6) The Civil Rights Act of 1990 and, (7) State and local laws, some of which add protection for marital status and sexual orientation.

These foregoing legislative mandates have permitted categories of persons who were either systematically excluded from certain workplaces and job markets or practically excluded from them by custom and usage to enter these workplaces and job markets to enter them. Some of these new entries still suffer from unassimilated and precarious existence circumstances. For these persons threats of unacceptability are a way of life, an integral part of their persisting life situations. The task remaining before the Nation is their incorporation into the structures and functions of these work environments.

DISCUSSION

Much of the research reviewed indicated that communication was perceived as a serious problem for minorities in the workplace. What can be done to alleviate the impacts of this problem? To attempt to design and structure mechanisms for ensuring that initiatives and directives relating to racial discrimination are communicated with clarity and directness is a gargantuan task. As such, it is intricately intertwined with the current state-of-the-art of communication vis a vis the way things are normatively communicated in the work environment.

Suffice it to say, managers and supervisors do not have the option of only communicating directives, notices, and other items of information with which they are in essential agreement. There is also a little thing that is termed in theatrical circles as "for the good of the show" - the whole show, the totality of the experiences in the work environment. Managers can assuredly be apprised and reapprised of their responsibilities to the work organization and for its roles and mission. This also has implications for selection, review, performance appraisal, and promotion of managers, supervisors, and co-workers. Simply stated, communications is a work environment or corporate culture item.

While upper echelon command cannot institutionalize or regiment communication styles, there are do's and don'ts

that can be structured. All workers can be, at least to an extent, acculturated toward using proper communication styles and systems. When the tone and climate of the workplace is geared towards instilling proper attitudes and actions in communications, co-workers, supervisors and managers sit up and take notice. When proper communication styles are stressed and expected to become integral elements in the ambiance and the appurtenances of the armentarium of managerial acumen. Proper communication capability is a sine qua non upon which managerial expertise hinges. Communications acuity is one of the essential elements in management. It can be taught by precept and example. It is part and parcel of managerial capabilities of effective and sophisticated managers, the types of managers that must be developed if the problems of racial discrimination are to be resolved.

Obviously some modeling is mandated. What is proper communication style? Can it be developed? The term political correctness, not in terms of what it has commonly been regulated to in the common language vernacular, but in its original connotation, comes into play here. Sexist language, snide, off color remarks, sexually suggestiveness are communications that should be overtly discouraged and prohibited. In this context, it becomes easy to say what co-workers, supervisors and managers should not do than to say what they should do.

Managers and supervisor should not use the communications system as a privileged system to which only members of the "good old boy network" have access. The free flow of information to all who might benefit from it or be affected by it is a must element. Upon this hinges and is predicated any semblance of cohesiveness in the work environment. Official rules and prohibitions as well as directives should amplify the importance of proper communication in the workplace. Multicultural training is essential to effect communication.

The 18th Annual Jobs Issue of the Black Collegian March/April Issue (Bullock, 1992) captioned the remarks of ten business leaders concerning their rationales for instituting multicultural diversity programs in their work organizations, hereinafter called, "Managing Diversity." These persons were: (1) Vernon R. Lovecks, Jr., CEO and Chairman of Baxter International; (2) George H. Heilmair, President and CEO of Bellcare; (3) Frank Popoff, CEO of DOW Chemical Company; (4) George A. Knechtel, Vice President of General Motors Corporation; (5) Richard M. Flynn, Chairman New York Power Authority; (6) Eric Milledge, President Ortho Pharmaceutical; (7) C.J. Silas, Chairman and CEO Phillips Petroleum Company; (8) Comer J. Cottrell, President and CEO Pro-Line Corporation; (9) M. Anthony Burns, Chairman, President, and CEO Ryder Systems, Inc.; and (10) Jean Pierre Garner, President Smithkline Beecham... Only Comer J.

Cottrell was a minority; he was an African American.

Vernon R. Loucks, Jr. indicated that at Baxter they were committed to achieving a balanced workforce. He related that since the U.S. Labor Department issued Workforce 2000 in 1987, Baxter has been making workforce diversity a critical priority. He further alluded to the fact that, putting attitudes and philosophies aside, cultural diversity in the workplace is first and foremost a competitive issue. He further stated that by the year 2000, only 15% of the new entrants in the workforce will be white males. He believes that if his corporation does not start developing - not just hiring, but developing - more minority talent now, Baxter will not be able to maintain its leadership in the industry, a leadership which it has worked so hard to achieve over the last 60 years. He also stated that to be globally competitive, Baxter has to be able to operate in environments that are radically different from the United States. He believes that if Baxter continues on its present course, it will eventually become a truly multicultural system, one embracing celebrating and managing multicultural diversity.

Bellcare, headed by George H. Heilmair, provide research services, engineering, and other technical services to the telephone company of American technology. Among its clients and associates are: Bell Atlantic, Bell South NVNEX, Pacific Telesis, Southwestern Bell Corporation, and

US West, as well as Cincinnati Bell Telephone Company and Southern New England Telephone Company. He stated that since its inception in 1984, Bellcare has not only worked hard to recruit and hire the best talent available, but also to create and maintain a supportive work environment that recognizes and nurtures the skills of every employee. He believes that managing workforce diversity means empowering employees who come to Bellcare from a wide variety of backgrounds to maximize productivity and enhance customer satisfaction. He believes that managing diversity requires adapting and modifying behaviors through the development of effective managerial skills. He pointed out that Bellcare actively seek out underrepresented minorities in science and engineering.

Frank Popoff (1992) pointed out that DOW Chemical Company employs over 62,000 people; this makes it the second largest chemical company in the United States and sixth in the world in terms of sales. In 1987, Popoff states that his company responded to the Hudson Institute's Workforce 2000 by attempting to determine how it could best develop a workforce characterized by cultural diversity. The company official then formed a Diversity Steering Committee to study the program. This Committee recommended long-term strategies geared toward continuous improvement. These company officials surveyed other companies, state and local governments, and advocacy groups to identify major issues

and recommendations that come in. They also established two teams, a Minority Issues Team and a Women's Issues Team and gave them the charge and charter to study issues and make recommendations. These teams had immediate access to upper management. Implemented was a program termed, "Managing Development and Diversity."

The General Motors Corporation which employs 400,000 persons also controls such subsidiaries as GMAC, EDS and Hughes. This CEO pointed out that over 46% of all the vehicles in the United States are purchased by women and 8% are purchased by minorities (with the largest percentage being purchased by African Americans). Currently 31% of all GM's salaried workers are either minorities or women (21% are women and 14% are minorities). They also believe in expanding minority presences and in-puts by contracting for goods and services provided by minority vendors.

C.J. Silas, Chairman and CEO of Phillips Petroleum Company, pointed out that 10 years ago the "oil patch" consisted primarily of white males; today it is a fully integrated workforce peopled by American Indians, Hispanics, African Americans, Asians, and a greater percentage of female workers. The Phillip's Diversity Program was established because 20% of the Phillip's workforce is made up of minorities and women. Over 40% of the new hires have been women or minorities.

Coner J. Cottrell of Pro-Line pointed out that the goal

of creating a diverse workforce has been a priority of high officials for a number of years. Other CEO's and high officials, M. Anthony Burns of Ryder Systems, Inc., Jean Pierre Carner of Smith Kline Beecham, are all champion managing diversity programs.

On the authority of data supplied by the U.S. Department of Labor and the U.S. Bureau of the Census and literature searches, the reviewers are recommending interpersonal and multicultural training for all managers and supervisors. There is now extant ample research data that provides guidance and instruction in designing, implementing, and conducting these models and paradigms.

Some managers and supervisors who are technical giants are also interpersonal pygmies. As a result, basic interpersonal skills must be taught as an integral part of multicultural/human relation skills. Without these multicultural, interpersonal, and human relation skills managers or supervisors can not be expected to motivate a successful workforce.

A mentoring program has many advantages for promoting human relation skills. In an article titled "Real Life in Corporate America," in the Black Collegian Magazine, the author Edward W. Bullock (1992) admonishes all new hires in professional fields to get themselves a mentor and to develop a close working relationship with him/her. He points out that if one is to succeed in corporate America,

he/she must know the rules. Simply stated, he/she must understand the corporate climate, understand the importance of the work environments rules and rituals, its rights of passage, its developmental tasks, and must be able to translate hidden messages (sometimes mixed messages), heed and obey signals and to translate covert understandings and institutional mind sets. Sometimes these rules are communicated over lunch or on the golf course.

Bullock believes that if one is not chosen to work on special projects, he/she should ask his/her mentor if this mentor can intervene. Bullock believes that a new entrant, especially one in a professional or technical field, either learns the easy way through his/her coach/mentor or the hard way through trial and error. This mentor is important to the process of developing a track record.

Bullock believes that new entrants do not select mentors; mentors usually select persons to be mentored. Nevertheless, some companies do have systems of assigning mentors to new entrants. Mentors, hence, develop the next generation of managers, supervisors, and administrators. They generally select persons who show early promise. They psychologically travel with these proteges through the developmental experiences and stages. Mentors, says Bullock, empower and motivate their charges. They are usually persons of vision and hard workers with exemplary track work records. Mentors usually conscientiously believe

in excellence. According to Bullock, mentors foster growth and development. It is, hence, very important for disciples to use them as sounding boards. They are the prisms through which new hires and entrants can filter their ideas.

Comprehensive mentorship programs and participating in these are not new phenomena to highly educated and professionally trained scientists, engineers, and technicians. Hence, management should borrow liberally from extant models and paradigms of mentorship. There is no reason to re-invent the wheel in this instance. Validated and replicated practices taken from the experiences of other fields and disciplines should be incorporated into this model. As both survey respondents and focus group attendees lamented the fact that they were not initially assigned mentors, the powers in command should accommodate them by filling this void and addressing this perceived need.

Because experiencing success in the capacity of managerial and supervisory roles is so intricately predicated on the acquisition and development of human relations skills to be utilized in the workplace, the reviewers are recommending that these become performance appraisal items. At intervals at which the performances of managers/supervisors are evaluated, the human relations skills that the manager or supervisor has incorporated and displays should be reviewed along with other aspects of his/her performance in the workplace. Managers and

supervisors who have received large numbers of complaints emanating from their units or shops should be confronted with these and required to explain in writing the reasons they attribute to the volume of complaints issued against them and/or supervisees in their shops or work units.

These managers and supervisors should also be required to state in writing what kinds of corrective actions they have taken and/or are currently taking. Performance reviewers should take seriously all complaints and allegations despite the fact that some will doubtlessly be unfounded. The end goal here is to apprise managers and supervisors of their responsibilities for promoting morale, cohesiveness, and a commitment to establish work goals in their respective workshops in order to reduce conflict.

As indicated previously, conflicts can inevitable be expected to arise in the work organization as well as in other organizations. At times these conflicts will stem from advertence between the personal and professional goals of employees and the goals and objectives that attenuate management's role and mission. Obviously in the instances of these kinds of conflicts, the goals and objectives of management must prevail and be prioritized otherwise additional conflicts will arise from the relations and interactions of employees and their co-workers and supervisors and managers.

As dispute resolution is a managerial skill, it can be

taught to all employees at all echelons and levels. Organizational cohesiveness being a result and a function of productivity and morale and feelings of well-being in the organizational structure, conflict resolution should be stressed at all junctures (recruitment, induction, assignment, performance review and appraisal, retention, promotion, etc.). It naturally follows that the acquisition of skill and acumen in conflict resolution is an on-going skill activity. In initial interviews for possible employment newly hired workers must be made cognizant of their personal responsibilities for seeking to develop relations of comity and cooperation with co-workers, supervisors, and managers.

At the same time, all employees must be apprised of the fact that upper echelon command takes seriously its responsibility for protecting the essential human rights of all employees and that the rights of minorities in Non-Traditional Work Roles is no exception.

The end goal is to resolve disputes and conflicts as forthrightly and promptly as possible, preferably at the echelon where they occur. Also the goal is to resolve disputes as informally as possible. This can best be done in a work atmosphere wherein it is communicated to workers who perceive that they have been personally injured by the actions and reactions of co-workers, supervisors and managers that their just and appropriate complaints,

allegations, and grievances will be redressed.

Why do minorities in Non-Traditional Work Roles perceive that the processes are not working? The essence of the answer to this question appears to lie in questions in reference to timeliness, dispatch, and the alleviation of fears of retribution. Here again, managers and supervisors are an amplification key. Training, review, and performance appraisal are all parts of the configuration or gestalt. Directives and notices must be updated, augmented, and communicated from the context of zero tolerance finality. They must become elements in pre-service and in-service training. Personnel in positions of responsibility must be sensitized regarding their importance and cruciality. Managers whose work environment is afflicted by factors that deter productivity, can hardly be adjudged as good, excellent, or outstanding if they have not directed the appropriate degree of interest, effort, and energy to the resolution of these complaints and allegations.

Timeliness and promptness in resolving conflicts and disputes should be rewarded; slowness and lack of dispatch and forthrightness in resolving them should be negatively viewed.

In order to ensure that human rights of minorities are protected in the workplace, it is proposed that the structuring of on-the-job opportunities for meetings and discussions of common actual and perceived problems be

conducted. It is the contention of the reviewers that such meetings will serve as avenues for clarifying and exploring perceived threats of gender discrimination and sexual harassment.

The goal relating to the setting up of these support systems and networking meetings is not to cushion the impact of justly derived complaints and allegations, nor to short circuit the processes that attenuate the registering of both formal and informal complaints. It is rather to offer morale support and concrete advice to persons who perceive that they are being victimized by racial discrimination. These meetings would serve as prisms through which these perceptions could be filtered. Work release time would be afforded to attendees of these meetings. Unit supervisors and managers would meet frequently with representatives of these meetings. This would afford them avenues and opportunities to become proactive in addressing problems of gender discrimination rather than reactive. This would allow them to nip impending and potential problems in the bud before they become actual problems.

Some type of systematic system is needed to serve as a follow up mechanism. A cybernetic model is proposed. The cybernetics model affords feedback regarding how well the model or paradigm is working. Additionally, it will pinpoint specific areas of weakness. A computerized flow chart will be established to store, retrieve, and analyze

these data.

The effecting of a feedback mechanism for assessing how efficacious the seven-point intervention program is for impacting the problem(s) under study is a necessary prerequisite. This model depicts in-puts (complaints, conflicts, allegations, etc); it also shows the process or thru-put component (the seven point intervention plan); out-put encompasses the resolutions process (how conflicts, complaints, allegations, etc., are ultimately resolved). Feedback represents the data flow information on how these resolutions would feedback to the appropriate echelon command. The schemata of this model or paradigm is depicted in Figure 1.

A computerized system for documenting and classifying cases of alleged gender bias and sexual harassment would be set up. At all times and at all points within the in-put/thru-put/out-put/feedback loop, involved persons would be able to track the case and to assess its status. Upper echelon administrators would be able to access the case at any point. Junctures at which there appears to be bottle necks and gridlocks would be identified. Units or shops from which large numbers of cases are coming could be identified.

Flow charts of the intervention model/paradigm would reflect monthly and year-end statistics. Both process (formative) and products (summative) evaluations would be

conducted annually. The former evaluation, formative evaluation, would be used to analyze the structures and functions of the intervention design in order to assess its efficacy for attaining project objectives. The latter type of evaluation (summative) would be used to assess outcome variables (disposition of cases) and the out-put of the several elements in the model/paradigm individually and collectively.

It is the best judgement of the reviews that, collectively and individually, these recommendations if implemented will reduce the impact of gender discrimination and sexual harassment in the workplace.

According to the U.S. Department of Labor American business now and for the remainder of the 20th century will face a drastically different labor market than the one to which they have been accustomed for many decades. Traditional sources of labor are rapidly shrinking...Businesses will be able to satisfy their labor needs only if they successfully empower individuals presently outside the economic mainstream to take advantage of meaningful employment.

The economic and labor force changes already under way in the United States will require American business and industries to revise their thinking in a major way. Companies wishing to hire and retain the most talented workers will need to develop innovative strategies directed

toward the "new workforce," persons who will comprise an increasing share of available labor in the year 2000.

There must be consciousness raising directed toward apprising upper echelon administrators, managers, and supervisors of the immediacy of the problem of fully and meaningfully integrating minorities into all facets of the work environment. What must be stressed is that this is an imperative action. The demographic characteristics of the American population impel us to this action.

If management is to efficiently and effectively humanize the workplace, it must draw from this available labor pool and fully utilize the human resources of that labor pool. Legislative mandates notwithstanding, the demographic mix of the workforce dictates adherence to the inclusion/integration initiative.

As a direct result, the importance of this inclusion/integration initiative must be amplified via directives, notices, pamphlets, and other documents. It must also be stressed in-service and pre-service and orientation sessions. It must become a living document in terms of its efficacy as a selection and performance appraisal instrument for co-workers, supervisors, and management.

The current scene of integration of African Americans into the workforce has and continues to have a major influence (Wilson, 1987). This renown sociologist, noted in

the 1980s, that "trained and educated blacks, especially the younger ones who have recently entered the labor market, and experiencing unprecedented job opportunities. These job opportunities may be attributed mostly to the initiatives outlined. As society advances toward the Twenty-First Century, Naisbitt and Aburdene (1990), in Megatrend 2000, report more organizations and institutions must generate a well-written affirmative action plan which incorporates a mechanism for ensuring total interactive/integration in the workplace for all.

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No. 637. Employed Civilians, by Occupation, Sex, Race, and Hispanic Origin: 1983 and 1993

(For civilian noninstitutional population 15 years old and over. Annual average of monthly figures. Based on Current Population Survey; see text, section 1, and Appendix III. Persons of Hispanic origin may be of any race.)

OCCUPATION	1983				1993			
	Total employed (1,000)	Percent of total			Total employed (1,000)	Percent of total		
		Female	Black	Hispanic		Female	Black	Hispanic
Total.....	100,334	43.7	9.3	5.3	119,306	45.8	10.2	7.3
Managerial and professional specialty ¹	23,532	40.9	5.5	2.6	32,280	47.3	5.5	4.0
Executive, administrative, and managerial.....	10,772	32.4	4.7	2.3	15,375	42.0	5.2	4.5
Officials and administrators, public.....	417	38.5	3.3	3.8	581	45.2	11.3	4.5
Financial managers.....	357	38.6	3.5	3.1	529	46.2	4.4	4.2
Personnel and labor relations managers.....	106	43.9	4.9	2.5	36	50.7	7.3	4.6
Purchasing managers.....	32	23.6	5.1	1.4	109	34.3	8.0	5.3
Managers, marketing, advertising and public relations.....	396	21.8	2.7	1.7	496	31.2	3.1	2.5
Administrators, education and related fields.....	415	41.4	11.3	2.4	535	59.9	13.0	3.8
Managers, medicine and health.....	91	57.0	5.0	2.0	450	70.5	5.5	4.2
Managers, properties and real estate.....	305	42.9	5.5	5.2	481	45.7	5.6	6.3
Management-related occupations.....	2,966	40.3	5.8	3.5	4,155	52.7	7.5	4.6
Accountants and auditors.....	1,105	38.7	5.5	3.3	1,387	49.2	7.0	4.2
Professional specialty ¹	12,920	48.1	6.4	2.5	16,904	53.2	7.0	3.5
Architects.....	103	12.7	1.5	1.5	123	18.6	3.1	2.3
Engineers ¹	1,572	5.8	2.7	2.2	1,716	3.6	3.7	3.5
Aerospace engineers.....	80	6.9	1.5	2.1	83	7.5	2.1	3.9
Chemical engineers.....	57	5.1	3.0	1.4	58	10.0	2.5	4.9
Civil engineers.....	211	4.0	1.9	3.2	221	9.4	4.7	3.8
Electrical and electronic.....	450	6.1	3.4	3.1	533	7.6	4.5	3.4
Industrial engineers.....	210	11.0	3.3	2.4	201	16.4	3.4	4.4
Mechanical.....	259	2.8	3.2	1.1	296	5.2	4.4	3.3
Mathematical and computer scientists.....	463	29.6	5.4	2.5	1,051	32.4	5.0	2.5
Computer systems analysts, scientists.....	276	27.8	6.2	2.7	769	29.9	5.8	2.4
Operations and systems researchers and analysts.....	142	31.3	4.9	2.2	236	39.7	6.3	3.0
Natural scientists ¹	357	20.5	2.6	2.1	531	30.1	3.6	1.9
Chemists, except biochemists.....	98	23.3	4.3	1.2	133	29.8	4.3	3.0
Geologists and geodesists.....	65	18.0	1.1	2.5	54	14.0	1.0	2.1
Biological and life scientists.....	55	40.8	2.4	1.8	114	40.4	3.9	1.4
Health diagnosing occupations ¹	735	13.3	2.7	3.3	909	20.5	3.0	3.9
Physicians.....	519	15.8	3.2	4.5	605	21.9	3.7	4.6
Dentists.....	126	6.7	2.4	1.0	152	10.5	1.9	3.0
Health assessment and treating occupations.....	1,900	85.8	7.1	2.2	2,602	85.4	8.3	3.5
Registered nurses.....	1,372	95.8	6.7	1.8	1,859	94.4	8.4	3.2
Pharmacists.....	158	26.7	3.8	2.6	187	38.1	6.1	2.7
Chiropractors.....	71	90.8	21.0	3.7	94	92.8	17.5	6.0
Therapists ¹	247	76.3	7.6	2.7	416	74.9	6.9	4.1
Inhalation therapists.....	69	69.4	6.5	3.7	92	58.4	10.0	6.9
Physical therapists.....	55	77.0	9.7	1.5	115	72.5	3.0	5.0
Speech therapists.....	51	90.5	1.5	-	83	91.8	6.7	1.2
Physicians' assistants.....	51	36.3	7.7	4.4	(^a)	(^a)	(^a)	(^a)
Teachers, college and university.....	606	36.3	4.4	1.8	772	42.5	4.8	3.1
Teachers, except college and university.....	3,365	70.9	9.1	2.7	4,397	75.1	8.6	3.6
Prekindergarten and kindergarten.....	299	98.2	11.8	3.4	501	97.7	11.7	5.0
Elementary school.....	1,350	83.3	11.1	3.1	1,668	85.9	9.3	3.9
Secondary school.....	1,209	51.8	7.2	2.3	1,237	57.5	6.9	3.1
Special education.....	81	82.2	10.2	2.3	286	84.0	10.1	2.3
Counselors, educational and vocational.....	184	53.1	13.9	3.2	224	67.6	14.3	6.9
Librarians, archivists, and curators.....	213	84.4	7.8	1.6	223	83.5	6.2	3.8
Librarians.....	193	87.3	7.9	1.8	195	88.3	7.0	3.5
Social scientists and urban planners ¹	261	46.8	7.1	2.1	399	57.0	5.9	3.0
Economists.....	98	37.9	6.3	2.7	117	47.6	4.8	3.5
Psychologists.....	135	57.1	8.6	1.1	241	64.1	7.1	3.1
Social, recreation, and religious workers.....	331	43.1	12.1	3.8	1,096	50.5	15.6	5.0
Social workers.....	407	64.3	18.2	6.3	586	68.9	21.4	6.0
Recreation workers.....	55	71.9	15.7	2.0	89	75.1	14.8	4.7
Clergy.....	293	5.6	4.9	1.4	350	11.4	8.7	3.1
Lawyers and judges.....	651	15.8	2.7	1.0	815	22.8	2.8	2.1
Lawyers.....	612	15.3	2.6	0.9	777	22.9	2.7	2.1
Writers, artists, entertainers, and athletes ¹	1,544	42.7	4.8	2.9	2,026	46.6	5.3	4.7
Authors.....	52	48.7	2.1	0.9	139	57.2	2.4	1.9
Technical writers.....	(^a)	(^a)	(^a)	(^a)	63	52.8	2.7	2.3
Designers.....	393	52.7	3.1	2.7	541	52.6	3.7	4.4
Musicians and composers.....	155	28.0	7.9	4.4	174	32.8	9.8	5.8
Actors and directors.....	60	30.8	5.6	3.4	96	38.3	10.4	4.7
Painters, sculptors, craft-artists, and artist printmakers.....	186	47.4	2.1	2.3	222	48.0	3.5	4.1
Photographers.....	113	20.7	4.0	3.4	135	26.2	6.5	7.1
Editors and reporters.....	204	48.4	2.9	2.1	256	48.5	5.0	3.4
Public relations specialists.....	157	50.1	6.2	1.9	155	59.6	7.0	3.5
Athletes.....	58	17.6	9.4	1.7	30	23.9	10.1	3.9

See footnotes at end of table.

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TABLE I
(CONT.)

Labor Force, Employment, and Earnings

No. 637. Employed Civilians, by Occupation, Sex, Race, and Hispanic Origin:
1983 and 1993—Continued

OCCUPATION	1983				1993			
	Total em- ployed (1,000)	Percent of total			Total em- ployed (1,000)	Percent of total		
		Fe- male	Black	His- panic		Fe- male	Black	His- panic
Technical, sales, and administrative support	31,265	64.6	7.5	4.3	36,814	63.8	9.3	6.3
Technicians and related support	3,053	46.2	8.2	3.1	4,014	50.5	9.6	5.0
Health technologists and technicians	1,111	84.3	12.7	3.1	1,522	81.0	12.4	5.8
Clinical laboratory technologists and technicians	255	76.2	10.5	2.9	315	76.1	12.1	6.1
Dental hygienists	56	98.6	1.6	-	76	99.3	0.4	2.0
Health record technologists and technicians	(¹)	(¹)	(¹)	(¹)	63	88.8	20.4	5.7
Radiologic technicians	101	71.7	8.6	4.5	146	70.2	8.3	7.0
Licensed practical nurses	443	97.0	17.7	3.1	425	94.6	17.2	3.4
Engineering and related technologists and technicians	821	18.4	6.1	3.5	870	17.8	7.4	4.9
Electrical and electronic technicians	260	12.5	8.2	4.6	297	15.5	7.4	5.6
Drafting occupations	273	17.5	5.5	2.3	244	18.1	6.9	5.9
Surveying and mapping technicians	(¹)	(¹)	(¹)	(¹)	73	5.0	4.8	2.8
Science technicians	202	29.1	6.6	2.9	261	37.5	7.2	5.2
Biological technicians	52	37.7	2.9	2.0	85	59.7	6.1	3.8
Chemical technicians	82	26.9	9.5	3.5	74	26.0	7.1	3.9
Technicians, except health, engineering, and science	917	35.3	5.0	2.7	1,361	39.9	8.4	4.0
Airplane pilots and navigators	69	2.1	-	1.6	101	3.9	5.5	2.4
Computer programmers	443	32.5	4.4	2.1	578	31.5	6.7	3.5
Legal assistants	128	74.0	4.3	3.6	254	79.6	8.6	4.9
Sales occupations	11,818	47.5	4.7	3.7	14,245	48.1	6.7	5.9
Supervisors and proprietors	2,958	29.4	3.6	3.4	4,016	36.4	4.4	5.3
Sales representatives, finance and business services	1,853	37.2	2.7	2.2	2,317	40.5	4.7	3.7
Insurance sales	551	25.1	3.8	2.5	583	33.3	5.1	3.8
Real estate sales	570	48.9	1.3	1.5	710	51.4	2.5	4.1
Securities and financial services sales	212	23.6	3.1	1.1	355	28.1	4.1	2.2
Advertising and related sales	124	47.9	4.5	3.3	161	50.8	4.5	3.1
Sales representatives, commodities, except retail	1,442	15.1	2.1	2.2	1,538	21.0	2.9	3.9
Sales workers, retail and personal services	5,511	69.7	6.7	4.8	6,281	64.9	9.7	7.5
Cashiers	2,009	84.4	10.1	5.4	2,581	78.4	13.2	8.7
Sales-related occupations	54	58.7	2.8	1.3	93	60.5	5.3	6.1
Administrative support, including clerical	16,395	79.9	9.6	5.0	18,555	76.8	11.2	6.8
Supervisors	676	53.4	9.3	5.0	778	58.4	11.9	6.8
Computer equipment operators	605	63.9	12.5	6.0	603	61.9	13.8	6.2
Computer operators	597	63.7	12.1	6.0	597	61.9	13.7	6.1
Secretaries, stenographers, and typists	4,861	98.2	7.3	4.5	4,174	96.2	8.9	5.9
Secretaries	3,891	99.0	5.8	4.0	3,586	98.9	7.7	5.8
Typists	906	95.6	13.8	6.4	494	94.3	18.8	7.4
Information clerks	1,174	88.9	8.5	5.5	1,678	88.8	9.3	7.9
Receptionists	602	96.8	7.5	6.6	899	97.2	8.6	7.6
Records processing occupations, except financial	866	82.4	13.9	4.8	908	79.1	14.9	6.6
Order clerks	188	78.1	10.6	4.4	212	78.1	17.1	6.5
Personnel clerks, except payroll and time keeping	64	91.1	14.9	4.6	63	89.2	15.2	3.9
Library clerks	147	81.9	15.4	2.5	146	75.9	11.6	3.4
File clerks	287	83.5	16.7	6.1	288	79.6	15.0	10.4
Records clerks	157	82.8	11.6	5.6	184	77.9	14.3	4.8
Financial records processing	2,457	89.4	4.6	3.7	2,272	89.9	5.4	5.3
Bookkeepers, accounting, and auditing clerks	1,970	91.0	4.3	3.3	1,806	90.9	4.5	4.9
Payroll and time keeping clerks	192	82.2	5.9	5.0	173	88.3	6.6	5.2
Billing clerks	146	88.4	6.2	3.9	160	88.5	8.4	6.6
Cost and rate clerks	96	75.6	5.9	5.3	60	72.9	10.9	9.7
Billing, posting, and calculating machine operators	(¹)	(¹)	(¹)	(¹)	72	86.1	12.0	8.2
Duplicating, mail and other office machine operators	68	62.6	16.0	6.1	63	47.8	19.2	9.2
Communications equipment operators	256	89.1	17.0	4.4	208	86.1	20.9	8.0
Telephone operators	244	90.4	17.0	4.3	197	86.9	21.0	7.9
Mail and message distributing occupations	799	31.6	18.1	4.5	953	37.6	19.0	7.4
Postal clerks, except mail carriers	248	36.7	26.2	5.2	297	44.8	26.8	6.8
Mail carrier, postal service	259	17.1	12.5	2.7	333	28.4	12.6	7.0
Mail clerks, except postal service	170	50.0	15.8	5.9	165	51.5	22.5	8.8
Messengers	122	26.2	16.7	5.2	157	29.1	14.2	7.9
Material recording, scheduling, and distributing	1,562	37.5	10.9	6.6	1,852	44.0	14.0	8.3
Dispatchers	157	45.7	11.4	4.3	221	52.7	11.8	5.7
Production coordinators	182	44.0	6.1	2.2	196	50.2	7.8	4.7
Traffic, shipping, and receiving clerks	421	22.6	9.1	11.1	570	30.9	15.1	11.9
Stock and inventory clerks	532	38.7	13.3	5.5	489	43.4	14.5	6.8
Weighers, measurers, and checkers	79	47.2	16.9	5.8	67	45.6	15.9	10.4
Expeditors	112	57.5	8.4	4.3	227	67.0	13.9	7.1
Adjusters and investigators	675	69.9	11.1	5.1	1,372	74.0	12.2	6.1
Insurance adjusters, examiners, and investigators	199	65.0	11.5	3.3	372	71.5	12.1	4.0
Investigators and adjusters, except insurance	301	70.1	11.3	4.8	748	76.2	11.2	6.3
Eligibility clerks, social welfare	69	89.7	12.9	9.4	86	84.7	16.2	6.0
Bill and account collectors	106	66.4	8.5	6.5	166	64.3	14.8	9.5
Miscellaneous administrative support	2,397	65.2	12.5	5.9	3,694	82.3	12.4	7.8
General office clerks	649	80.6	12.7	5.2	731	82.0	11.4	9.6
Bank tellers	483	91.0	7.5	4.3	446	88.4	6.9	6.2
Data entry keyers	311	93.6	18.6	5.6	623	82.4	16.4	8.3
Statistical clerks	96	75.7	7.5	3.4	50	78.4	15.4	3.3
Teachers' aides	348	93.7	17.8	12.6	508	92.2	15.7	12.3

See footnotes at end of table.

TABLE I
(CONT.)

Employed Civilians

No. 637. Employed Civilians, by Occupation, Sex, Race, and Hispanic Origin:
1983 and 1993—Continued

OCCUPATION	1983				1993			
	Total em- ployed (1,000)	Percent of total:			Total em- ployed (1,000)	Percent of total:		
		Fe- male	Black	His- panic		Fe- male	Black	His- panic
Service occupations	13,857	60.1	16.6	5.8	16,522	53.5	17.3	11.2
Private household	950	96.1	27.8	8.5	512	95.1	17.1	21.6
Child care workers	408	96.9	7.9	3.6	345	97.2	9.0	15.0
Cleaners and servants	512	95.6	42.4	11.8	534	94.0	21.6	25.7
Protective service	1,672	12.8	13.6	4.6	2,152	17.2	17.4	6.6
Supervisors, protective service	127	4.7	7.7	3.1	185	7.8	12.2	4.8
Supervisors, police and detectives	58	4.2	9.3	1.2	96	10.3	6.6	6.1
Firefighting and fire prevention	189	1.0	6.7	4.1	208	3.7	7.6	4.5
Firefighting occupations	170	1.0	7.3	3.8	188	3.3	7.5	5.0
Police and detectives	645	9.4	13.1	4.0	923	16.0	18.0	5.4
Police and detectives, public service	412	5.7	9.5	4.4	511	12.0	14.5	5.9
Sheriffs, bailiffs, and other law enforcement officers	87	13.2	11.5	4.0	117	19.5	13.4	4.6
Correctional institution officers	146	17.8	24.0	2.8	295	21.6	25.8	5.0
Guards	711	20.6	17.0	5.6	836	23.9	20.4	8.8
Guards and police, except public service	602	13.0	18.9	6.2	711	17.2	22.6	9.5
Service except private household and protective	11,205	64.0	16.0	6.9	13,457	63.9	17.3	11.2
Food preparation and service occupations	4,860	63.3	10.5	6.8	5,691	58.4	12.8	11.7
Bar tenders	338	48.4	2.7	4.4	321	53.3	3.8	3.1
Waiters and waitresses	1,357	87.8	4.1	3.6	1,414	80.0	4.6	7.5
Cooks	1,452	50.0	15.8	6.5	1,992	44.2	19.0	13.9
Food counter, fountain, and related occupations	326	76.0	9.1	6.7	357	69.2	12.6	8.1
Kitchen workers, food preparation	138	77.0	13.7	8.1	260	75.3	15.0	10.8
Waiters' and waitresses' assistants	364	38.8	12.6	14.2	363	43.7	11.4	18.1
Health service occupations	1,739	89.2	23.5	4.8	2,213	87.4	27.3	7.7
Dental assistants	154	98.1	6.1	5.7	181	97.8	3.4	10.4
Health aides, except nursing	316	86.8	16.5	4.8	312	79.9	22.2	4.7
Nursing aides, orderlies, and attendants	1,269	88.7	27.3	4.7	1,719	87.9	30.7	7.9
Cleaning and building service occupations	2,736	38.8	24.4	9.2	2,959	42.2	22.4	16.2
Maids and housemen	531	81.2	32.3	10.1	661	81.7	27.3	18.6
Janitors and cleaners	2,031	28.6	22.6	8.9	2,086	30.7	21.5	16.1
Personal service occupations	1,870	79.2	11.1	6.0	2,594	80.7	12.9	7.6
Barbers	92	12.9	8.4	12.1	86	22.3	27.5	8.5
Hairdressers and cosmetologists	622	88.7	7.0	5.7	758	90.1	9.4	6.3
Attendants, amusement and recreation facilities	131	40.2	7.1	4.3	161	39.4	7.4	5.8
Public transportation attendants	63	74.3	11.3	5.9	104	80.4	8.8	7.4
Welfare service aides	77	92.5	24.2	10.5	73	82.1	21.2	16.6
Family child care providers	(NA)	(NA)	(NA)	(NA)	302	99.0	9.4	10.2
Early childhood teachers' assistants	(NA)	(NA)	(NA)	(NA)	418	96.6	15.7	6.4
Precision production, craft, and repair	12,328	8.1	6.8	6.2	13,326	8.6	7.4	9.2
Mechanics and repairers	4,158	3.0	6.8	5.3	4,416	3.5	7.3	7.9
Mechanics and repairers, except supervisors	3,906	2.8	7.0	5.5	4,196	3.3	7.3	8.1
Vehicle and mobile equipment mechanics/repairers	1,683	0.8	6.9	6.0	1,800	1.0	6.1	9.9
Automobile mechanics	800	0.5	7.8	6.0	854	0.6	6.4	10.8
Aircraft engine mechanics	95	2.5	4.0	7.6	139	4.1	5.1	11.5
Electrical and electronic equipment repairers	674	7.4	7.3	4.5	655	9.5	9.0	5.8
Data processing equipment repairers	98	9.3	6.1	4.5	152	10.7	10.2	5.0
Telephone installers and repairers	247	9.9	7.8	3.7	188	12.5	9.9	3.4
Construction trades	4,289	1.8	6.6	6.0	5,004	1.9	6.5	9.5
Construction trades, except supervisors	3,784	1.9	7.1	6.1	4,269	1.9	7.0	10.2
Carpenters	1,160	1.4	5.0	5.0	1,276	0.9	4.5	7.7
Extractive occupations	196	2.3	3.3	6.0	148	1.8	4.6	7.9
Precision production occupations	3,685	21.5	7.3	7.4	3,758	23.6	8.8	10.5
Operators, fabricators, and laborers	16,091	26.6	14.0	8.3	17,038	24.5	14.9	12.1
Machine operators, assemblers, and inspectors	7,744	42.1	14.0	9.4	7,415	36.7	14.7	13.8
Textile, apparel, and furnishings machine operators	1,414	82.1	18.7	12.5	1,159	74.4	20.8	19.9
Textile sewing machine operators	806	94.0	15.5	14.5	616	85.8	18.5	24.1
Pressing machine operators	141	68.4	27.1	14.2	147	62.7	24.0	20.4
Fabricators, assemblers, and hand working occupations	1,715	33.7	11.3	8.7	1,882	32.7	12.7	12.0
Production inspectors, testers, samplers, and weighers	794	53.8	13.0	7.7	777	52.4	15.0	13.7
Transportation and material moving occupations	4,201	7.8	13.0	5.9	5,004	9.3	14.0	8.6
Motor vehicle operators	2,978	9.2	13.5	6.0	3,825	10.6	14.2	8.9
Trucks, heavy and light	2,195	3.1	12.3	5.7	2,786	4.5	12.3	8.8
Transportation occupations, except motor vehicles	212	2.4	6.7	3.0	170	4.1	10.2	3.1
Material moving equipment operators	1,011	4.8	12.9	6.3	1,009	4.5	13.9	8.5
Industrial truck and tractor operators	369	5.6	19.6	8.2	432	7.5	20.9	12.0
Handlers, equipment cleaners, helpers, and laborers	4,147	16.8	15.1	8.6	4,619	18.3	16.1	12.9
Freight, stock, and material handlers	1,488	15.4	15.3	7.1	1,850	20.7	16.7	9.9
Laborers, except construction	1,024	19.4	16.0	8.6	1,127	17.0	16.7	13.7
Farming, forestry, and fishing	3,700	16.0	7.5	8.2	3,326	15.4	6.3	16.0
Farm operators and managers	1,450	12.1	1.3	0.7	1,170	14.3	0.9	2.4
Other agricultural and related occupations	2,072	19.9	11.7	14.0	1,963	17.0	9.5	24.8
Farm workers	1,149	24.6	11.6	15.9	801	20.0	7.0	28.5
Forestry and logging occupations	126	1.4	12.8	2.1	132	5.9	10.4	11.8
Fishers, hunters, and trappers	53	4.5	1.8	2.5	61	4.4	1.7	4.8

• Represents or rounds to zero. NA Not available. ¹ Includes other occupations, not shown separately. ² Level of total employment below 50,000. ³ Includes clerks.

Source: U.S. Bureau of Labor Statistics, *Employment and Earnings*, monthly, January issues.

TABLE II

Baccalaureate Degrees Conferred in Specific Disciplines by Selected Institutes by Race/Ethnic Group, United States, 1978-79

Discipline	Black		Hispanic		Asian		Native American		Nonminority	
	Number	%	Number	%	Number	%	Number	%	Number	%
Agriculture & natural resources	312	0.6	165	1.0	277	2.2	68	2.7	14058	3.4
Architecture & environmental design	250	0.5	207	1.3	196	1.6	23	0.9	5488	1.3
Area studies	64	0.1	70	0.4	72	0.6	2	0.1	1219	0.3
Biological sciences	2065	4.2	852	5.3	1172	9.5	110	4.4	22337	5.4
Business and management	9412	19.2	2549	15.9	2606	21.0	361	14.4	76853	18.5
Communications	1706	3.5	356	2.2	242	2.0	56	2.2	15737	3.8
Computer & information sciences	444	0.9	131	1.7	213	1.7	9	0.4	4581	1.1
Education	9870	20.1	2537	15.8	601	4.8	513	20.5	49848	12.0
Engineering	1411	2.9	930	5.8	1536	12.6	131	5.2	32766	7.9
Fine & applied arts	1362	2.8	542	3.4	538	4.3	118	4.7	18609	4.5
Foreign languages	256	0.5	786	4.9	182	1.5	18	0.7	5062	1.2
Health professions	2640	5.4	780	4.9	784	6.3	133	5.3	27157	6.5
Home economics	1045	2.1	141	0.9	351	2.8	66	2.6	9899	2.4
Letters	1673	3.4	469	2.9	334	2.7	81	3.2	18170	4.4
Library science	44	0.1	2	-	2	-	2	0.1	245	0.1

TABLE II

(CONT.)

Baccalaureate Degrees Conferred in Specific Disciplines by Selected Institutes by Race/Ethnic Group, United States, 1978-79.

Discipline	Black		Hispanic		Asian		Native American		Nonminority	
	Number	%	Number	%	Number	%	Number	%	Number	%
Mathematics	550	1.1	146	0.9	238	1.9	30	1.2	4709	1.1
Physical sciences	556	1.1	240	1.5	273	2.2	44	1.8	10188	2.5
Psychology	2495	5.1	986	6.2	652	5.3	137	5.5	18826	4.5
Public affairs and services	3704	7.5	1052	6.4	353	2.8	144	5.8	16797	4.0
Social sciences	7166	14.6	2382	14.9	1288	10.4	338	13.5	47392	11.4
Interdisciplinary studies	1977	4.1	722	4.5	478	3.9	118	4.7	15123	3.6
All others	94	0.2	19	0.1	6	0.1	2	0.1	282	0.1
Total	49116	100.0	16037	100.0	12394	100.0	25045	100.0	415376	100.0

TABLE III

Number of Doctoral Degrees Conferred in Specific Disciplines by all Institutions by Sex and

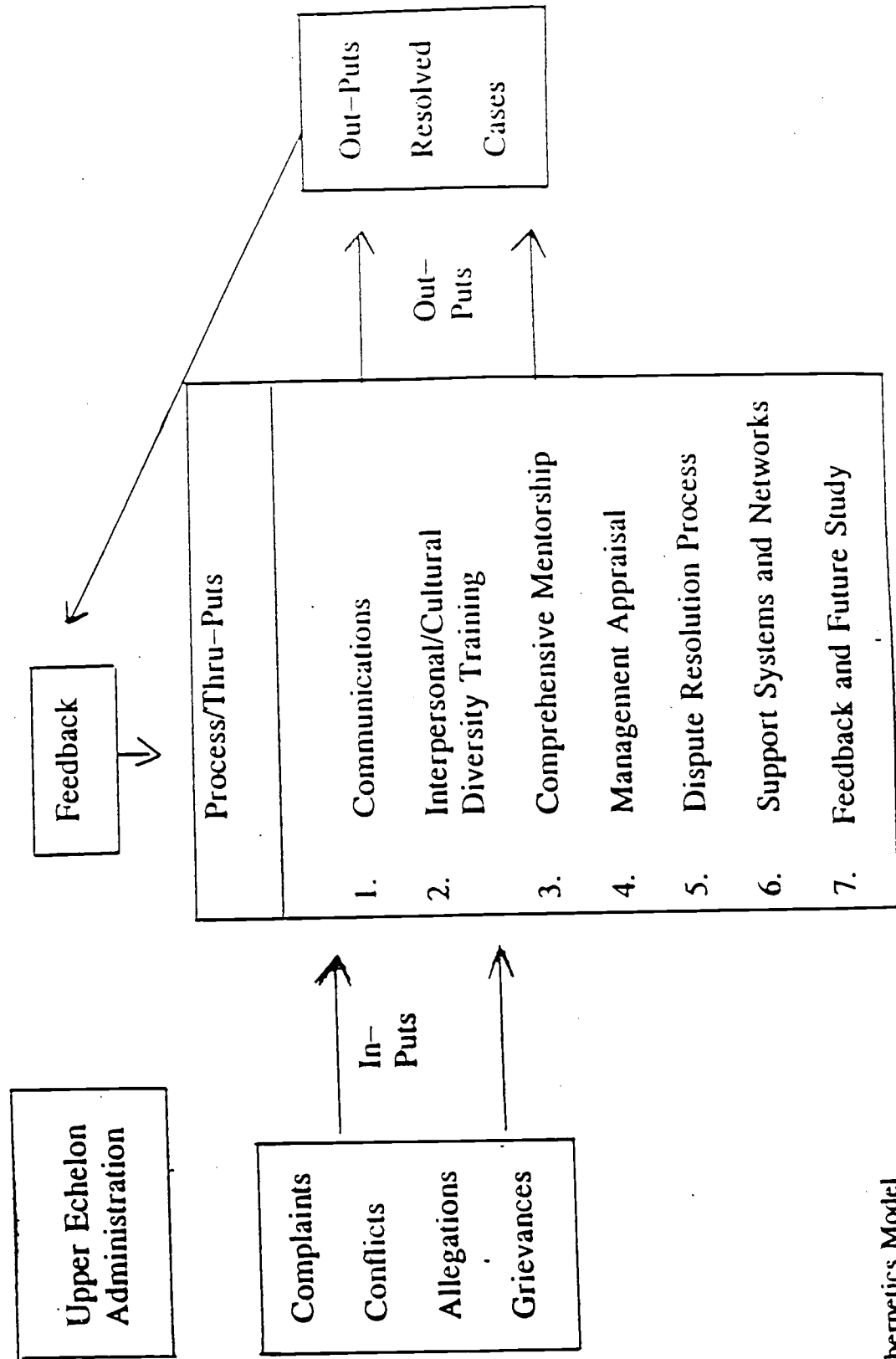
Race/Ethnic Group, United States, 1989

	Arts & Humanities	Business & Management	Education	Engineering	Life Sciences	Physical Sciences	Social Sciences	Professional Fields
Degrees conferred *	2,928	726 ^b	5,357	2,218 ^b	4,770	3,489 ^b	4,413	845
Sex								
Male	54.5%	73.9%	42.5%	91.8%	61.8%	81.2%	54.8%	56.4%
Female	45.5%	26.1%	57.5%	8.2%	38.2%	18.8%	45.2%	43.6%
Racial/Ethnic Group ^c								
Native American	6	1	21	7	14	18	17	6
Asian	84	49	102	359	248	251	136	28
Black	82	16	429	31	100	45	185	54
Puerto Rican	23	1	54	7	29	24	35	4
Mexican American	23	2	48	13	24	14	43	5
Other Hispanics	61	7	64	27	48	45	66	11
White	2,582	635	4,591	1,718	4,212	3,001	3,861	729
Other or unknown	67	15	48	56	95	91	70	8

Source: Data from the Chronicle of Higher Education Almanac, August 28, 1991, p. 27. Courtesy, National Research Council.

^aFigures cover only U.S. citizens and those with permanent visas.^bForeign students in 1989 received 42.4% of the doctoral degrees in engineering, 28% in physical sciences, and 24.5% in business and management.^cPercentages cover U.S. citizens and those with permanent and temporary visas.

Figure 1. Cybernetics Model





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