DOCUMENT RESUME

ED 227 372 CE 035 506

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TITLE Recruitment Skills. Sex Equity Training Package. Unlocking Nontraditional Careers. Research and Development Series No. 215D.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 81
CONTRACT 300-78-0032
NOTE 93p.; For related documents, see CE 035 503-505.
AVAILABLE FROM National Center Publications, Box F, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (RD215D--$5.50; complete set--$44.00).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Affirmative Action; Educational Benefits; Educational Resources; Learning Activities; Learning Modules; *Nontraditional Occupations; Postsecondary Education; Publicity; *Public Relations; *School Community Relationship; Secondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; *Student Recruitment; Transparencies; Units of Study; *Vocational Education; Work Attitudes; Workshops

ABSTRACT

These workshop materials are designed to aid recruiters of nontraditional vocational programs in publicizing their training opportunities. Information is included on convincing vocational educators to recruit nontraditional students, speaking effectively with journalists about program activities, and writing public relations materials. The workshop contains three units that can be presented independently. The first unit provides six sound reasons why vocational educators should recruit nontraditional students. The unit focuses on benefits for the vocational educators rather than on the value of nontraditional training to the students. Unit 2 helps recruiters to work more effectively with journalists. The unit helps recruiters to learn how to create newsworthy events that will entice media coverage and then explains how to interact professionally with reporters. The final unit trains vocational educators to write public relations materials without the help of professional advertisers. Each unit contains objectives, a daily outline, and learning activities. The package also includes lectures, handouts, transparency masters, and public relations samples. (KC)

RECRUITMENT SKILLS

SEX EQUITY TRAINING PACKAGE

UNLOCKING NONTRADITIONAL CAREERS

by

Rodney K. Spain

1981

The purpose of this workshop is to aid recruiters of nontraditional vocational programs in publicizing their training opportunities. A great deal of information on this subject is already available in the field. However, local program directors indicate that the following three recruiting skills need further attention: (1) convincing vocational educators to recruit nontraditional students, (2) speaking effectively with journalists about program activities, and (3) writing public relations materials without professional assistance.

Audience: Local vocational educators responsible for recruiting nontraditional students.

Facilitator(s): State sex equity coordinators
State or local sex equity experts

Content: The workshop contains three units that can be presented independently.

The first section provides six sound reasons why vocational educators should recruit nontraditional students. The unit focuses on benefits for the vocational educators rather than on the value of nontraditional training to the students.

The second section helps recruiters, who are in a position to speak with the press, to work more effectively with journalists. The unit helps recruiters to learn how to create newsworthy events that will entice media coverage and then explains how to interact professionally with reporters.

The third section trains vocational educators to write public relations materials without the help of professional advertisers. Many program budgets do not provide enough funds for acquiring professionally produced PR materials.

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Time: The entire workshop requires 5½ hours to present. The independent units are divided as follows:

Unit I — 1½ hours
Unit II — 2 hours
Unit III — 2 hours

Resources: Meeting room with tables
5 handouts plus PR samples
6 transparencies from masters
Paper and pencils

ACKNOWLEDGEMENTS

The National Center is particularly indebted to Louise Vetter, project director, Rodney K. Spain, program associate, and Lucille Campbell-Thrane, Development Division associate director, for carrying out the work of the project. Special appreciation is extended to Karen Buckman and Kathy Pfeiffer at Linn Technical College in Missouri and to Rosemary Kolde at Great Oaks Joint Vocational School in Cincinnati, Ohio for their assistance in pilot-testing the package.

Significant contributions were made to the project by state sex equity coordinators who served on the technical panel. Barbara Bitters, Wisconsin; Nancy S. Evans, Ohio; Marlene Grady, West Virginia; Georganna Hargadine, Missouri; Edward J. Maroon, Maine; Sally Moore, Montana; Beverly W. Postlewaite, Washington; Gary Ridout, North Carolina; Annie L. Winstead, South Carolina; and Cecil Wright, Texas.

Reviewers of the publication also are recognized for their assistance: Mary Ann Etu, New York equity coordinator, Patricia Goggins, Colorado sex equity supervisor; and Susan Imel of the National Center staff. Special appreciation is extended to Kevin Burke, graphic artist, and Nancy Robinson and Beverly Black, project secretaries, for their assistance.

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FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education Applied Research and Development Function
Contract Number:	300780032
Project Number:	051MH10012
Educational Act Under Which the Funds Were Administered:	Education Amendments of 1976, P.L. 94-482
Source of Contract:	U.S. Department of Education Office of Vocational and Adult Education Washington, D.C.
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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UNIT I
WHY RECRUIT NONTRADITIONALS?

Objectives:

To show vocational educators advantages they receive from recruiting nontraditional students in order to increase their incentive to do so.

To provide data concerning women and men in the work force in order to increase awareness of social need for nontraditional training.

To provide information concerning sex equity laws in order to increase awareness of legislators' intent for sex-fair practices.

To test and expand participants' knowledge about women in the work force in order to increase awareness of social need for nontraditional training.

Outline

	Title	*Resources*
Activity 1	Introduction to Workshop (15 min.)	
Activity 2	Knowledge Quiz: Facts on Women Workers (10 min.)	HO I-1
Activity 3	Knowledge Quiz Answers: Facts on Women Workers (15 min.)	HO I-2
Activity 4	Six Reasons to Recruit Nontraditionals (20 min.)	TR I-1, 2, 3
Activity 5	Group Discussion: What's in It for Vocational Educators? (30 min.)	

Directions

Activity 1 Introduction to Workshop (15 min.)

Introduce workshop participants to one another through a warm-up exercise with which the facilitator feels comfortable. Complete the activity with the introductory material in the text. Explain that the purpose of the workshop is to provide sound reasons for recruiting nontraditional students at the postsecondary level and that plenty of time will be available to discuss those points.

Notes:

Activity 2	Knowledge Quiz: Facts on Women Workers (10 min.)	HO I-1

Explain that a main reason women seek nontraditional work is to earn enough money to support themselves and their families. In order to evaluate participants' knowledge of the needs of women in the work force, ask them to answer questions on the Knowledge Quiz: Facts on Women Workers.

Notes:

Activity 3	Answers to Knowledge Quiz: Facts on Women Workers (15 min.)	HO I-2

When everyone has finished the quiz, ask the audience what questions were most difficult for them. Permit them to banter their responses for a short time. At this point, the facilitator has two options: (1) hand out the answer sheets to the quiz and discuss each question separately, or (2) present a condensation of the same statistics along with supportive material from the outline in the text under "Nontraditional Jobs That Pay More Encourage Good Work." The answers can be handed out at the end of the workshop.

Notes:

Activity 4	Six Reasons to Recruit Nontraditionals (20 min.)	TR I-1, 2, 3

Continue discussing the merits of recruiting nontraditional students by following the points listed in the text. A transparency master is provided for assistance. Understand that these points are aimed at showing vocational educators what *they* can gain by recruiting nontraditional students, more than what students can gain by working in nontraditional fields. Allow plenty of time for the audience to contribute to these ideas. Permit apprehensive people to express their concerns so that the facilitator and other participants can clarify misconceptions and deal with fears expressed.

In the text, facilitators will find examples and quotations used to support the points made. If similar examples can be drawn from the audience's own communities or similar quotes can be obtained from professionals with whom the audience is more familiar, substitute that material for what is provided. Also, our list of reasons for recruiting nontraditional students is by no means exhaustive. Add other points that the audience will find relevant.

Notes:

Activity 5	Group Discussion: What's in It for Vocational Educators? (30 min.)

1. Ask the audience to identify nontraditional students with whom they are familiar. Have the participants evaluate those students' financial and professional needs and compare that information with the students' performance in training courses. In other words, see if the audience can personally identify with the first two points in this unit: (1) that nontraditional jobs that pay more encourage good work, and (2) that job satisfaction leads to productivity.

2. Ask the audience if good community relations has a positive effect on recruitment for their schools. For those members that find a correlation, ask them to give examples where equity in general—e.g., for the handicapped, racial/ethnic, or bilingual minorities—has improved their public image and has helped increase enrollments. See if they feel that sex-fair practices will help their public image and, thereby, increase enrollments.

3. Ask the audience if they understand the sex equity laws passed by Congress. Remind them of statements made by vocational educators who have said that sex equity is *their* responsibility. Ask the audience if they see the benefits of increasing sex fair practices in vocational education.

Notes:

UNIT II
HOW TO GET YOUR PROGRAM COVERED ON THE EVENING NEWS

Objectives:

To explain what news is from the journalists' perspective in order to improve participants' ability to develop news events that reporters will cover.

To explain how to contact the press in order to get reporters to cover news events.

To practice interviewing techniques in order to develop skills for working effectively with reporters.

To demonstrate the methods for speaking "on the record," "off the record," and "not for attribution" in order to help program directors deal with uncomplimentary questions from the press.

Outline

	Title	*Resources*
Activity 1	Introduction to Workshop (15 min.)	
Activity 2	What Is News? (25 min.)	TR II-1, 2, 3 HO II-1
Activity 3	How Do We Contact the Press? (5 min.)	
Activity 4	What Does the Reporter Need for the Story? (30 min.)	HO II-2
Activity 5	What About Uncomplimentary Questions? (20 min.)	
Activity 6	Group Interview: A News Article for Your Program (25 min.)	

Directions

Activity 1 Introduction to Workshop (15 min.)

Introduce workshop participants to one another through a warm-up exercise with which the facilitator feels comfortable. Explain that the purpose of the workshop is to develop skills for

working effectively with journalists. A good feature article on a nontraditional program is much more effective publicity than paid space on the advertisement page. Present the introductory material in the text.

Notes:

Activity 2	What Is News? (25 min.)	TR II-1, 2, 3 HO II-1

By examining characteristics of news, program directors can develop events that journalists are more likely to cover. Present "What Is News?" from the text in order to help the participants understand what journalists consider to be newsworthy. Then ask the audience to write down events that they have sponsored or would like to sponsor, which they believe to be newsworthy. Have them describe the events in terms of the criteria just discussed. Then, ask the audience to critique the responses, possibly suggesting ways to make the events more newsworthy.

Notes:

Activity 3 How Do We Contact the Press? (5 min.)

Present the information provided in the text.

Notes:

Activity 4 What Does the Reporter Need for the Story? (30 min.) HO II-2

Present the information in the text and give the audience time to ask questions. Emphasize that the ability to develop creative ideas, descriptive images, and interesting quotes take practice. With the information that follows, the facilitator and audience will have a chance to try this task, with the facilitator acting as the reporter and the audience acting as the source of news.

In the winter of 1979, 10 women camped out in the snow for five days and five nights in front of New York City's United Brotherhood of Carpenters and Joiners' office. The campers were students of the All-Craft Foundation, Inc., a preapprenticeship training program for low-income women interested in the building trades. They were dramatizing their desire to be considered seriously for the first carpentry apprenticeship positions to open in New York City in over two years. On the morning of the sixth day, they entered the office to receive the first applications.

The women and the All-Craft Foundation got a lot of attention from newspaper and broadcast journalists. The event met many of the criteria for newsworthiness discussed earlier. Not only was it timely, it showed people in action, in a conflict, trying to bring about change.

Below are questions reporters might ask about the event. Assume the audience is a group of women standing ankle-deep in snow outside the union building. First, respond to the reporter's questions using creative ideas, descriptive images, and interesting quotes. Then examine the hypothetical answers we have provided. Later, the facilitator can hand out an article that appeared in the New York *Daily News* about the incident.

Q: What are you trying to prove by sleeping in the snow?

A. We want the union men to know that women have as much endurance as men. We can stand the cold with snow and slush and frozen toes as well as men. We sweat in the summer and freeze in the winter, but we can stand it.

A: We're here to draw attention: to show the men inside that women can work in the cold and avoid frostbite like they did years ago and that we can withstand nature's elements as well as young men. Now we want a chance to show them the kind of work we can do under these conditions. We want to be apprentices.

Q: Why is it so important that you make this point?

A: I'm tired of stares from "the man"—the welfare man. Everytime I have to go to the welfare office for my one-on-one [confrontation with a welfare officer], I hear about making my money stretch. I get $510 a month to take care of myself and my four kids. That pays for rent and food stamps. How am I supposed to buy school supplies for Johnny or buy Sharron shoes? She has been wearing sneakers all winter.

A: I've spent six years working behind a typewriter from 8 to 5 to earn less than $600 a month. I've gotten training on my own as a carpenter. Now I want those men inside to give me a chance to earn a decent living for myself and my family.

Q: So you want to become a carpenter to get off public assistance?

A: Sure I do. I have a neighbor man who earns $275 a week as an electrician. When his kids need shoes he just goes out and buys them. I've been sitting here all day thinking how much easier my life would be off welfare.

A: I hate welfare. I'm tired of the upstanding citizens in this country calling me a "dreg of society." I want to get up in the morning and go to work. Come home at night and take care of my kids. I want to feel good about myself.

Q: Who is taking care of your kids?

A: My husband didn't go to work today. He had to stay home and babysit. If I get this job, we can afford to send our kids to a child care center. They can meet new friends and learn from the teachers, and I can earn some money. It would be good for all of us.

A: I haven't got anyone to take care of my kids. I can't afford a babysitter. If I get this job, I can send them to classes, you know: art, dance, music.

Q: Where did you learn about carpentry work?

A: At the All-Craft Foundation. We've studied lots of building crafts there, but I like carpentry the best. I seem to have a knack for it, We built a small house at the school and put in windows and doors. I liked the feeling of satisfaction when we were finished. I could see something for the work I had done.

A: At the All-Craft Foundation. I've been working with my hands all my life. But at the All-Craft Center, I learned how to use lumber and wood the right way. I want the union men to let me work so I can do even better work.

Activity 5	What About Uncomplimentary Questions? (20 min.)

Present the information in the text. Select members of the audience to bargain over the questions below. The facilitator should act as the journalist and the participants as the sources of news.

1. I understand that, after your CETA funding was cut, the state director of vocational education told you that your displaced homemakers program was not worth a "plugged nickel." S/he has denied the statement to me. Is this true and do you anticipate getting funding from vocational education in the future? (Assume that the statement is true and that you fear further funding cuts if you talk about it.)
2. A local hospital official, who hires many of your graduates, refuses to hire any more of your men nurses. She feels that the men in your program are favored by instructors and, therefore, are not prepared for the job. Does this problem exist in your school? (Assume that you have had this problem with one of your leading instructors.)
3. Last week, when a student was injured by an electric saw, the instructor was away from the class. This seems a bit unusual. Are students required to be supervised at all times for safety purposes? Why was the instructor absent from the class? (Assume that the insturctor left the class to respond to a summons from the director's office.)

Notes:

Activity 6	Group Interview: A News Article for Your Program (25 min.)

Ask the workshop participants to select one of the newsworthy events they wrote down in Activity 2. Choose several people to describe the events to the audience again. Then, act as a reporter and ask questions about those events in an effort to solicit creative ideas, descriptive images, and interesting quotes. Ask questions that the audience will not want to answer, from time to time, in order to give more practice in bargaining with reporters.

Notes:

Q: Do you think the work is dangerous or difficult?

A: It can be. But it won't be any more dangerous or hard for me than for anyone else. I know the safety rules and I follow them. As far as the work being too hard for a woman, do you call sleeping in the snow for five days easy?

A: It isn't any harder for me than for a man. I'm used to hard work. I've spent eight hours a day, seven days a week, scrubbing floors. I know some men who can't do that.

Q: Do you think this demonstration will help you get accepted as a carpenter apprentice?

A: Apprentices are supposed to be 20 percent female, but the men in charge sometimes say they can't find qualified women. Well, here we are. We can do the work and we want the work.

A: If you print the story it will help. These union men keep saying they can't find qualified women to work as carpenters. Look at the calluses on my hands. Take a look at the work we do at the All-Craft Center. I can do the work. I want the job. Just give me a chance.

NOTE: Other questions can be developed easily from answers the workshop participants give.

Notes:

UNIT III
HOW TO PREPARE PUBLIC RELATIONS MATERIALS

Objectives:

To present effective methods for selling nontraditional programs when writing brochures, fliers, posters, newspaper ads, press releases, and public service announcements in order to recruit nontraditional students more effectively.

To illustrate this process of effective advertising with examples of public relations materials in order to enhance recruitment of nontraditional students.

To assist participants in developing personalized brochures and other public relations materials in order to send participants away from the workshop with saleable media products.

Outline

	Title	*Resources*
Activity 1	Introduction to Workshop (15 min.)	
Activity 2	Journalistic Writing Six Steps to Effective Advertisements (15 min.)	TR III-1, 2 HO III-1
Activity 3	Examination of PR Materials (10 min.)	PR Examples
Activity 4	Writing PR Materials: Brochure, Flier, Poster, Newspaper Ad, Press Releases, Public Service Announcement (20 min.)	
Activity 5	Group Activity: Writing a Brochure (60 min.)	

Directions

Activity 1	Introduction to Workshop (15 min.)

Introduce workshop participants to one another through a warm-up exercise with which the facilitator feels comfortable. Explain that the purpose of the workshop is to develop skills for writing effective public relations materials, i.e., brochures, fliers, posters, newspaper ads, press releases, and public service announcements. Present the introductory material in the text.

Notes:

Activity 2	Journalistic Writing Six Steps to Effective Advertisements (15 min.)	TR III-1, 2 HO III-1

Present the information provided in the text.

Notes:

Activity 3	Examination of PR Materials (10 min.)	PR Samples

Ask the workshop participants to read the sample brochure, flier, poster, newspaper ad, press releases, and public service announcement. These handouts intentionally are not numbered so that they appear just as they should in final form.

Notes:

Activity 4	Writing PR Materials: Brochure, Flier, Poster, Newspaper Ad, Press Releases, and Public Service Announcement (20 min.)	PR Samples

From the examples the audience has just read, explain the process of developing the materials by using the instructions in the text. A fictitious program, Women in the Building Trades, is used to illustrate the procedure. Since the first four examples are developed from the six steps to writing effective advertisements, we have used the outline presented earlier to help explain the process.

Notes:

Activity 5	Group Activity: Writing a Brochure (60 min.)	PR Samples

The workshop participants should be ready to develop their own brochures. Divide them into small groups and ask them to create a brochure for their nontraditional programs using the steps below. The facilitator should act as a guide for the exercise, providing assistance to the groups as needed. Participants will need paper, pencils, and the blank brochures which accompany the PR samples that were handed out for Activity 3. Guide the participants through the following steps in developing a brochure.

1. Select the brochure art work from your packet that most closely represents your nontraditional program. (Do not write on this sheet. You will need to type on it later.)
2. Begin with the inside of the brochure. Select the topics that you want to present and write the text information for each topic. Remember that this information must fit into the space available (see sample brochure). Editing will be necessary.
3. Check your copy to be sure that the writing style is clear and journalistic.
4. Substantiate the benefits of your program with statistics, case histories, and quotes from community leaders.
5. Include your program name, address, and telephone number.
6. Go back to the front cover and choose the few words that will most likely sell the program to your audience.
7. See that the headlines on the front cover tie in to the beginning of the first page.

Once the brochure text is polished, the workshop participants can take the copy to their secretaries and have it typed onto the art-work page. Art on all brochures has been developed to be easily duplicated. There are no copyrights on this art-work, so participants may duplicate it and use it as they wish.

Notes:

LIST OF RESOURCES

The materials in this section have been organized to help you make appropriate copies or transparencies and then re-file the materials for future use. All lectures are together. All transparencies (TR) are together. All handouts (HO) are together. The coding system is noted on each piece of material to help you find it easily. For example, the code HO II-2 means:

II = Unit II
2 = second handout in Unit II

Lectures

UNIT I	– Why Recruit Nontraditionals? (7 pages)
UNIT II	– How to Get Your Program Covered on the Evening News (5 pages)
UNIT III	– How to Prepare Public Relations Materials (6 pages)

Transparencies

TR I-1	– Why Recruit Nontraditionals?
TR II-1, 2, 3	– 12 Criteria for Defining News
TR III-1, 2	– Six Steps to Effective Advertisements

Handouts

HO I-1	– Knowledge Quiz: Facts on Women Workers
HO I-2	– Knowledge Quiz Answers: Facts on Women Workers
HO II-1	– 12 Criteria for Defining News
HO II-2	– Future Carpent-hers Camp Out in the Snow
HO III-1	– Six Steps to Effective Advertisements

Public Relations Samples

- Brochure
- Flyer
- Poster
- Newspaper Ad
- Press Release (1 page)
- Press Release (2 pages)
- Television Ad
- 6 Blank Brochure Forms
- 1 Blank Flyer Form
- 1 Blank Newspaper Ad Form

WHY RECRUIT NONTRADITIONALS?

Introduction

A myth may be defined as a fiction or a half-truth forming part of the ideology of a society, a notion based more on tradition or convenience than on fact. A myth can be neutral, benign—or it can be harmful, destructive. Many of the myths present in our contemporary life convey ideas and values concerned with the roles of women and men in society in general—and in employment in particular.

Consider the notions that work is optional for most women; that women work only to provide extra household income, that women work only to afford luxuries for themselves and their families. Or, consider the ideas that men work only for power and money, that men should be the breadwinners of the family and must work at the highest-paying jobs available, that men are too active to enjoy nontraditional jobs such as nursing, child care, or typing.

These are fictions, notions based more on tradition and convenience than on fact. They are myths —and destructive ones. (Adapted from Ellis Associates, Inc., 1977)

Nontraditional Jobs That Pay More Encourage Good Work.

The fact is that women are in the work force for the same reasons men are there: to meet the financial responsibilities of maintaining a home and rearing a family, to realize the satisfaction of contributing to the goals of an organization and society, and to achieve a sense of personal fulfillment. For many women, and men, the sense of contribution or fulfillment can be difficult to obtain in work. There can be no doubt, however, that the need to meet financial responsibilities accounts for the presence of the majority of people in the work force—including women. Statistics from the U.S. Department of Labor support this claim:

- A majority of women work because of economic need. Nearly two-thirds of all women in the labor force in 1979 were single, widowed, divorced, or separated or had husbands whose earnings were less than $10,000 in 1978.
- About 43 million women were in the labor force in 1979; they constituted more than two-fifths of all workers.
- Sixty percent of all women 18 to 64—the usual working ages—were workers in 1979, compared with 88 percent of men. Fifty-one percent of all women 16 and over were workers. Labor force participation was highest among women 20 to 24.
- The median age of women workers is 34 years.
- Fifty-three percent of all black women were in the labor force in 1979 (5 million); they accounted for nearly half of all black workers.
- Forty-seven percent of Spanish-origin women were in the labor force in March 1979 (2 million); they accounted for 39 percent of all Hispanic workers.
- Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade—about 13 million women compared with more than 9 million men.

- More than one-fourth of all women workers held part-time jobs in 1979.
- In 1977, the average woman could expect to spend 27.6 years of her life in the work force, compared with 38.3 years for men.
- The more education a woman has, the greater the likelihood she will seek paid employment. Among women with four or more years of college, about two out of three were in the labor force in 1979.
- The average woman worker is as well educated as the average man worker; both have completed a median of 12.6 years of schooling.
- The number of working mothers has increased more than tenfold since the period immediately preceding World War II, while the number of working women has more than tripled. Fifty-five percent of all mothers with children under 18 years of age (16.6 million) were in the labor force in 1979; 45 percent of mothers with preschool children were working.
- The 6 million working mothers with preschool children in 1979 had 7.2 million children under age six, compared with 5.1 million working mothers with 6.1 million children under six years of age in 1974.
- The unemployment rate was lowest for adult white men (20 and over) and highest for young black women (16 to 19) in 1979:

Adults	*Percent*	*Teenagers*	*Percent*
White men	3.6	White men	13.9
White women	5.0	White women	13.9
Hispanic men	5.7	Hispanic men	17.4
Hispanic women	8.9	Hispanic women	21.3
Black men	9.1	Black men	34.0
Black women	10.8	Black women	39.2

- Women workers are concentrated in low-paying, dead-end jobs. As a result, the average woman worker earns only about three-fifths of what a man earns, even when both work full-time year-round. The median wage or salary income of year-round full-time workers in 1978 was lowest for minority women—$8,996. For white women it was $9,578; minority men, $12,885; and white men, $16,194.

  The median earnings of full-time year-round women farm workers were $2,360; private household workers, $2,830; sales workers, $7,644; and clerical workers, $9,158.

- Fully employed women high school graduates (with no college) had less income on the average than fully employed men who had completed elementary school—$9,769 and $10,474, respectively, in 1978. Women with four years of college also had less income than men with only an eighth-grade education—$12,347 and $12,965, respectively.
- Among all families, about one out of seven was maintained by a woman in 1979 compared with about one out of ten in 1969; 40 percent of black families were maintained by women. Of all women workers, about one out of six maintained a family; about one out of four black women workers maintained a family.

- Among all poor families, half were maintained by women in 1979; about three out of four poor black families were maintained by women. In 1969 about one-third (35 percent) of all poor families were maintained by women, and 51 percent of poor minority families were maintained by women.

- It is frequently the wife's earnings that raise a family out of poverty. In husband-wife families in 1979, 14.8 percent were poor when the wife did not work; 3.8 percent when she was in the labor force. Of all wives who worked in 1979, the median contribution was more than one-fourth of the total family income. Among those who worked year-round full-time, it was nearly two-fifths. Among black families, the median contribution of working wives was one-third of the total family income.

- Women were 80 percent of all clerical workers in 1979 but only 6 percent of all craft workers (women were about 3 percent of all apprentices as of December 1978); 62 percent of service workers but only 43 percent of professional and technical workers; and 63 percent of retail sales workers but only 25 percent of nonfarm managers and administrators. (20 facts on women workers, 1980)

Financial responsibilities for many women exceed salaries received from traditional female jobs. Therefore, more and more women are developing nontraditional skills and are seeking nontraditional employment. These women are well aware of the myths that obstruct their opportunities to work in nontraditional fields. They are willing to work hard to prove these myths to be false in order to receive the incomes they need. Sharron Chapman, an apprentice pattern maker for the John Deere Company in Waterloo, Iowa, left public assistance for a nontraditional job that pays her enough to support herself and her children. Speaking before a group of young women who were also interested in high-paying careers, Chapman attested to the financial advantages she receives in the predominantly male work of apprenticeship:

> I just thank God that I'm in there now because I was on welfare for a long time. I know what it's like not to have any money. And I know what it's like to be really super depressed and not be able to get a job that even pays enough money to get off welfare. I paid an employment agency $250 to get a job at a finance company, and I was still eligible for welfare, legally!
>
> When I first [applied] at Deere, I begged and begged and begged to get in there. I told them to just give me a job where I could work for 40 hours and bring home a paycheck so that I could buy stuff for my family like my neighbor man does. I didn't want to be somewhere making $2 an hour or $2.95. I wanted $8 and $9 and $10 an hour.
>
> When I got hired at Deere, I weighed 90 pounds, and I think [the boss] was testing me, He said, "What are you going to do in here for us?" I said, "Just give me a broom and I'll show you—or a shovel, I don't care." (Chapman, 1979)

Today Sharron Chapman is off public assistance and, like so many other women in nontraditional jobs, is providing a comfortable life for her family.

Job Satisfaction Leads to Productivity.

Aside from financial necessity, increasing numbers of women are wanting to work. Men and women are marrying at later ages. The birth rate is declining. Educational attainment is increasing. And many of these women are choosing nontraditional occupations out of interest as well as economic necessity. When given an equal chance with men, women are proving their abilities and are demonstrating high quality and thoroughness in work. People who enjoy their jobs are better students and better employees. Rose Gardner, a machine tool technologist from Kansas City, Missouri, explains why nontraditional work is more appealing to her:

> It's better than sitting behind a desk all day. That's boring to me. I don't like to stay in one place all the time. ... I really wanted a trade, and before I came down here, I checked all around. People that were beauticians and nurses were not making enough money. And I think I'd really be bored with nursing. If people are happy in what they are doing and the money is high too, that's 50 percent of the battle. (Gardner, 1979)

More and more men today are choosing to pursue careers of high personal interest, even when those careers provide less income. Men, who do not have the time, money, or interest to attend medical school are still able to serve the ailing as nurses. Male secretaries can enjoy the more sedate atmosphere of an office, a typewriter, and budget reports. Child care workers and elementary school teachers spend their days with young people, accepting the challenges of guiding and teaching. Men working in these fields choose to sacrifice a higher financial income for job satisfaction—a sacrifice that, for them, provides other riches. Educators and employers should recognize that workers willing to give up a higher salary for job satisfaction are more likely to satisfy the needs of trainers and employers as well. Richard Elliott, a 29-year-old former Washington, D.C. police officer, now works as a registered nurse in the psychiatric unit of a Cheverly, Maryland hospital. He gives his reasons for entering nontraditional work:

> I married a nurse. I thought nursing was an interesting field and versatile. You can get a [nursing] job in many places, but it's not always easy to get a job as a police officer. ... I enjoy being a policeman and thought of going back. It's glamorous on reflection, but when you're actually doing it you're dealing with a pretty anomic part of society, the disintegrated, criminal part. It rubs off on you and you become hard-hearted. ... [Now] I talk to patients, run their activities, get involved with them, give medication, and observe its effects. (McLean and Crawford, 1979)

Sex Equity is the Responsibility of Vocational Educators.

In order for women and men to meet these financial and personal needs, vocational educators have a professional responsibility to provide a fair and equal education to all. If vocational educators are truly concerned about providing the best education possible, they will open all fields to all people according to their interests, abilities, and needs—not according to their sex. One criterion for providing a quality education for students is to help them find the field of study that best suits them. Educators should prepare women and men to enter careers they enjoy, which will support them and their dependents as well as possible.

Many leaders in vocational education support sex fair practices. They know that our educational system is grounded in the right of people to improve their lives according to personal desires—to pursue careers and life-styles of personal significance instead of societal conformity. Dr. Shirley D. McCune, most recent deputy assistant secretary for equal education opportunity programs with the U.S. Department of Education, addressed this issue in 1981 at a national colloquium. While discussing the state of equity in the country and the trends that will influence the development of equity in the near future, Dr. McCune said that although the leadership for equity will move from the federal government to the state and local levels, educators still will find the issue of a fair and just education to be of prime importance.

NOTE: Add similar quotes from the state vocational director and from a local vocational leader.

The Law Requires Sex Equity.

Elected officials are aware of this responsibility. Two major pieces of legislation requiring sex equity in education are Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976. Title IX mandates sex fair practices and programs in all schools. Title II goes beyond this aim to encourage affirmative action in vocational education to overcome sex discrimination, sex bias, and sex stereotyping.

Three terms need closer attention:

- Sex discrimination — is any action that limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of sex.
- Sex bias — is behavior resulting from the assumption that one sex is superior to the other.
- Sex stereotyping — is attribution of behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.

The Title IX legislation reads:

> No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training, or other educational program. Covering both students and employees, Title IX affects programs from preschool to postgraduate, operated by any organization or agency that receives or benefits from federal aid.

Title II of the Vocational Education Amendments of 1976 specifically addresses the elimination of sex stereotyping and bias—steps needed in order to eliminate sex discrimination as addressed in Title IX. To effectively eliminate discrimination against any group of persons, one must understand and deal with the causes of discrimination. Since stereotyping and bias help to establish and perpetuate discrimination, Title II directs vocational education to deal with the causes, not just the results, of inequities.

In addition, federal guidelines from the Office for Civil Rights (OCR), which went into effect on March 21, 1979, are meant to enforce legislation concerning race, handicaps, color, national origin, and sex. These guidelines represent a major step in the federal government's effort to ensure equal opportunity in vocational education. All institutions, agencies, organizations, and individuals receiving federal assistance and offering vocational education are covered.

Other pieces of sex equity legislation directed toward agencies that employ vocational graduates address equal employment opportunities. The following list provides a brief overview of the federal laws and regulations concerning discrimination in employment—

- The Equal Pay Act of 1963 – prohibits discrimination in salaries and most fringe benefits on the basis of sex for all employees of all institutions.
- Title VII of the 1964 Civil Rights Act – prohibits discriminatory practices in terms and conditions of employment by employers with 15 or more employees.
- The Women's Educational Equity Act – establishes a program to improve educational equity for women.
- Executive Order 11246 – prohibits discrimination in employment by institutions or agencies with federal contracts of over $10,000.
- Title VII and Title VIII of the Public Health Services Act – prohibit discrimination in admissions and against some employers in health personnel training programs or under contracts that receive financial assistance under the Public Health Services Act.
- The National Labor Relations Act and Related Laws – require unions to bargain for the same working conditions for women and men.
- Regulations of the Bureau of Apprenticeship and Training – prohibit discrimination in selecting participants and conducting programs. (Adapted from Smith and Farris, 1980)

Higher Enrollments are Possible for Sex Fair Administrators.

The World War II "baby boom" has passed the secondary educational market, causing enrollments in many schools to drop. School officials are searching for new groups of people to educate. Evening classes have expanded for part-time students employed during the dav. The physically handicapped are shunning outdated myths about their uselessness and are acquiring training to become productive workers. Many women and men are starting new careers in midlife that require more training. The aged attend classes to develop interests they did not have time for when they were younger. Another way vocational educators can raise enrollments is to tap the nontraditional market. By advertising the benefits of nontraditional training and assuring support for students who choose alternative careers, people interested in that training will be more likely to investigate course work from those schools. Postsecondary administrators who encourage these enrollments draw more money to their campuses. In many areas of the country, school systems receive state funding for vocational education contingent on the number of students enrolled in vocational education classes: the more students enrolled, the more money school districts receive.

People interested in nontraditional work are found throughout the country. As a matter of fact, the number of students entering nontraditional fields is rising. Between 1974 and 1979, the U.S. Department of Labor found that male nurses increased from 18,000 to 39,000. The enrollment of

women in drafting increased from 6,892 to over 21,000 between 1972 and 1978. During that same period, the enrollment of men in food management courses increased from 19,235 to 45,000. And, between 1974 and 1979, women computer programmers increased from 45,000 to 93,000. (Employed and unemployed persons, 1979; and Summary data, 1978)

Humane Practices Generate Community Goodwill.

Equity and human rights, equal access, and freedom to choose career goals are important public issues today. Most members of our society believe that people have the right to pursue careers of their own choice—to train and work in jobs that meet their personal needs. Many citizens, whether interested in nontraditional work or not, favorably view educators that provide equitable options to students.

The sex equity issue is so important that school officials should not overlook the good public relations it can generate for the schools. The media carry reports about women carpenters molding doors and male nurses bathing infants. School officials who take advantage of this kind of free publicity will benefit. The public views administrators who are sex-fair as equitable in other ways, such as with parents, minority students, and athletes.

In addition, industry leaders appreciate receiving trained nontraditional students as job applicants. The federal government mandates that employers who receive federal money or who hire 15 or more workers employ women and men in nontraditional positions. Business leaders will make great efforts to cooperate with school officials that help to provide competent, well-prepared workers. Business executives who are expanding operations to new areas of the country are aware of their need for nontraditional employees. Communities prepared to provide them with qualified nontraditionals will have a better chance of attracting the new industry. An investment in equity is an investment in good business.

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HOW TO GET YOUR PROGRAM COVERED ON THE EVENING NEWS

Introduction

Editors are known as gatekeepers, people who open and close the flow of news to the public. They are professionals trained to select the most important and interesting current events of the day for their readers' attention. Program directors who take pride in their nontraditional training courses find it difficult to understand why journalists might be reluctant to write feature articles or to broadcast special events about their schools. Many events and issues occur each day that the press will want to cover but cannot include in the evening edition due to competition for space.

Directors of nontraditional programs need to catch the attention of the press in order to get news coverage. Beyond that, they need to convince journalists that their program activities are significant to the public's well-being. By defining news, we can understand better what events reporters choose to cover—what information they view as being imperative for public attention. With this information, program staff can plan activities that will entice journalists. In turn, the public becomes more aware of the signficiance that nontraditional programs have for their communities.

What Is News?

Defining news is not easy. For every journalist, there is probably a different interpretation. Charles Dana, editor of the *New York Sun,* expressed the idea that "news is what will make people talk." Arthur McEwan, editor of the *San Francisco Examiner,* added another idea: "News is anything that makes a reader say 'Gee, whiz!' " And John B. Bogart, city editor of the *New York Sun,* more than a century ago defined news as: "When a dog bites a man, that is not news. But when a man bites a dog, that *is* news." (Metzler, 1979) Newspaper editors have been arguing about the definition of news for centuries, so we are not likely to decide on one today. However, some general criteria exist for reporters to follow when searching for news. If program directors can address these elements when displaying their programs to the press, they are more likely to receive coverage.

Timeliness. News must be new. Something that happened last night, or will happen tomorrow, is more newsworthy than something that occurred last month. If the first woman mason to graduate from a vocational education program is accepted as an apprentice, send a press release immediately. Many papers and stations will not want to carry the story next week.

Prominence. More news value is placed on better-known persons or institutions in the news—on degree-granting institutions more than on workshop training organizations. If a school predominantly supplies trained workers to major local industries, promote that prestige. If it does not, look for other elements of newsworthiness to influence city editors.

Consequence. The impact of a news event on the public is one of the key elements in judging news value. If a male nurse who graduated from your school is promoted to head nurse of obstetrics in three years, this event has far-reaching consequences for other nontraditional males—and for traditional female nurses—in the general populace.

Proximity. The nearer the event, the greater is its news value. Although some news has national importance, such as activities of Congress or the White House, most community newspapers thrive on news close to home. Mary Jones may not be the first woman welder in the country, but she may be causing quite a stir among the workers at the new community center construction site. A feature article or camera interview of Mary would be news simply because it makes a difference to people in the area.

Change. If a certain condition or activity represents change, then the item carries more news value. People pay more attention when it is clear that things are not the same anymore. Certainly, women and men in nontraditional training and employment is a change for some people's lifestyles. The public may be cheered or threatened by impending change, but they want to know about it.

Sometimes lack of change can be news, such as when conditions in one area are standing still while all else is moving forward. If your school has graduated three women prepared for firefighter work and the local fire chief has not yet hired a woman, reporters may be interested. If the public reads the story, some might attend a city council meeting to protest. Hence, even more news is published.

Action. The concept of people *doing* things is always more dramatic, and therefore more newsworthy, than people merely *thinking* things or expressing opinions. A local trade union official affirming his intention to increase nontraditional placements is at best marginal in news value. If he actually hires five additional women and praises their work, reporters will be more interested.

Personality or "human interest." People are naturally curious about other people, particularly those who are celebrated or somehow different. To some people, nontraditional workers and their relationships with traditional employees may be "different." In addition, a celebrity or local idiosyncratic personality might discuss their views on nontraditional training and their dealings with nontraditional students.

Rarity. Like a precious metal, the more infrequently a certain kind of incident occurs, the more news value it contains. This is the classic "man bites dog" dictum. Male firefighters rescue women from burning buildings frequently. How often do female firefighters rescue men? From a lighter angle, if a male firefighter who climbs a tree to rescue a kitten gets stuck and is rescued by his female peer, that's news.

Conflict. Sometimes the conflict is inherent in the situation, as for example in a confrontation between college students and police. Just as often, however, reporters recognize that at least two sides exist in most situations and seek to present both sides. If, for example, the local labor union president remarks in a public meeting that women have no place in "men's jobs," a reporter might be interested in hearing the other side of the issue. The existence of conflict or controversy implies that an issue remains unsettled. Thus, it is interesting and significant because it contains both consequence and the threat/promise of change.

Celebration. You age a little every day, but you do not acknowledge that fact until you pass a milestone such as a birthday. So it is with news: "Today marks the third anniversary of Women in the Building Trades, a preapprenticeship training program for low-income women interested in construction." Celebration may also come in the form of workshops, job fairs, speeches, award dinners, and graduations.

Adventure. Readers get vicarious thrills in learning of the physical or intellectual exploits of daring women and men. Thus, climbing up scaffolding to save a troubled worker becomes newsworthy. The subtle adventure belongs in the news too, such as a female trade and industry instructor who thinks fast and saves the finger of a student. The adventure also can be intellectual, such as the male nurse who discovers two babies sent home with the wrong parents and proceeds to track them down before they reach their destinations.

Ethics. With the history of human endeavor being a constant search for what is right, a reporter finds interest and news value in this area, too. A possible news article could be the unwillingness of employers to pay men and women equal wages for the same jobs. (Adapted from Metzler, 1979)

How Do We Contact the Press?

To sell news stories to the press, program directors should contact the city editors of local newspapers and assignment editors of broadcast stations. Two to three weeks before the news event, a press release (discussed in Unit III) should be sent explaining what will happen and its impact on the public. Three to four days after the editor has had a chance to read the release, make personal contact and ask if the event has been placed on the calendar of stories to cover. If it has, ask if there are any questions that need answers. If it has not, try again to show the event's newsworthiness. Sell the story to the editor, keeping in mind a concern for the public's interests and benefits. If one can show why, for example, a seminar on women in the building trades can help a large segment of the publication's audience, the editor will be more apt to open the newspaper's "gate" for the story.

If the editor considers other events more significant for that day's news space, ask to be given coverage in an "events listing" somewhere in the publication. Usually, editors are cooperative with this request, and the listing will provide some publicity. After the news event has taken place and if its attendance was large, call the editor again and point out the public interest generated. This lays a significant foundation for convincing the editor that the event still deserves press space in a follow up story. Also, the editor is more likely to consider future coverage requests seriously.

What Does the Reporter Need for the Story?

Because a reporter covers a story does not mean it will be published. The events, indeed, must be newsworthy. But almost as important, the reporter must be able to bring the story alive for readers if it is to be significant to them. Here, program directors have leverage in influencing the fate of their publicity.

School officials can aid journalists in creating interesting pictures for their readers by giving the reporters creative ideas, descriptive images, and interesting quotes. Even when an event fits into one of the previously discussed news categories, a reporter usually will want a new slant to the news item before submitting it to the editor. When the press arrive to cover an open house, do not expect reporters to be satisfied writing about and photographing a display booth filled with literature. Provide nontraditional students and graduates with whom they can talk and see demonstrating their trades. If people contact a newspaper to complain about police officials' reluctance to hire nontraditional officers, they should be prepared to give new insight into the problem, new alternatives, or compromises to the situation.

One effective way reporters bring stories alive for readers is through creative images. Program directors may know better the descriptions needed for the stories. Newspaper writers create images with words. Be prepared with words ahead of time. A school instructor may be able to supply a more accurate picture of women on scaffolding than the reporters can. Radio newscasters need those creative words, too. But reporters for radio stations are more likely to give air time to the person with a lively and attractive voice when deciding among news events of similar importance. Television broadcasters find word images and voices important but also are concerned with visual effects. If a television crew arrives for information, be sure to give them more to photograph than the front door of the school building. Take them on a tour of the training facility or even to a work site where non-traditional graduates have been placed.

Traditionally, members of the press have substantiated their statements with quotes from official sources. The more interesting these quotes are, the more this helps the reporter and the better the chances for getting sources' exact words. If the statement is significant to the news story, it will be published regardless. But if it is stated poorly or without creativity, the reporter is more likely to paraphrase the statement in order to use more appealing words. Reporters like to quote exactly what is said and will appreciate a person's patience and effort to speak intelligently, professionally, and creatively. Also, if a source wants a statement covered that is not essential to the news event, it is more likely to be published if the reporters find it interestingly stated.

What about Uncomplimentary Questions?

When reporters ask questions that might put sources in a bad light, the interviewees must make a decision immediately. They must answer the questions honestly and completely, or not answer them at all. Hedging is a disaster. Reporters are trained to ferret out facts and can be merciless in pursuit of information they want, which sources are reluctant to give. If reporters think someone is hedging, they will search all the harder for their answers. Also remember that if a source refuses to answer a question, the reporters are likely to publish: "When Jones was asked why funding was cut, s/he refused comment." That statement can be more damaging than the candid truth.

Some points of bargaining with reporters on providing and withholding information for print are useful. (Metzler, 1977)

- On the Record — is information provided for publication. All statements are considered to be on the record unless otherwise agreed upon.
- Not for Attribution — is information provided for publication but not to be attributed to the source. The reporter may print: "The budget was cut because of a lack of community interest, a public official stated."
- Off the Record — is information the reporter will not use in his news story from the present source. Journalists may be willing to get the information off the record in order to know where to find someone else who will give them a quote for publication.

  Caution: Be sure the reporter verbally agrees to go off the record before making the statement. Just because the source wants the item off the record does not mean the reporter will agree. Do not say anything until the journalist verbally agrees to the arrangement.

Some people see no reason to trust that reporters will keep their word. What guarantee do sources have that reporters will not attribute quotes to them? The only security available is the reporter's promise. But keep in mind that journalists have traditionally kept their promises, even to the point of refusing to reveal sources to a judge and finding themselves in jail for contempt of court. Fortunately, some states have shield laws that protect private communications between reporters and clients. If a reporter reveals a source promised anonymity, that reporter, and many others in the field, will have difficulty getting their stories in the future. Word travels fast. For the most part, journalists are willing to back their promises or not print the information.

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HOW TO PREPARE PUBLIC RELATIONS MATERIALS

Introduction

Public relations, in the broadest sense, is the art of making the public aware of what an organization is doing, why it is doing it, whom it serves, and how it contributes to the welfare of the community as a whole. The purpose of public relations work may be to gain financial support for a program or to increase political support from government officials. Or it may be to increase the status and dignity of an organization in the community. Although these functions of PR, and many others, are important to the success of a program, we will limit our discussion in this workshop to using public relations for recruiting nontraditionals—for spreading the word about programs to increase their enrollments.

There are many ways of informing the public about nontraditional programs. Directors may give speeches or workshops to local civic and business groups, or they may form linkages with business, industry, and government to encourage community leaders to recommend their programs. However, the most widely used method of publicity, and to some the most effective, is use of print and broadcast media.

Ideally, program directors should use professional public relations firms to develop materials and to guide media users. However, few vocational schools, and even fewer federally funded training programs, have a large enough budget to afford using these firms. Therefore, recruitment officers need to know how to develop their own materials to entice nontraditionals.

Today, we will discuss writing six basic public relations tools: brochures, fliers, posters, newspaper ads, press releases, and public service announcements (PSAs). From examples provided here, we will adapt materials to your programs and will assist you in developing your own public relations package. We would like to hand you all well-prepared brochures, press releases, et cetera that would only require you to add your program name, address, and telephone number. However, as you will see shortly, all of the media tools must be tailored to your special programs in order to be effective. The unique benefits your programs offer are your major selling points, which will be the catalysts for recruiting students.

Nonetheless, by the time you leave the workshop today, you should have a brochure in hand which is tailored to your program and is ready for typing and dissemination. In addition, you should have outlines and examples for preparing the other five public relations tools we will discuss.

Journalistic Writing

The key word for journalistic writing is "short"—short words, short sentences, short paragraphs. Under-write rather than over-write. Let the idea or activity, rather than fancy words, sell the story. Avoid adjectives. Let nouns and verbs relay the message. Use terms familiar to the average reader.

Paragraphs and sentences should be concise. Newspapers, magazines, and brochures have narrow columns, so if paragraphs are too long, they could take up too much space. Instead of writing a compound sentence, break it into two simple ones. And keep all paragraphs to three sentences or less.

Always present true, factual statements. If opinion is expressed, yours or someone else's, support that statement with specific, clear examples. Place the attribution for the information directly in the text. Footnotes are not necessary.

The point to remember is to make writing and organization as easy to understand as possible. Journalists fight for their audience's time to read or listen to their words. Don't write a college English paper. Cut the verbiage in order to grab the audience's attention. Without this attention, writers will not be able to sell their programs to potential students.

Six Steps to Effective Advertisements

The public is bombarded daily with advertisements—1,500 every working day. There are so many ads yearning for attention that people cannot possibly digest them all and retain their sanity. For the best possible chance of gaining that attention, follow this procedure for effective promotional exposure when writing brochures, fliers, posters, and newspaper ads. (Adapted from The Huenefeld Report, 1977)

1. Grab the Reader's Attention. There must be something dramatically different about your ad if it is to stop the scanning eye of the reader. Attention-winning devices or gimmicks are most likely developed as illustrations or unusual typography that work much faster than a copywriter's words. For the moment, all we require from the audience is a pause so that the next step can take effect in the reader's mind.

2. Pass the Split-Second Interest Test. Once the ad's attention-getting device has arrested the reader's eye, you have perhaps six or seven seconds to convince each reader that taking time to study the ad will be worthwhile. This means that the single most compelling reason a large number of people should be interested in what you are selling has to be stated in a very few words. And, those words have to be immediately obvious to the reader whose momentary attention you have just won. A major portion of that small minority who pay attention is lost in this next phase, because at this stage they are still semi-consciously hoping they won't be compelled to spend any of their time on the ad.

3. Make the Ad Organization Obvious. Even after you have convinced the reader that the ad says something of interest and importance, you are very likely to be deserted the moment that reader's patience is tried by any difficulty in getting the message. So it can be deadly to make a reader search through an ad for the specific information needed to reach a decision. A good ad is one which uses the space layout, the typography, illustrations, and sometimes even color to guide the reader through the message as smoothly as possible. This careful organization should be obvious at first glance; the reader who knows it is going to be easy is much more likely to invest a few minutes in the ad than the one who expects upcoming confusion.

   This process of obvious, visual organization is perhaps the principal challenge to the designer. It should be neatly tied into the prior attention-getting strategy and the display of the split-second interest clinching copy. That way, the reader is led easily from a superficial glance (attention) to a pricking of the curiosity (interest) to a serious absorption in the message.

4. Present the Product with Clarity. Once the reader is absorbed, basic copywriting takes charge. The copywriter's mission, at this point, is simply to give the reader the clearest, most appealing concept of the program involved. Flamboyant adjectives have very little effect at this point; they may even undermine credibility. A straightforward outline of the nature and contents of the program should be the backbone of the copy. Stress the benefits the reader can get from the program (higher salary, a more enjoyable job, less physical confinement) rather than attempt critical appraisal of the training offered; readers are essentially interested in themselves, not program status.

5. Overcome Suspicion. It is inevitable, in a society that practices salesmanship in the wide-open fashion ours does, that most readers are automatically suspicious of ads and other forms of sales talk. To get action, we have to overcome this suspicion. The quickest, easiest way to do this in program ads is to provide statistics or case histories of students that have succeeded after completing the work. Another way is to quote authorities whose names are recognized and generally trusted as they say good things about the program.

6. Make it Easy for Readers to Respond. You need to have a very clear idea of what you are asking the readers to do. If you are asking them to look into your program more thoroughly, you need to check your ad to make sure all feasible help for that response is available.

If you follow these steps in preparing your brochures, fliers, posters, and newspaper ads, your work should result in more effective advertisements. One final point to remember is to maintain consistency in all advertisements developed for a program. Consistent use of a strong logo, unusual typography, or illustration in relation to a particular program can help overcome customer resistance by creating the impression. "I've heard of this program before, so it must have proved effective or useful enough to merit attention." We should not kid ourselves about the extent to which readers will remember programs from one ad to the next. Cumulative-impact devices work, however, if they are repeated time after time to the same audience.

Brochure, Flier, Poster, Newspaper Ad:
Analysis of Examples

1. Grab the reader's attention. The art work on all of these advertisements catches the reader's eye. The women workers holding up traditionally male tools and wearing head gear for traditionally male jobs should draw attention. Women in nontraditional work, today, is a lively issue.

2. Pass the split-second interest test. By stating the most compelling reason that low-income women should be interested in nontraditional training—higher wages—the readers' interest should move from the art work to the text. With the brochure, we expect the audience to open the page and start to read. With the flier, poster, and newspaper ad, we hope the readers will follow down the page to the more specific information.

3. Make the ad's organization obvious. Once you have decided what needs to be said, organize the information into categories. Guide the reader through the message as smoothly as possible. With the poster and newspaper ad, categorization is not necessary because of the small space allocated for the text. In the flier, we can outline easily with cue words on the left column. We have used the five "W"s for writing a news story: what, when, where, why, and who. The brochure organization is more sophisticated, requiring subject headings before each section. The first heading should carry the message on the brochure cover to the inside story. From that point on, simply

decide what ideas are most important to include and write them as your topics. We have used seven headings presented as questions reflecting what most readers would ask about a pre-apprenticeship training program for women in the building trades.

4. Present the product with clarity. The easier the information is to understand, the more likely we are to keep the attention of the audience. Avoid fancy words by using a journalistic style when writing copy. The poster has no room for text so you will simply include your program name, address, and telephone number. The newspaper ad only provides enough space for three or four sentences, so keep them short and explicit. The flier and brochure will allow the most space for copy. Keep paragraphs short and sentences simple. Remember to allow for as much white space as possible. A page filled with print drains the reader of interest.

5. Overcome suspicion. The audience will be automatically hesitant of the sales pitch. Statistics, case histories, and quotes from community leaders will elevate the status of the program. The poster and newspaper ad do not have enough room for this information, but the flier and brochure should. As space is available, use these foundations. While writing our sample brochure, we attempted to add credibility statements when possible. You may choose to devote a separate section to them.

6. Make it easy for readers to respond. Each advertisement should ask the audience to do something. Provide the program name, address, and telephone number so the readers can follow through accordingly. In the sample flier, for example, we are inviting the public to attend a job fair. In our brochure, we want women interested in carpentry jobs to contact the school. Providing a location and telephone number is necessary for the audience to act on our request.

Press Releases

Two forms of press releases will serve program directors best: news stories and feature articles. The news stories are usually short pieces used to inform the public through the media about special events or accomplishments. The feature articles are factual interest stories about the program, staff, or students that the public would find curious. The purpose of any press release is to promote your program by informing the public. Keep in mind that editors are looking for articles of benefit to the public, so write the releases with the public's interest in mind. Ask yourself, "How will this information benefit the average citizen?"

Follow the journalistic writing style discussed earlier. The typical journalism rules for a reporter apply to public relations people writing press releases. Keep paragraphs to one or two sentences—three at the most. Use simple language. Support information with examples, and acknowledge sources of quoted statements at all times. The lead (opening paragraph) should be as creative as possible.

News stories and feature articles are organized differently. News stories must tell: who did something, what happened, when and where did it (or will it) happen, why did it happen, and how it was done. Any pertinent additional information may be added. Write the most important facts first in the article and the least important last. In the sample news release, we begin by telling why the speech is important. The "why" lead lends itself to a more interesting beginning sentence. The other data follow in a logical progression.

The feature article is organized more like a short story. Begin the release with as catchy a lead as possible. Then categorize the information into sections and simply tell the story. In the sample feature article, we tell the story of a young, female construction worker who left public assistance for

high earnings. The lead creates curiosity, drawing the audience into the body of the story. First, we discuss the woman doing manual labor alongside her male peers. Then, we discuss her tribulations with welfare and how Women in the Building Trades helped her to develop skills that financially support her. Statements are supported with attributed quotes from the construction worker and an official of WBT.

Rules for formatting press releases should be strictly followed if you want editors to use your copy. Here are some basic guidelines:

- Type on 8½ by 11-inch bond paper.
- Use one side of the page only.
- Double space copy.
- Type slugs at the top left and the top right of the page (see examples).
- Begin stories a third of the way down the first page. Begin other pages one inch from the top.
- Indent paragraphs clearly.
- Do not split words at the end of the line.
- Do not divide paragraphs between pages.
- Place "MORE" at the end of all pages except the last. Place "30" at the end of the story.
- Keep copy clean. Edit carefully and retype.

Public Service Announcement (PSA)

Before deciding how to go about getting a message out on the air, think seriously about whether or not the message serves the public interest and is intended for a large enough audience. Remember, radio and television time is expensive. When station personnel make a judgment on how its public service time will be distributed, they will undoubtedly consider the relative size of the audience that would be most affected or interested in the message. The need to reach a large number of people will be weighed more heavily than a desire to communicate to a small segment of the community.

Competition is tough. Broadcasters are faced with a tremendous number of requests for free public service time, and not all appeals can be honored. Most stations contribute literally thousands of dollars worth of time and facilities annually to many deserving community efforts. But there are simply not enough broadcast hours to accommodate every request. The station's product is its air time, and air time, unlike a newspaper, cannot be expanded to accommodate extra material. Sex equity leaders are competing with hundreds of other groups, convinced that their projects or programs are as deserving as others.

Since special interest groups want to reach a large audience with a relatively short message, the public service announcement (PSA) can best accommodate that need. It may vary in length from 10 seconds to a minute. The preferred lengths at most stations are 30-, 20-, and 10-second spots. One 10-second spot announcement, if aired three or four times per week, may reach more people in the long run than a five-minute or half-hour interview program, thereby offering greater returns on public service publicity.

Once the message has been accepted by the broadcast public affairs department, the PSA must be submitted in the best and most practical manner possible. A PSA is written very much like a press release for a newspaper, including the what, when, where, who, why, and how of the event. Copy writers must be sure to include a telephone number at the end of the message. (Check the sample 30-second PSA included in your package.) Also, copy must be measured to accommodate the time slot allotted. When writing spots without a stop watch, a good rule of thumb to follow in judging the length is as follows:

60 seconds	140 words
30 seconds	70 words
20 seconds	46 words
10 seconds	23 words

Broadcast stations accept three types of PSA presentations. The most common is the booth announcer method. PSA copy is submitted to the station public service director who, in turn, assigns a professional announcer to read the message over the air. Television, unlike radio, has to project a visual image while the spot is read. Therefore, at least one 35mm slide, which meets the standard 3x5 ratio and is professionally prepared, should be submitted. Some television stations will prepare the slide at a reasonable cost. Otherwise, interested groups will have to pay an independent slide producer to do the work. Photographs and posters cannot be used with public service messages. The only times they are permissible are on live or taped programs.

Another choice is 16mm sound-on-color films that are professionally produced. Because the cost of film production is relatively high for most local organizations' budgets, most program directors probably will not be using this option. Generally, national service groups rely on films for their messages because of a generous budget set aside for this purpose.

A videotape presentation is a third choice. Again, this method of presenting a message is much more expensive than the first. There is a distinct difference between a videotape and a 16mm sound-on-film. Often, people will call a television station and say they have a tape they would like to have screened. A videotape screening is then set up through the engineering department for a specific time to utilize the videotape equipment. An individual may arrive with a 16mm film, which means that time has been set aside in the control room that could have been used for other tape productions. Films are screened in the public affairs department, so the time involved in threading a film into a projector is not as crucial as videotape screening time. (Adapted from WBNS-TV Guide to Air Time, 1980)

REFERENCES

Burton, P.W., & Miller, J.R. *Advertising fundamentals* (2nd ed.). Columbus, Ohio: Grid, Inc., 1976.

How can I get my message on the air? *WBNS-TV guide to air time.* Unpublished notes, WBNS-TV in Columbus, Ohio, 1980.

How to prepare more effective book advertisements. *The Huenefeld Report.* Bedford, Mass.. Vinebrook Productions, Inc., January 10, 1977.

Marshall, S.H. *Public relations basics for community organizations* (3rd ed.). Hollywood, California. Creative Book Co., 1973.

WHY RECRUIT NONTRADITIONALS?

Nontraditional jobs that pay more encourage good work.

Job satisfaction leads to productivity.

Sex equity is the responsibility of vocational educators.

The law requires sex equity.

Higher enrollments are possible for sex-fair administrators.

Humane practices generate community goodwill.

12 CRITERIA FOR DEFINING NEWS

TIMELINESS — News must be new. Something that happened last night, or will happen tomorrow, is more newsworthy than something that occurred last month.

PROMINENCE — More news value is placed on better-known persons or institutions in the news—on degree-granting institutions more than on workshop training organizations.

CONSEQUENCE — The impact of a news event on the public is one of the key elements in judging news value. If the event has far-reaching consequences for the general populace, it has news value.

PROXIMITY — The nearer the event, the greater its news value. Most community newspapers thrive on news close to home.

Metzler, K. Newsgathering. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

CHANGE	People pay more attention when it is clear that things are not the same anymore. Sometimes lack of change can be news, such as when conditions in one area are standing still while all else is moving forward.
ACTION	The concept of people *doing* things is always more dramatic, and therefore more newsworthy, than people merely *thinking* things or expressing opinions.
PERSONALITY	People are naturally curious about other people, particularly those who are celebrated or somehow different.
RARITY	Like a precious metal, the more infrequently a certain kind of incident occurs, the more news value it contains.

Metzler, K. Newsgathering. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

CONFLICT	When a conflict exists, reporters recognize that at least two sides need attention and seek to present both sides.
CELEBRATION	Milestones such as birthdays, award dinners, and graduations are convenient times for reporters to inform the public.
ADVENTURE	Readers get vicarious thrills in learning of the physical or intellectual exploits of daring women and men.
ETHICS	The history of human endeavor has been a constant search for what is right and just. Reporters find these issues of major news value.

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SIX STEPS TO EFFECTIVE ADVERTISEMENTS

GRAB THE READER'S ATTENTION.

Develop an illustration that will get the attention of readers immediately. Unusual art works much faster than a copywriter's words.

PASS THE SPLIT-SECOND INTEREST TEST.

State the single most compelling reason a large number of people should be interested in what you are selling in a very few words.

MAKE THE AD ORGANIZATION OBVIOUS.

Use space layout, typography, and illustrations to guide the reader through the message as smoothly as possible.

How to prepare more effective book advertisements. The Huenefeld Report, 1977, 10 January, 1-4.

PRESENT THE PRODUCT WITH CLARITY.

Present a straightforward outline of the nature and contents of the program you are selling. Avoid fancy words.

OVERCOME SUSPICION.

Provide statistics, case histories, and quotes from community leaders to show successes and benefits of your program.

MAKE IT EASY FOR READERS TO RESPOND.

Include your program name, address, and telephone number in an obvious spot.

How to prepare more effective book advertisements. The Huenefeld Report, 1977, 10 January, 1-4.

KNOWLEDGE QUIZ: FACTS ON WOMEN WORKERS

Directions: The following are either true or false statements about women in the work force. Please circle the T for each statement you believe is true and F for each you believe is false.

T F 1. A majority of women work because of economic need.

T F 2. Today, more than half of all young women between 18 and 64 years of age are in the labor force.

T F 3. More men are entering the civilian labor force than are women.

T F 4. The average male worker is better educated than the average woman worker.

T F 5. Less than half of all mothers with children under 18 years old were in the labor force in 1979.

T F 6. The unemployment rate in 1979 was lowest for adult white men and highest for young black women.

T F 7. The average woman worker earns only about three-fifths of what a man does, even when both work full-time, year-round.

T F 8. Fully employed women high school graduates have less income on the average than fully employed men who have not completed elementary school.

T F 9. Women with four years of college have more income than men with only an eighth grade education.

T F 10. The number of families maintained by women has remained about the same in the last ten years.

Compiled from *20 Facts on Women Workers*. Washington, DC: U.S. Department of Labor, Women's Bureau, 1980.

KNOWLEDGE QUIZ ANSWERS: FACTS ON WOMEN WORKERS

1. T A majority of women work because of economic need.

   Of the 43 million women in the labor force in 1979, nearly two-thirds were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes in 1978 were less than $10,000.

2. T Today, more than half of all young women between 18 and 64 years of age are in the labor force.

   Sixty percent of all women 18 to 64 years of age were in the labor force in 1979. They constituted more than two-fifths of all workers. Fifty-one percent of all women 16 and over were workers. Labor force participation was highest among women 20 to 24.

3. F More men are entering the civilian labor force than are women.

   Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade—about 13 million women compared with more than 9 million men.

4. F The average male worker is better educated than the average woman worker.

   The average woman worker is as well educated as the average male worker. Both have completed a median of 12.6 years of schooling.

5. F Less than half of all mothers with children under 18 years old were in the labor force in 1979.

   Fifth-five percent of all mothers with children under 18 years (16.6 million) were in the labor force in 1979. Forty-five percent of mothers with preschool children were working.

6. T The unemployment rate in 1979 was lowest for adult white men and highest for young black women.

Unemployment statistics for 1979 show:

Adults (20 and over)	*Percent*	*Teenagers (16 to 19)*	*Percent*
White men	3.6	White men	13.9
White women	5.0	White women	13.9
Hispanic men	5.7	Hispanic men	17.4
Hispanic women	8.9	Hispanic women	21.3
Black men	9.1	Black men	34.0
Black women	10.8	Black women	39.2

7. T The average woman worker earns only about three-fifths of what a man does, even when both work full-time, year-round.

The median wage or salary income of year-round full-time workers in 1978 was lowest for minority women—$8,996. For white women it was $9,578; minority men, $12,885; and white men, $16,194. The median earnings of full-time, year-round women farm workers were $2,360; private household workers, $2,830; sales workers, $7,644; and clerical workers, $9,158.

8. T Fully employed women high school graduates have less income on the average than fully employed men who have not completed elementary school.

Fully employed women high school graduates earned an average of $9,769 in 1978. Fully employed men who had not completed elementary school earned an average of $10,474.

9. F Women with four years of college have more income than men with only an eighth grade education.

Women with four years of college earned an average of $12,347 in 1978. Men with only an eighth grade education earned an average of $12,965.

10. F The number of families maintained by women has remained about the same in the last ten years.

Among all families, about one out of seven was maintained by a woman in 1979 compared with about one out of 10 in 1969. Forty percent of black families were maintained by women. Of all women workers, about one out of six maintained a family. About one out of four black women workers maintained a family.

Compiled from *20 Facts on Women Workers.* Washington, DC: U.S. Department of Labor, Women's Bureau, 1980.

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Metzler, K. *Newsgathering.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

FUTURE CARPENT-HERS CAMP OUT IN THE SNOW

by Michael Daly

The only man among the 11 persons who camped in front of the United Brotherhood of Carpenters and Joiners' office fled at midnight.

"It's too cold," the man said as he went up E. 26th St.

Wrapped in sleeping bags and quilts, the 10 women huddled into three pup tents pitched on the sidewalk. Under new federal guidelines, 20% of all apprenticeships in the construction industry must go to women.

At 10 o'clock this morning, the only woman journeyman in the carpenters' union is to lead these women into the hall to file applications for apprenticeships.

"I think you better wake up and take a look at this," Beatrice David said to her companions when she peered out of her blue nylon tent early this morning. A foot of snow had fallen during the night.

"Last night I thought we were crazy," Edwina Timothy said. "Now I know we're insane."

As the snow continued to fall, Beatrice David and Linda Turner waded through drifts to a coffee shop at 26th St. and Lexington Ave.

"You can't say women don't want to work," Tucker said as she wrapped her hands around a hot cup of coffee. "They say women aren't strong. What do you think of this?"

"My son came down with his father last night and he said, 'Mommy, when are you coming home?' " David said. "I told him, 'after I get the application for the job.' "

"One woman just got sneakers and one pair of socks," Tucker said. "You can't afford to buy the boots and socks unless you get the job."

"Kids Will Be Glad"

"My kids will be glad if I get the job," David said. "If you got money, you can take more care of them. If you don't have money, you can't buy kids what they need. You tell them you can't buy this, you can't buy that, and they get an attitude."

"We don't know if after all of this we're going to be accepted," Tucker said. "But we can hope."

Stomping their feet, the two women walked back into the snow.

"People came by off the street and talked to us all night," Tucker said. "We had a man buy us some soup and people told us to come to their hotel rooms and wash up. The Abbey Tavern told us to come on in.

"I went in there to the Abbey and it was so warm in there," David said. "I told them I wanted to just hide in the bathroom and get warm."

In the middle of the block, David's husband, Prince, was huddled with Migdali Vega, Emma Martinez, and Edward Timothy.

"He didn't go to work today," David said, pointing to her husband. "He had to stay home and baby-sit."

"I got a shovel," Prince David said to his wife.

"Good," Emma Martinez said. "Now we can dig ourselves out." As the women went back to the tents to clear the snow, a lawyer named William Houston walked out of his apartment building on the other side of 26th St.

"I talked to them last night," Houston said. "I watched them from my window this morning. It makes you cold just to look at them out in this. It makes you think."

"What does it make you think?" Houston was asked.

"They just want jobs." Houston said.

(Printed with permission from the New York *Daily News,* February 20, 1979, p. 4)

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Include your program name, address, and telephone in an obvious spot.

How to prepare more effective book advertisements. *The Huenefeld Report*, January 10, 1977, p. 1-4.

PUBLIC RELATIONS SAMPLES

The following pages give samples of public relations pieces and blank forms to add copy in the training activity.

WHO IS ELIGIBLE?

Each applicant must meet all of the following requirements:

--Be an Ohio resident living or working in Franklin County

--Be 18 years or older

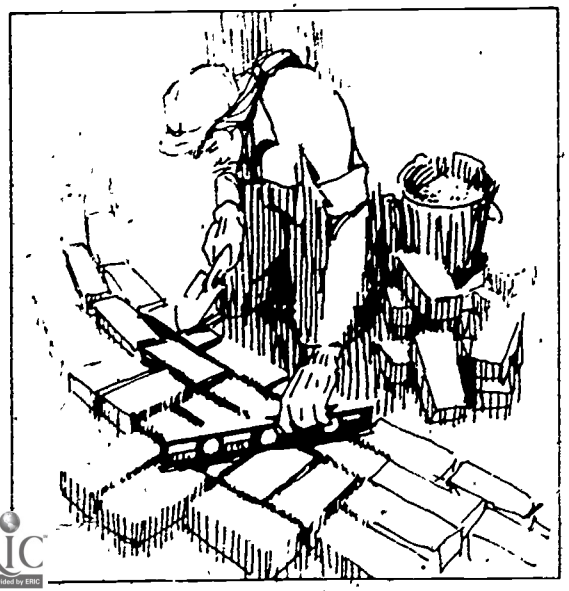
--Earn less than $10,000 per year

--Have math and reading skills at or above the 9th grade level.

HOW TO APPLY

If you are interested in Women in the Building Trades and think you might be eligible, call or write:

Director
Women in the Building Trades
Address
Telephone Number



Women in the Building Trades
Address

WOMEN...

LEARN A TRADE

THAT PAYS

WE TRAIN YOU

TO EARN MORE

DEVELOP SKILLS THAT PUT YOU IN DEMAND.

Women in the Building Trades (WBT) provides low-income women with skills needed to enter apprenticeship programs in construction. Last year our graduates became apprentices in six building trades and are earning good salaries while moving toward journeyworker status.

An ever increasing demand for qualified people to begin apprenticeship training sends construction officials each year searching for the best candidates.

Join us at WBT and put yourself in demand. Then, join other women on construction sites and earn the kind of money needed to live comfortably.

ARE WOMEN WELCOME IN CONSTRUCTION?

New federal regulations require contractors to hire female workers in the construction industry. Doors are open- Women with training and skills are essfully working as apprentices. And earning high salaries.

WHAT DOES WBT TRAINING INCLUDE?

The WBT course meets all day, five days a week, for 18 weeks at our East Spring Street training facility. Experienced instructors teach in six building trade areas:

Bricklaying	Painting
Carpentry	Pipefitting
Electrical	Plumbing.

Two phases of WBT instruction provide a five-week orientation to all the trades and 13 weeks of concentrated training in a chosen craft. Personal and career counselors help each student choose the right craft for her.

Toward the end of the specialized training, students gain field experience by repairing private homes in the Columbus area. WBT staff contract directly with the clients.

WBT also provides remedial instruction in math and English as well as specialized instruction in drafting and blueprint fundamentals.

Participants receive daily physical fitness training to improve strength and endurance. Instructors continually emphasize safe work habits and safety regulations that graduates will be expected to use on any construction site.

Upon graduation, WBT women are prepared to meet apprenticeship entrance requirements, pass necessary entrance tests and be successful on the job.

"I have two WBT women working at the convention center site. They do just as well as the men."

--John Smith, local contractor

WHAT SUPPORT SERVICES ARE AVAILABLE?

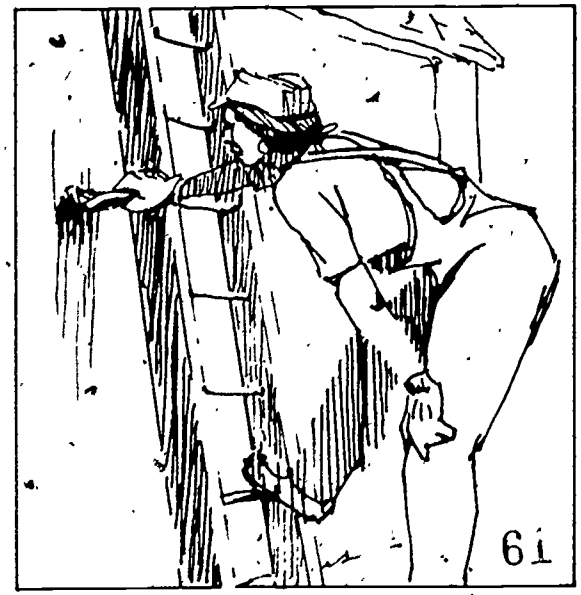
During the five-week orientation program, participants receive help in self-assessment and career counseling. Once enrolled in a craft program, students receive assertiveness training and learn how to deal with harassment they might encounter on the job.

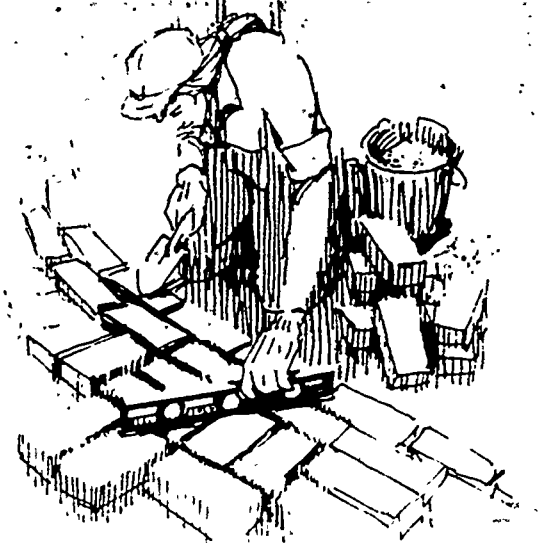
Toward the end of the 18-week course, career counselors provide job market analysis, resume and interview training and job opening information.

If WBT students face problems our staff cannot help with, we assist those women in finding solutions to their problems from outside agencies.

WHAT DOES ALL OF THIS COST?

WBT training is free of charge. In addition, participants receive training manuals, equipment and a set of tools to take to their first jobs.





WOMEN...

EARN HIGH PAY

AS CONSTRUCTION WORKERS

WHAT: Women in the Building Trades (WBT) presents workshops for low-income women, 18 years or older, who want to earn a high salary as building trade apprentices. WBT instructors, staff and students will demonstrate construction work and then help you try a typical construction task. Information on the free WBT course will be available.

WHEN: July 25, 26 and 27, 1980
9 a.m. to 9 p.m.

WHERE: The Ohio State Fairgrounds
Multipurpose Building

WHY: Let us show you how to earn top salary while being trained for a career which should never leave you out of a job.

Let us tell you about the federal legislation prohibiting discrimination against women in apprenticeship programs.

Let us explain how our program can help you become an apprentice.

WHO: Women in the Building Trades
Address
Phone Number

WOMEN...
Learn a Trade
That Pays

WOMEN...EARN MORE

IN THE BUILDING TRADES

We train you to enter apprenticeship programs in one of six building crafts. As an apprentice, you earn top wages while moving toward journeyworker status. Join other women on construction sites and build a future for yourselves and your families.

Women in the Building Trades
Address

Phone Number

Women in the Building Trades
Joan H. Smith, Director
Address
Phone Number

28 July 1980
For Immediate Release

Less than 10 percent of apprentices in the United States are women. This small representation exists despite regulations from the Bureau of Apprenticeship and Training prohibiting discrimination in selecting apprentices.

Dr. David H. Smith, director of the State Apprenticeship Council, will speak on "Women's Underrepresentation and Potential for Advancement in Apprenticeship" at Harvard City Vocational School Wednesday evening at 7 p.m.

Smith will discuss legislation affecting women in apprenticeship and will provide advice for women interested in entering apprenticeable trades. Two female construction workers will demonstrate their skills and will share their work experiences with the audience.

The speaker is presented as part of a lecture series sponsored by HCVS and Women in the Building Trades.

-30-

Women in the Building Trades
Joan H. Smith, Director
Address
Phone Number

28 July 1980
For Immediate Release

She is 5'4", 102 lbs. and rivets metal bolts into iron beams 10 stories above the ground. She balances tools and machinery while walking across scaffolding. She is a woman. And she is a construction worker.

Mary Butler, 432 W. Sixth St., began apprenticeship training as a metal worker last month. One out of four Ohio women selected this year for metalwork apprenticeship, she finds the work strenuous and demanding but also a lot of fun.

"Most women could do the job I do," Butler said. "I mean you don't need big muscles to pound a bolt into a beam. But I am tired when I go home at the end of the day. It's not like sitting in front of a typewriter from 8 to 5."

"I wouldn't like office work as much as this. Out here I have fresh air and can move around."

"The other workers kid with me a lot," Butler added. "Some of them were afraid to work with me on the beams. Some still are. But now most of the guys know I can do the work and will follow the safety rules. We get along fine. We usually have a beer after work."

MORE

Women in the Building Trades
1st add

A year ago, Mary and her four children lived on public assistance and ADC financing. Her chance for gainful employment came after completing a preapprenticeship training program last winter.

"For the first time in eight years I can support my kids without help from the government," Butler said. "The man at the welfare office won't be staring me in the face anymore."

Women in the Building Trades, 814 W. Front St., gave Butler her start in nontraditional work. WBT prepares low-income women to become apprentices in one of six building trades.

"Training from experienced construction workers accounts for WBT's success," Director Joan Smith said. "Our physical fitness program and academic refresher courses help the women get ready for the apprenticeship selection process and for the demands of their new careers."

WBT began two years ago with 16 students. Today they have graduated 87 women interested in construction work.

"I'd still be on welfare if it weren't for WBT," Butler said. "I'd still be using the state to take care of me and my kids."

Women in the Building Trades
Joan H. Smith, Director
Address
Phone Number

28 July 1980
For Immediate Release

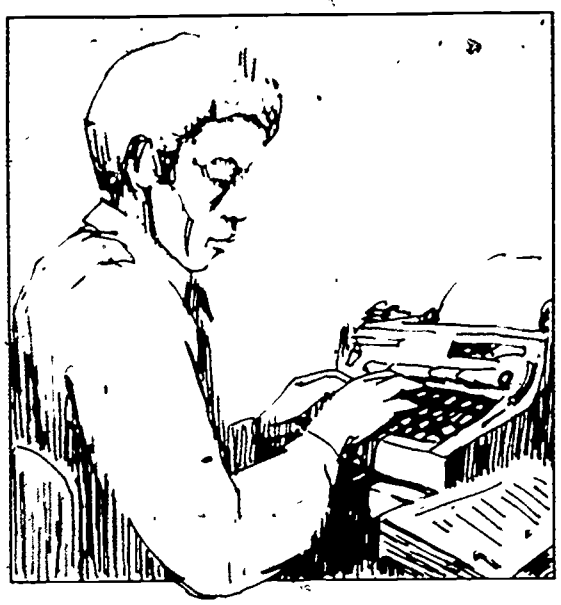
30 Second Spot:

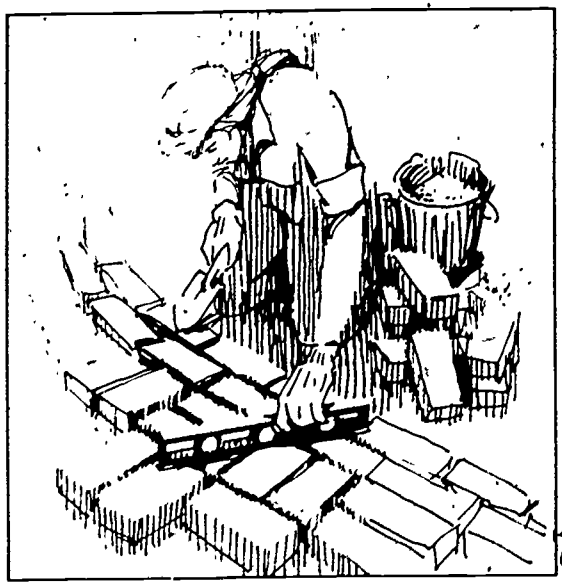
Today, she rivets metal bolts into iron beams 10 stories above the ground. She is a woman. And she is a construction apprentice earning a high salary for herself and her family.

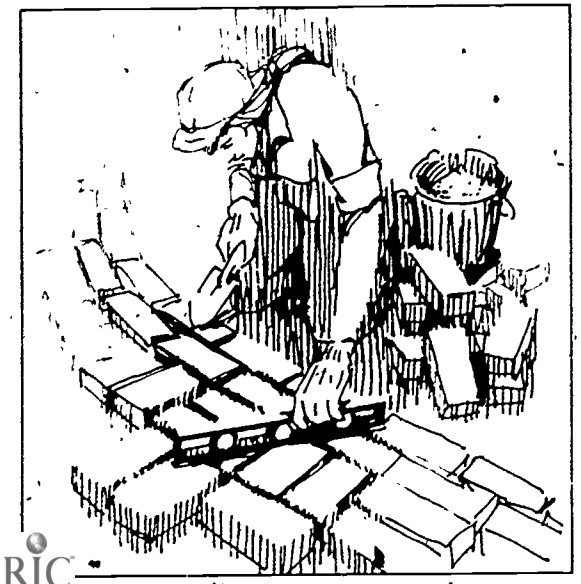
Last year, she was on welfare.

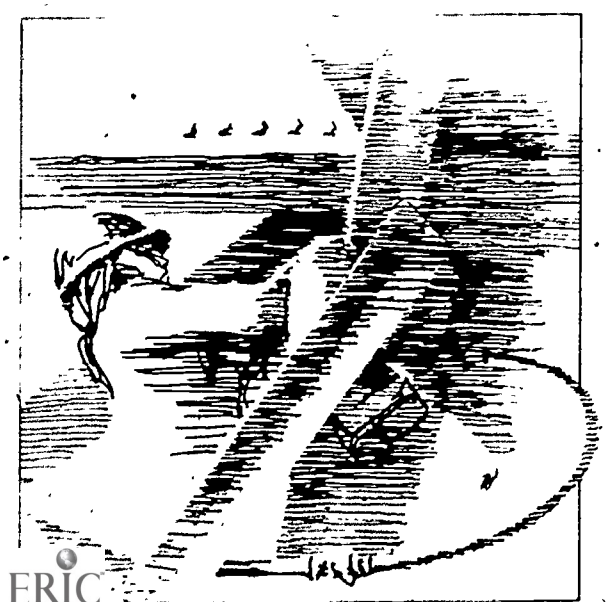
You can join this woman and others like her who are building futures for themselves as apprentices in construction. Contact Women in the Building Trades at (614) 442-4141.

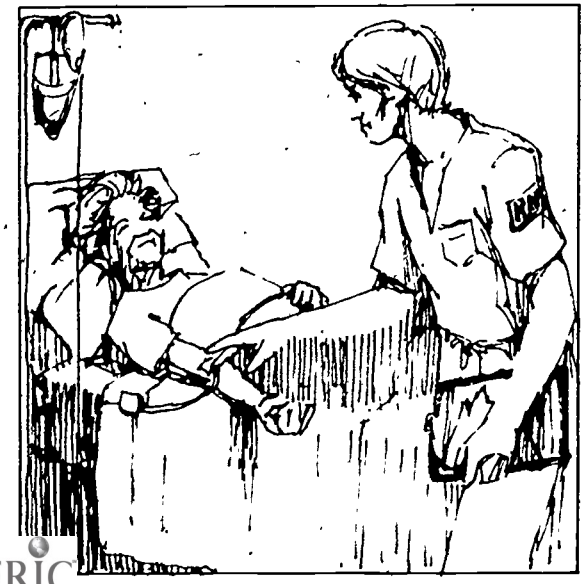
Editor: Enclosed are two 35mm slides. The first is to be used with the first two graphs. The second is to be used with the last graph.

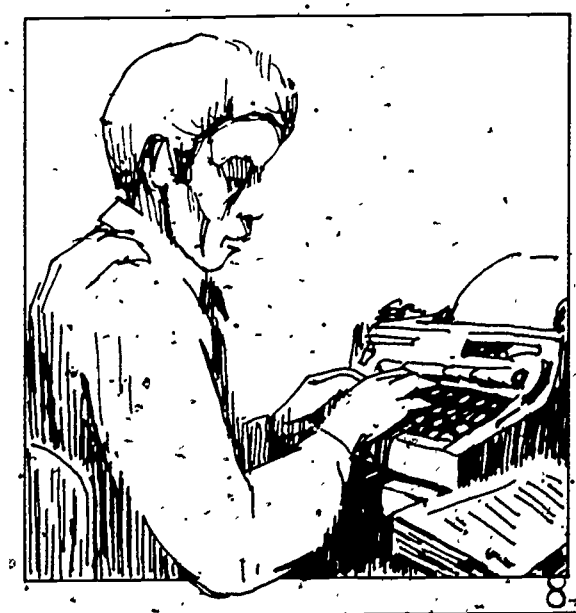


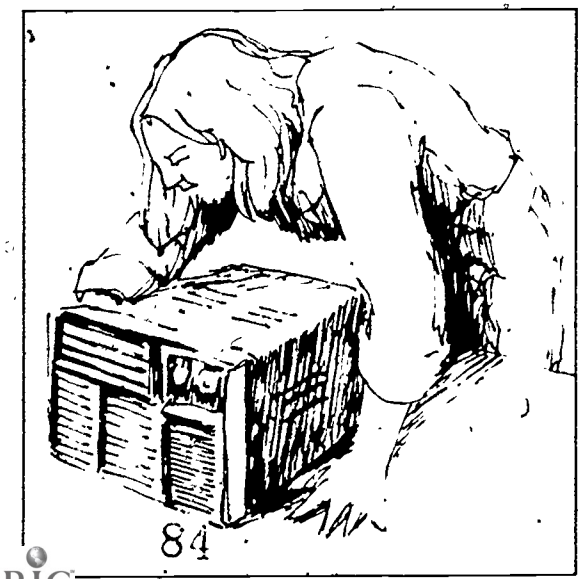


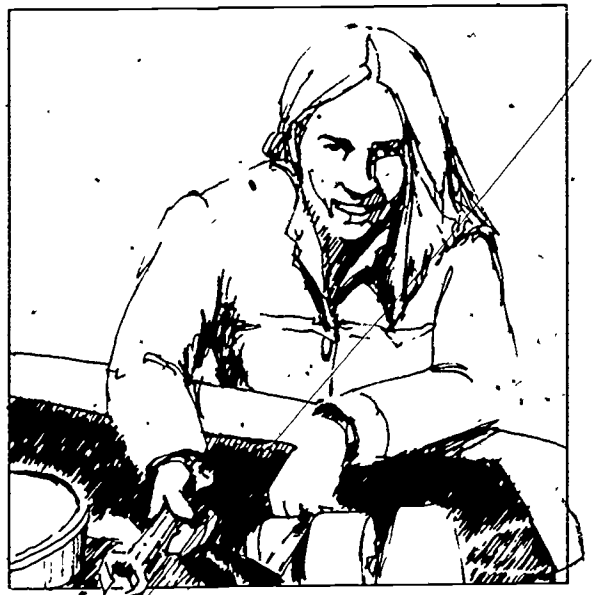


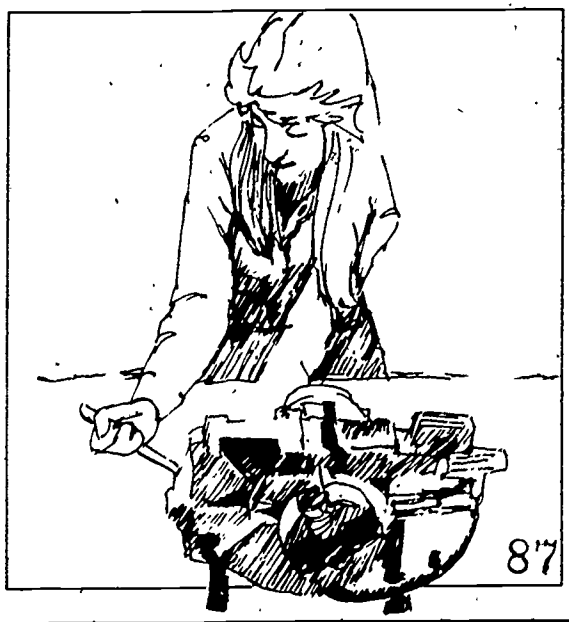








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