

Prairie View A&M University

**Digital Commons @PVAMU**

---

PV Miscellaneous Collection

Academic Affairs Collections

---

1-13-1962

## **Report of Industrial Education Conference for Trade and Industrial Education Teachers - Area 2 -1962**

AJ Moore High School, Waco, Texas

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pv-miscellaneous-collection>

---

R E P O R T  
of  
INDUSTRIAL EDUCATION WORKSHOP  
For

TRADE AND INDUSTRIAL EDUCATION TEACHERS

AREA II

A.J. Moore High School  
Waco, Texas

January 13, 1962

THEME: PUBLIC RELATIONS IMPROVEMENT--AN IMPORTANT  
OBJECTIVE FOR TRADE AND INDUSTRIAL TEACHERS

Mr. Jesse Carrell, Area Supervisor

Dr. A.T. Kynard, Teacher Trainer

## AREA II

## INDUSTRIAL EDUCATION WORKSHOP

A.J. Moore High School  
Waco, Texas

January 13, 1962

## ROSTER OF PARTICIPANTS

Administrators

Mr. Jesse Carrell, Area Supervisor  
Vocational Industrial Education  
Texas Education Agency  
Waco, Texas

Dr. A.T. Kynard, Teacher Trainer  
Trade and Industrial Education  
Prairie View A & M College  
Prairie View, Texas

Dr. L.V. McNamee, Asst. Supt.  
Waco Public Schools  
Waco, Texas

Mr. J.J. Wilson, Principal  
A.J. Moore High School  
Waco, Texas

Mr. James H. Frazier, Teacher Trainer  
Trade and Industrial Education  
University of Texas  
Austin, Texas

Mr. C.R. Eddins, Director  
Area Vocational Education  
Texas Education Agency  
Austin, Texas

Teachers

Mr. Farrell Gray  
I.M. Terrell High School  
Fort Worth, Texas

Mrs. Mary A. Clark  
B.T. Washington High School  
Dallas, Texas

Mrs. Aretta Davis  
I.M. Terrell High School  
Fort Worth, Texas

Mr. Ira D. Harrison  
Lincoln High School  
Dallas, Texas

Mrs. Kathryn Saddler  
I.M. Terrell High School  
Fort Worth, Texas

Mr. Jimmy Daniels  
Fred Moore High School  
Denton, Texas

Miss Betty J. Johnson  
I.M. Terrell High School  
Fort Worth, Texas

Mr. J.M. Milligan  
Terrell High School  
Denison, Texas

Mr. Leonard Hemphill  
I.M. Terrell High School  
Fort Worth, Texas

Mr. Robert Glover  
I.M. Terrell High School  
Fort Worth, Texas

Mr. Juan Bennett  
I.M. Terrell High School  
Fort Worth, Texas

Mr. David Threatt  
I.M. Terrell High School  
Fort Worth, Texas

Mr. I.C. McAllister  
I.M. Terrell High School  
Fort Worth, Texas

Mr. E.M. Maddox  
A.J. Moore High School  
Waco, Texas

Mrs. Marie Moore  
Terrell High School  
Denison, Texas

Mr. Gus H. Brown  
Peabody High School  
Hillsboro, Texas

Mr. Joe T. Jennings  
Jackson High School  
Corsicana, Texas

Mr. A.I. Smith  
E.J. Scott High School  
Tyler, Texas

Mr. R.D. Outland  
A.J. Moore High School  
Waco, Texas

Mr. Dillard Warner  
A.J. Moore High School  
Waco, Texas

Mr. W.O. Davis  
A.J. Moore High School  
Waco, Texas

Textbook Representative

Mr. John L. Robert  
Delmar Publishers  
Beville, Texas

A. J. MOORE HIGH SCHOOL  
Waco, Texas

AREA II WORKSHOP

For

Trade and Industrial Education Teachers  
January 13, 1961

THEME: "Public Relations Improvement - An Important Objective for  
Trade and Industrial Teachers"

Registration: 8:30 a.m. - 9:25 a.m. Lobby, Main Entrance

OPENING SESSION

Cafetorium

Presiding: Dr. A. T. Kynard, Teacher Trainer  
Trade and Industrial Education  
Prairie View A. and M. College  
Prairie View, Texas

- Invocation . . . . . Mr. A. I. Smith, Instructor  
E. J. Scott High School  
Tyler, Texas
- Musical Selection . . . . . Harry T. Burleigh Chorus  
A. J. Moore High School  
Waco, Texas
- Welcome . . . . . Dr. L. V. McNamee, Asst. Supt.  
Waco Public Schools  
Waco, Texas
- Welcome . . . . . Mr. J. J. Wilson, Principal  
A. J. Moore High School  
Waco, Texas
- Response . . . . . Mrs. Mary A. Clark, Instructor  
Booker T. Washington High School  
Dallas, Texas
- Musical Selection . . . . . Harry T. Burleigh Chorus  
A. J. Moore High School  
Waco, Texas

MORNING SESSION  
Cafetorium

Purpose of the Workshop . . . . . Mr. Jesse Carrell, Area Supervisor  
Vocational Industrial Education  
Texas Education Agency  
Waco, Texas

TOPIC: "The Improvement of Public Relations Through Effective Use of News Media . . . . . Dr. C. A. Wood, Director  
Information and Publications  
Prairie View A. and M. College

TOPIC: "As Public School Teachers of Trade and Industrial Education, What Specific Activities Relevant to Our Trade Area Can We Promote That Will Improve Public Relations Within the Community?" . . . . Mr. James Frazier, Teacher Trainer  
Trade and Industrial Education  
University of Texas  
Austin, Texas

WORKSHOP SESSION

TOPIC: "The Activities That We As Trade Teachers Can Promote for the Improvement of Public Relations Within the Community."

WORKSHOP GROUPS

Building Trades

Mr. Gus Brown, Chairman  
Mr. Jimmy Daniels  
Mr. Joe T. Jennings  
Mr. J. M. Milligan

Cosmetology

Mrs. Marie B. Moore, Chairman  
Mrs. Fannie D. Allen  
Mrs. Mary A. Clark  
Mrs. Aretta S. Davis  
Mrs. Kathryn W. Saddler

Diversified

Mrs. Juan T. Bennett, Chairman  
Mr. Leonard Hemphill  
Mr. Robert Glover  
Mr. Farrell Gray  
Mr. Ira Harrison  
Mr. David Threatt

Industrial Cooperative Training

Mr. Robert D. Outland, Chairman  
Mr. F. E. Johnson  
Mr. A. I. Smith

Consultants; Dr. A. T. Kynard  
Mr. Jesse Carrell  
Mr. James Frazier

INSTRUCTIONS FOR WORKSHOP GROUPS:

Group members are requested to indicate definite ways and means for carrying out each activity identified. Each chairman should appoint a recorder for his group so the highlights and important points can be preserved for use at a later discussion during the workshop.

Lunch 12:00 noon - 1:00 p.m.

AFTERNOON SESSION  
Cafetorium

TOPIC: Developing a Calendar of Public Relations Activities for the School Year."

NOTE: Workshop Groups are asked to:

1. Identify each Activity.
2. Recommend a Month in which the event is to be conducted.
3. Tell exactly how the event is to be carried out. (This includes a detailed plan of action of all things to be done for each activity.

Current T. E. A. Policies and Procedures: Mr. Jesse Carrell  
Area Supervisor  
Vocational Industrial Education  
Texas Education Agency  
Waco, Texas

Announcement

Closing Remarks

Adjourn

Recorders for the Workshop

Mr. Joe T. Jennings  
Jackson High School  
Corsicana, Texas

Mr. J. M. Milligan  
Terrell High School  
Denison, Texas

## REPORT OF INDUSTRIAL EDUCATION WORKSHOP

For

AREA II

January 13, 1962

## OPENING SESSION

The Opening Session of the workshop began at 9:30 a.m. with Dr. A.T. Kynard, Teacher Trainer presiding. The invocation was given by Mr. Leonard Hemphill of I.M. Terrell High School, Fort Worth, Texas. Next, a musical selection was rendered by the Harry T. Burleigh Chorus of Moore High School. Mr. Dillard Warner directed the chorus.

Welcomes

Dr. L.V. McNamee, Assistant Superintendent, Waco Public Schools, extended words of welcome on behalf of the Administration and 890 employees of the Waco Independent School District. He stated that Waco has fine students in its public schools of which they are very proud. The district is composed of ten secondary schools and twenty-five elementary schools. Dr. McNamee stated that the industrial education teachers employed at Moore High School were doing a fine job.

Words of welcome were also extended by Mr. J.J. Wilson, Principal of Moore High School. Mr. Wilson stated that the climate was very favorable for industrial education in the city of Waco, and that he supported the program wholeheartedly at Moore High School. He commended Mr. R.D. Outland for the work he is doing in the Industrial Cooperative Training program for Moore High School. He also said that all members of his industrial education staff were doing a good job in teaching young people to work with their hands.



### Response

Mrs. Mary A. Clark of Booker T. Washington High School, Dallas, gave a proper and fitting response to the welcomes by Dr. McNamee and Mr. Wilson.

### Musical Selection

The final selection rendered by the Harry T. Burleigh Chorus was "Ain't a That Good News." Both selections were performed in an excellent manner under the direction of Mr. Dillard Warner.

### Purpose of the Workshop

Mr. Jesse Carrell, Area Supervisor, stated the purpose of the Workshop. However, before this was done, he requested each participant to stand and introduce himself for the benefit of all present. Each person gave his name, place of employment, and subject taught. Mr. John L. Roberts, the Texas Representative for the Delmar Publishing Company of Albany, New York, displayed technical publications and industrial literature for the Delmar Publishing Company.

In stating the purpose of the Workshop, Mr. Carrell said that this workshop should be viewed as a follow-up to the proceedings begun in last year's workshop. Whereas public relations of vocational education was considered in general terms last year, a prime objective of this year's workshop is to identify some specific activities that trade teachers can undertake which will bring the school's administrative officials, teachers, parents, and community closer in support of their programs.

Following the purpose of the workshop, Dr. A.T. Kynard, Teacher Trainer, spoke on the topic: "The Improvement of Public Relations Through Effective Use of News Media." This topic was to have been presented and discussed by

Dr. C.A. Wood, Director of Information and Publications, Prairie View A&M College. Because of Dr. Wood's inability to be present, Dr. Kynard used Dr. Wood's notes and attempted to speak on the topic. The nature of the content of Dr. Kynard's commentary may be obtained from the outline he used which is listed below.

Improving Public Relations Through Effective Use of News Media  
By Dr. A.T. Kynard

1. What is Public Relations?

"The science that deals with person's opinions and with the relationship of an organization with the people it involves."

2. News media

Newspapers, Radio, TV  
Publications  
Motion Pictures  
Advertising  
Displays  
Speeches

A word about Public Relations

1. Public relations begins at home

Administrative Faculty Relations  
Pleasant working conditions  
Equitable salary scale  
Fair promotion policy  
Insurance-retirement-vacations-sick leave  
Newsletters  
Displays or Exhibits  
Staff magazine or newspaper

These are provided by the institution

Staff can help (in turn)

Good work  
Good attitude  
Pride in achievement  
Sincerity of purpose-integrity  
Leadership in professional associations  
Books, articles, addresses  
Courtesy to visitors

2. Public Relations is the continuing process of creating, shaping, implementing and interpreting policies that will emphasize an institution's sense of social and moral responsibility.

3. Awareness of your institution's educational philosophy and a dedicated belief in such a philosophy.

(a) Become familiar with your institution in all of its readiness

(b) Study education in general

(c) Ground yourself in the history and progress of education

4. Public Relations is a tool of The Education Process

5. There are many tools or techniques of Public Relations

(a) The best Public Relations technique is Personal Contact

The term Information is gradually taking the place of Public Relations in many circles--particularly in Education. Army used the term also--Federal Agency-USIA. Now most colleges use Director of Information & Publications.

#### Means to Inform and Interpret

State Legislature does not allow us to use the term Public Relations.

They look upon the word as meaning to sell your program to the public. The public should not pay to have someone sell something it already owns.

Information has a similar meaning--minus the selling aspect. The philosophy is that the public pays and therefore is entitled to know what goes on.

The objective is slightly changed, but the techniques are practically the same.

A. Use of Mass Media of Information Is Best Available Public Relations Tool.

1. Newspaper articles, radio announcements, TV can reach millions.  
Publications also.

2. Less costly.

B. Using Mass Media Effectively

1. News Service

(a) News Releases

I have prepared a sample news release which you might use also in telling your local paper about attending this meeting.

Lead Sentences- should contain answers to questions who, what, where, when, and how. In other words, the opening sentence should tell the story in a nut shell. The balance of the story is an elaboration of what was presented in the lead sentence. Do not start off with the date (when). The most important thing is who or what. Put date near end of sentence.

Identify your material at top left hand corner. Leave space for Editor to write headline. Always type story double-spaced, clearly and legible.

Put your name and telephone no. so newspapers can call if additional information is needed.

A special release to a single paper is best appreciated. This is difficult for those of us in colleges where our students come from so many areas. Mimeographed copies are acceptable.

Make personal contact with newspaper editor through visit or phone call.

Most papers are interested in school news.

(b) Radio

One of the best media not being effectively used. My experience is that radio people are looking for more contact with school programs. Radio news is prepared differently. Usually very brief-cut to bone.

(c) TV

Similar to radio in preparing copy. Little more difficult to get time. TV time is very costly. Educational TV is gaining ground.

(d) Publications (very important)

Catalogs  
 Picture books  
 Brochures-Programs  
 Pamphlets & Booklets  
 Reports-mimeo or printed  
 School paper  
 Announcements  
 Newsletters  
 Yearbooks

High schools could do more in this field. Major item in publications is layout. Very fortunate if you find someone with knack. If not-most printers will help.

(e) Photos & Engravings

Publications and News releases call for good photographs and engravings; (cuts) offset printing becoming more popular - inexpensive.

(f) Motion Pictures

Nothing better, but expensive.

(g) Displays

Least expensive-practical. Use at school and in other public places to tell your story.

Finally

A very important item is Consistency. Whatever methods you use-use it continuously. The newspaper editor will come to expect your releases. He will call you if he wants something special about your program.

If he gets only one release a year, he doesn't know what to do with it.

If you publish a newsletter monthly, make sure it comes out monthly.

End of Dr. Kynard's Presentation

The next speaker during the Morning Session was Mr. James Frazier, Teacher Trainer, Trade and Industrial Education, The University of Texas. Mr. Frazier spoke on the topic: "As Public School Teachers of Trade and Industrial Education, What Specific Activities Relevant to Our Trade Area Can We Promote That Will Improve Public Relations Within the Community."

Mr. Frazier refrained from telling the teachers the specific activities they should promote. He deemed it to be in the best interest of the teachers themselves to identify their activities. Instead, Mr. Frazier dwelled at length on some fundamental principles, theories, and factors which should be

considered if trade teachers hope to come forth with the type of activities which will warrant the support of the community for their programs.

The first thing teachers should do is do a good job of teaching. To do this entails more than just being in the shop laboratory instructing students how to perform certain operations. A poor job of teaching can wreck any endeavor of public relations.

Your first foundation to good public relations is to improve yourselves, upgrade your teaching performance, revise your courses of study, and offer to the students the latest techniques and knowledge that will enable them to move ahead and succeed in the industrial world.

The second and third foundation is that of organizing and managing your shop and classes in as modern and up-to-date manner as is possible, to fit the curriculum area for which you are responsible by:

1. Organizing a plan to provide the best up-to-date instruction in the shop.
2. Developing a plan of management that is complimentary to industry.
3. Maintaining your supplies, material, equipment, machinery and shop at a level the school and community will point to with pride to all concerned.

The fourth foundation for public relations is student placement. As trade teachers we should strive to seek employment for which our students are best prepared according to their ability and the extent of our instructions. We should be honest with the students and the employer in this respect. Industry should not expect a finished mechanic or tradesman, but a well prepared beginner or apprentice.

The fifth foundation is follow-up. We should coordinate follow-up with placement to evaluate our teaching to be sure our course offerings are

up-to-date in compliance with the needs of industry. Follow-up records will justify our programs to their true value.

It must be remembered that public relations is simply everything we do and everything we say. I don't believe specific activities relevant to our trade areas would be applicable to the majority if I made a suggested list of these public relation items and give them to you. I would rather suggest a simple procedure based on the foundation of public relations and solicit your experience and knowledge to develop specific activities to improve our public relations. Let's take the five simple foundations and use them to build a monument of public relations improvement.

End of Mr. Frazier's Presentation

The next person to speak after Mr. Frazier's commentary was Mr. C.R. Eddins, Director, Area Vocational Education for Texas. Area vocational education is concerned with the redevelopment of economically depressed areas. Mr. Eddins informed the participants of the meaning and implications of the Area Redevelopment Act which Congress passed in May, 1961.

The Act is designed for areas of unemployment and areas where workers need retraining to qualify for modern industrial jobs. The Redevelopment program goes to those areas of the country where unemployment is the greatest, and where the personnel for new and modern industrial machinery needs re-training.

Mr. Eddins pointed out that such human welfare provisions had been a part of our state's program for 45 years, and in our state plan for vocational education for 16 years. Thus, the vocational set-up in Texas to carry out the provisions of the Area Redevelopment Act is in good shape.

Mr. Eddins also spoke about the consultants on vocational education

which President Kennedy appointed on October 5, 1961. The Panel of Consultants is charged with the duty "to review and evaluate the National Vocational Education Act and make recommendations for improving and re-directing the program." The Panel consists of 25 members drawn from labor, industry, agriculture, education, government and the general public. Dr. E.B. Evans, President of Prairie View A & M College, is on the Panel. The Panel is expected to complete its work and send its recommendations to the President before the National Congress convenes in 1963.

Mr. Eddins commented on several questions asked by persons concerning the Area Redevelopment program. Adjournment for lunch followed the question and answer period.

#### AFTERNOON SESSION

The afternoon session began with the teachers being assigned to workshop groups according to trade interests. Workshop groups were asked to concentrate on developing a calendar of public relations activities for the school year. While working on this assignment, each group was asked to do the following things:

1. Identify each activity.
2. Tell exactly how each event was to be carried out.
3. Recommend an appropriate month for conducting each event.
4. Be certain that the activity would improve or promote public relations within the community.

The several workshop groups were composed of the following teachers:

#### WORKSHOP GROUPS

##### Building Trades

Mr. Gus Brown, Chairman  
 Mr. Jimmy Daniels  
 Mr. Joe T. Jennings  
 Mr. J.M. Milligan

##### Cosmetology

Mrs. Marie B. Moore, Chairman  
 Mrs. Mary A. Clark  
 Mrs. Aretta S. Davis  
 Mrs. Kathryn W. Saddler



Diversified

Mrs. Juan T. Bennett, Chairman  
 Mr. Leonard Hemphill  
 Mr. Robert Glover  
 Mr. Farrell Gray  
 Mr. Ira Harrison  
 Mr. David Threatt

Industrial Cooperative Training

Mr. Robert D. Outland, Chairman  
 Mr. A.I. Smith

Consultants: Dr. A.T. Kynard  
 Mr. Jesse Carrell  
 Mr. James Frazier

Current T.E.A. Policies and Procedures

After the workshop sessions were over, and before the Suggested Calendar of Events was presented, Mr. Carrell, Area Supervisor, informed the teachers of current policies of the Texas Education Agency. Mr. Carrell stated that in November 1961, the state approved textbooks for some T & I classes effective September 1, 1962.

Approved textbooks for trade classes may be adopted for a period of six years. If a teacher fails to adopt a book which has been approved for the trade he teaches, he will be unable to adopt that book for six years hence. Teachers will be allowed to requisition books for the 1962-63 school year on the basis of their current enrollment plus ten per cent.

Included among the trades for which textbooks have been approved are:

(1) Automotive Trades, (2) Building Trades, (3) Cosmetology, and (4) Graphic Arts. No textbook has yet been approved for Electrical Trades.

New schools and new trade units at existing schools will be able to obtain sample copies of textbooks. In order to use an approved book, the school must first adopt the book. Adoption of approved books does not obligate the school to use or purchase the books; however it should be remembered that a school or teacher will be unable to purchase approved books for a period of six years unless the school had previously adopted the books.

It is advisable to adopt all approved books for a given trade area even if there is not an immediate need for the books. Should the need arises two or three years later, it would be impossible for the school to obtain the then desired books because they were not approved in the first place.

## PROPOSED CALENDAR

OF

### PUBLIC RELATIONS ACTIVITIES

The four trade interest groups suggested that the following activities be undertaken during the school year in the interest of improving public relations and gaining support for their trade programs within the community.

#### September

- Building Trades: Prepare newsletters for release to local papers which vividly describe and explain the Building Trades program.
- Cosmetology: Organize Charm and Trade Clubs for students in Cosmetology.
- Diversified: Visitations with parents in students' homes. Explain thoroughly to students the aims and objectives of the course.
- I.C.T.: Show educational films and news stories of various occupations to students. Have representatives of various industrial occupations explain the nature of occupations.

#### October

- Building Trades: Sponsor an assembly program for the purpose of acquainting the staff, student body, and parents with the objectives of the Building Trades program.
- Cosmetology: Sponsor Good Grooming week which will terminate with an assembly program on Friday, the last day.
- Diversified: Have students present a program before church group, and a civic club with a student as the main speaker.
- I.C.T.: Prepare newsletters for release to local papers and, if possible, for use on radio and TV.

November

- Building Trades: Obtain a member of a local building trades union to speak before the P.T.A. to emphasize the importance of building trades.
- Cosmetology: Sponsor Open House during American Education Week. Hold a Notebook Contest among the students.
- Diversified: Have successful graduates return and speak to students with emphasis on development of skill and good attitude.

December

- Building Trades: Make toys for underprivileged children. Repair and recondition toys for underprivileged children.
- Cosmetology: Sponsor Christmas social and dance
- Diversified: Release a news article on the progress of successful ex-students and the outstanding student in the current class.
- I.C.T.: Perform charitable activities for the needy followed by an article to the local papers.

January

- Building Trades: Begin planning for Career Conference by considering the desires and interests of the students.
- Cosmetology: Sponsor an Operator's Information Social assembly program.
- I.C.T.: Obtain speakers from industry to speak on modern industrial trends and methodology to students.

February

- Building Trades: Sponsor a Father and Son night in the school shop.
- Cosmetology: Sponsor a Mother and Daughter banquet.
- Diversified: Participate in Science Fair Week activities.
- I.C.T.: Sponsor industrial tours and field trips to local industries; followed by a news article to local papers.

March

- Building Trades: Sponsor Career Conference (7:00-10:00 p.m.)
- Cosmetology: Hold Open House during Texas Public School Week; also sponsor a Career Conference.
- Diversified: Participate in Texas Public School Week activities.
- I.C.T.: Participate in Texas Public School Week activities.

April

- Building Trades: Sponsor Father and Son banquet
- Cosmetology: Sponsor program during Texas Beauty Salon Week.
- Diversified: Sponsor local club activities during school's club week; to be followed by an assembly program on Friday.
- I.C.T.: Sponsor a special assembly program with the aid of local industrial representatives.

May

- Building Trades: Sponsor annual Open House
- Cosmetology: Sponsor annual Open House and present awards to outstanding students.
- I.C.T.: Perform follow-up services to graduates and to students who have been training in industry.

## End of Calendar of Events

All teachers are urged to put forth great effort to see that the above listed activities actually come off during the months specified. This will require a great deal of thought and advanced planning. It is not too soon to begin planning now.

Dr. A.T. Kynard's ideas and views concerning the role of the trade teachers and the improvement of the community public relations appear on the following pages. Time did not permit his reading this prepared statement to the workshop participants before adjournment.

THE ROLE OF THE TRADE AND INDUSTRIAL TEACHER  
IN THE IMPROVEMENT OF PUBLIC RELATIONS

*A. J. Hyland*

Public relations is a job for everyone. It cannot be left to the other person. It is a responsibility which should rest upon the shoulders of each teacher.

There is no magic formula for winning public support for our trade and industrial education programs. We should face the fact that good public relations can be achieved and maintained only when our efforts, interests, and attitudes are based on sound administration and effective teaching. If we are doing a creditable job of educating, we can expect community approval and support for our program; otherwise the cooperation we receive will be in direct proportion to the amount of good we contribute within our community. The most reliable gauge of our success is the overall welfare and general disposition of the students we have trained in our trade and industrial classes.

"To have or not to have is not the question when it comes to public relations for vocational education. You have no choice in the matter. You can choose only between effective and ineffective relationships with the public, and the success of your vocational program is determined by the choice you make.

"The progress of vocational education in this country depends upon the attitudes of the public and its willingness to support the program. A planned program of public relations will not guarantee goodwill--but it will aid immeasurably in winning the public acceptance and support without which vocational education cannot function."<sup>1</sup>

---

<sup>1</sup>American Vocational Association, Your Public Relations, Washington, D. C., November, 1954, p. 5.

The improvement of public relations for our trade and industrial programs will necessarily involve enlisting the cooperation of the public in planning, conducting, and financing effective instruction based on needs to be served in the community. Our trade and industrial programs can be regarded as effective only if they merit the active assistance of the citizens and organized groups of the community.

As trade and industrial educators, we have a double task in winning public support for our field of education. First, we must gain the confidence and help of those who use our trade program's products and services--i.e. the employers who hire our graduates, the citizens who work with our former students, and the young people and adults who attend our classes. Second, we must gain recognition and support from the general public, upon whose goodwill the financing of industrial education depends.

We, and our trade and industrial education program, have the responsibility to keep the community informed of our purposes, functions, achievements, and needs. Because industrial education is a form of public education designed to meet specific needs essential to the general welfare, we as industrial educators are accountable to the public for the programs we produce. Stockholders of a corporation look for periodic reports from the company, and likewise, the taxpayers of our communities want a complete accounting of their investment in industrial education. For us, the improvement of public relations depends to a large extent on our ability to keep the citizens of our community informed and interested concerning the contributions and needs of industrial education. Our task involves keeping the people conscious of what trade and industrial education means to them--

to appreciate the needs for trade training and the contribution it makes to the community, the state, and the nation.

Our task of promoting and improving public relations is not easy. As trade and industrial educators, we must often set our public relations programs in motion with several strikes against us. Trade and industrial training is relatively new in the secondary school curriculum. It does not have years of tradition to support its position. It is both handicapped and stimulated because it must continually prove its worth in order to maintain its place in the school program. Efforts which might go to improve programs must often be expended to protect their right to exist.

Industrial education has often suffered from a misunderstanding of its objectives, which has created the impression that vocational or industrial work is suitable only for the educationally and socially inferior people. Disciplinary problems and students with low I.Q.'s have been sent to industrial departments in some school systems because it is recognized that a program of useful work helps to make secondary education more meaningful for such students. The result has been, however, that many people do not understand that industrial education is designed to help both youth and adults acquire the skills, technical knowledge, and appreciations which they will need in order to succeed in this highly competitive economic and social world of today.

Our public relations program must often concentrate first on destroying misconceptions about the function of industrial education. We must

build prestige and respect for the idea of industrial education before we can expect to gain public approval for our own good work.

The improvement of public relations involves doing a good job and telling people about it. The "telling" is publicity, and we should try to tell our story as often, in as many different ways, and to as many different people as our energy and ingenuity permit.

Although the basis of good public relations is good teaching, an effective industrial program is not enough to guarantee community support. The people must know what we are doing before they can support our work. Regardless of how good our programs may be, they still must be publicized-- and this calls for explaining, illustrating, interpreting, emphasizing, and dramatizing.

"Good will cannot be written on the public books overnight; nor can it ever be written so that it will remain without continuing entries."<sup>2</sup> Many of our industrial education teachers and administrators appear to be unaware of the need for continually presenting and interpreting information about industrial education to the public. They haven't awakened to the fact that good public relations is all-important to the success of the school. There are some who believe that publicity in any deliberate form is unprofessional and undignified. Some are convinced that parents should know little about the schools so they will not be tempted to "meddle". Others have the notion that industrial education is of such importance that people automatically approve of it. Then there are those who believe in publicity, but have no feeling of responsibility for it. It is

---

<sup>2</sup>Ibid., p. 7.



always a job for the "other fellow," not for them. An attitude such as this must be changed to one of acceptance of the positive values of publicity in industrial education's public relations efforts.

Educational publicity is not just a "shot in the arm." It must be a continuous process of communicating effectively with the public. Presentation and interpretation of information about industrial education on as wide a scale as possible is an opportunity and a duty which every trade and industrial educator should accept.

In conclusion, I want to emphasize the fact that we as teachers are the promoters for our own classroom activities. We can either let the public know about our work through an organized program of public relations, or we can permit the public to gain its impression through incidental and unplanned contacts with our departments. We must take the initiative in planning and carrying out a public relations program to make friends and gain support for our fields of industrial education.

Our primary objective for today has been to pin-point activities together with ways and means of presenting them to the public of our various communities, which in turn will help improve public relations for our trade and industrial education programs. Let us hope that we have made progress toward that objective.

END

POST-MEETING REACTION

Twenty persons completed and returned the evaluation form entitled, "Post-Meeting Reaction." Listed below is a breakdown by number and per cent of how workshop participants reacted to each of the eight questions. Percentages were computed on the basis of the twenty participants who responded. Computations were made to the nearest tenth of one per cent.

Evaluation Form

N=20

Questions	Very Much	Considerably	Very Little	None
1. To what extent did this meeting capture your interest?	14 or 70%	6 or 30%	0	0
2. To what extent did you feel that the group was interested in this meeting?	9 or 45%	11 or 55%	0	0
3. To what extent did you learn new facts or acquire new ideas?	7 or 35%	13 or 65%	0	0
4. To what extent were your opinions strengthened regarding the theme as a result of this meeting?	11 or 55%	9 or 45%	0	0
5. To what extent do you think the group accomplished anything worthwhile from this meeting?	8 or 40%	12 or 60%	0	0
6. To what extent do you think adequate preparation was made for this meeting?	15 or 75%	3 or 15%	1 or 5%	1 or 5%
7. To what extent were the topics and ideas of the speakers presented in an understandable manner?	17 or 85%	3 or 15%	0	0
8. To what extent would you recommend another workshop of a similar value?	16 or 80%	4 or 20%	0	0

## SUGGESTED PUBLIC RELATIONS POINTERS FOR TEACHERS\*

1. Include public relations activities when planning the year's schedule for each of your classes, including both all-day classes and part-time classes for adults.
2. Make public relations activities a part of your instructional program.
3. Prepare a calendar of public relations work for yourself.
4. Do something regularly, so that your program is before the public at frequent intervals during the year.
5. Build public relations activities around current developments in your community.
6. Establish regular channels of communication to keep the school guidance counselor informed about your occupational field.
7. Cooperate in full with the established public relations program for the entire school.
8. Cooperate with the work of your state vocational association in its program to keep state and national legislators informed about vocational education.

---

\* American Vocational Association, Your Public Relations, Washington, D. C., November, 1954. p. 11.

## PLANNING IS ESSENTIAL\*

The plan of approach to winning the consent of the public to the achievement of your objectives has been called "social engineering" or the "engineering of consent" by Edward L. Bernays, pioneer and leader in the field of industrial public relations. He outlines an eight-point plan for organizing your public relations efforts.

1. Establish your objectives. Decide what publics are to be reached to achieve the objectives. Think first in terms of the policy-making individuals and groups in your community.
2. Research. Find out what your publics now believe about your objectives.
3. Reorientation of objectives. Change your plans in terms of the obtainable. (you may have to cut your problem in two parts and solve them one at a time.)
4. Determine your themes. Don't begin with preconceived ideas but get your ideas from what the public currently believes.
5. Strategy. This is the step which calls for real evaluative skill in picking the right approach to make.
6. Organization. Work within the operational plan set up in your school--and think in terms of the job to be done rather than a budget. You will find people in the community who will volunteer to help you.
7. Planning. Map out your activities in chart or calendar form. Time activities so that you hit the public frequently.
8. Tactics. Selection of actual techniques and media comes last.

There is no substitute for early and careful planning of public relations activities. Just as retail businesses have calendars for the entire year, the vocational school should set up a twelve-month schedule of work. You cannot build good public relations by a splurge of publicity once or twice a year. Messages about vocational education must flow continuously from your school to your publics. Your contacts with community groups must be frequent--timed to keep your vocational program always in the public eye.

## PLAN A PUBLIC RELATIONS CALENDAR\*

Suggestions are outlined here for six months of the year. This is not meant to be inclusive but is intended to stimulate your own ideas. Develop a similar calendar to fit the needs of your own locality and vocational program and consult it each month to prepare for well-balanced and continuous public relations activities.

### SEPTEMBER

Plan orientation program for new students and teachers  
Renew acquaintance with newspaper editor and reporters, radio and TV program managers. Send news releases on new equipment, expansion of program, new projects.  
Send materials explaining program to parents of new students  
Plan schedule of home visitations  
Complete plans for the club program for the year and publicize through newspaper and school paper  
Set up advisory committees and plan schedule of meetings  
Participate in faculty workshop on public relations

### NOVEMBER

Build your public relations activities around American Education Week and participate in all events planned by school  
Plan and conduct a radio or TV program explaining purposes, organization, and values of your program  
Invite your state and federal legislators to visit and observe your program  
Plan bulletin board displays

### JANUARY

Plan and conduct a student assembly program  
Publicize plans for adult vocational classes for second semester  
Participate and cooperate in career conferences  
Hold Open House for parents and other citizens of the community  
Send articles about vocational education to trade papers and professional journals  
Speak to local service clubs, veterans organizations, and women's clubs about values of vocational education  
Prepare newspaper articles on progress of vocational students

### MARCH

Provide information about vocational courses to students who may desire to enter the program: make arrangements for tours of your department  
Plan a parents' night program for students to demonstrate their work, including a banquet  
Send newsletter to graduates and former students  
Cooperate in planning exchange visits for teachers and industry, business, and labor groups  
Invite the superintendent to attend youth club meeting  
Work with school reporter on writing series of features about successful graduates of your classes for local newspaper  
Collect occupational information and give to school guidance counselor

### MAY

Make plans for participating and exhibiting at state and county fairs  
Contact local business, industry, employment agencies, etc., to help place graduates in suitable jobs  
Prepare annual reports  
Arrange for appropriate graduation ceremonies and publicity for graduates  
Hold banquet for parents or employers and show slides of year's activities  
Prepare exhibits of students' work for display in store windows  
Evaluate results of year's public relations projects

### JULY

Attend summer school or workshop on public relations  
Attend state conferences  
Participate in county and state fairs  
Visit parents of students and prospective students  
Take summer job in industry  
Make plans for next year's public relations activities

\*A.V.A., Your Public Relations, Washington, D. C., November, 1954. p. 11