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# A Study of the Current Trends of Teaching Distributive Education to Students with Special Needs

LeRoy A. McCartney  
*Central Washington University*

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A STUDY OF THE CURRENT TRENDS OF TEACHING  
DISTRIBUTIVE EDUCATION TO STUDENTS  
WITH SPECIAL NEEDS

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
LeRoy A. McCartney  
March, 1969

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## DEDICATION

To my wife, Gloria, without  
whose encouragement, assistance  
and insistence, this work would  
not have been possible.

## ACKNOWLEDGEMENTS

The author expresses his sincere appreciation to K. Otto Logan, Director of Distributive Education for the State of Washington and his staff for their generous assistance and encouragement, and to the many distributive education teachers for their cooperation in responding to the questionnaire used as a data gathering device for a portion of this thesis.

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## CHAPTER I

### INTRODUCTION

Youth with special needs have interests and aptitudes more directly related to motor skills and practical aspects of learning. Their intelligence is non-verbal with little strength in abstract learning, but they may master this basic deficiency through strong interest and motivation, occasional success, recognition and realistic application. School, many of these youth conclude, is a waste of time. They have no occupational commitments. They do have unrealistic and arbitrary goals set up by parents, teachers, other adults and companions.

The curriculum for youth with special needs must concentrate on those elements of instruction that contribute directly to the occupational proficiency needed for initial and sustained employment. Remedial instruction as well as social skill development may well be a dominant consideration for many of these youth. Remedial instruction, however, must be coordinated with the primary concern of distributive education--the development of competencies in marketing functions. In order to meet the diverse needs of such youth, the curriculum must be equally diverse so that specialized and specific instruction can be offered at varying degrees of difficulty.

Purpose of the study. The purpose of this study was to identify distributive education programs for students with special needs. The identity and study of the programs would provide guiding principles for the organization, and administration of the programs. The study could provide basic information which would assist in planning the curriculum and initiating distributive education programs in school districts where the need to train the disadvantaged is a problem. This study could also aid in meeting one of the objectives of vocational education.

To help all people develop their individual interests and abilities for work in occupations requiring less than a baccalaureate degree and for which there is or is expected to be an economic demand; and to encourage and prepare persons for continuing study or for training at a higher level (1:31).

Procedure and source of data. A survey of the literature in the field of distributive education disclosed very little in the area of distributive education programs for persons with special needs. There were, however, articles that dealt with the need for training in the area.

In addition to a perusal of the literature, a questionnaire was mailed to a number of individuals who were conducting programs for students with special needs. The recipients of the questionnaire were identified from a list

obtained from Mary Marks, Distributive Education Program Specialist, U. S. Office of Education (Appendix A).

Personal interviews with state supervisors of distributive education at the 1968 Distributive Education Clubs of America National Conference in Houston, Texas, also proved to be a valuable source of practical information (Appendix B).

### I. THE PROBLEM

In the accomplishment of the purpose of this study, certain problems arose which had to be considered and solved. The specific problems are detailed below.

First, it was necessary to identify individuals and groups who were involved in planning and initiating the programs and to determine how the groups assisted in planning and initiating the program.

Second, the criteria of a good training program had to be studied. It was necessary to investigate what constituted a desirable curriculum.

Third, the education and experience of teachers had to be examined to determine qualifications needed for the program.

## II. DELIMITATIONS

In order to give meaning to those who would undertake to initiate a distributive education program for persons with special needs, this study was limited to twenty-four schools with distributive education programs for students with special needs that could be identified in the United States. Those states reporting were Arizona, California, Louisiana, Minnesota, New Jersey, Oklahoma, South Carolina, Texas and Utah.

Personal interviews were obtained from supervisors in seven states: Alabama, Colorado, Florida, New Jersey, Oklahoma, Texas and Utah. The answers to the interviewers' questions were subjective and based on the stated knowledge and experiences with programs for students with special needs.

## III. DEFINITION OF TERMS

Certain terms are defined in order to minimize the possibility of misunderstanding, as follows:

Cooperative education. A program for persons who are enrolled in a school and who, through a cooperative arrangement between the school and employers, receive part-time vocational instruction in the school and on-the-job training

through part-time employment. It provides for alternation of study in school with a job in industry or business, the two experiences being planned and supervised by school and employer so that each contributes definitely to the student's development in his chosen occupation (3:6).

Course of study. A guide prepared as an aid to teaching a given subject or area of study for a given grade, combination of grades or other designated class or instructional group, may include the aims of the course, the expected outcomes, and the scope and nature of the material to be studied (4:109).

Curriculum. A body of prescribed educative experiences under school supervision designed to provide an individual with training and experience to qualify him for a trade or profession (4:113).

Distributive Education. Distributive Education means training for an occupation that is followed by proprietors, managers, or employees, engaged primarily in marketing or merchandising of goods or services (2:44).

Distributive Education Clubs of America. The national organization for students enrolled in distributive education classes.



Distributive occupations. Those occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services. Such occupations are found in various business establishments, including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing (3:7).

In-service teacher-education. Activities on the part of employed teachers that contribute to their professional growth and qualifications, for example, participation in curriculum-development programs (4:409).

On-the-job training. Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation (3:14).

Project method. A motivating technique of instruction in which the teaching units are combined and related to normal life activities being encountered by the students.

Students or persons with special needs. Students with special needs are those who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs (2:63). In this study, the definition will include all such persons being served

by a public high school, except those who are qualified as mentally handicapped.

Teacher-Coordinator. A member of the school staff responsible for integrating the classroom instruction and the on-the-job activities of the employed student (3:6).

Terminal course. A course consisting of practical work and instruction and technical subjects, the purpose of which is to make the individuals more competent in a non-professional or semi-professional occupation (4:109).

Vocational Education. The term "Vocational Education" shall be limited to those programs operated in the public schools for the purpose of preparing persons into a field of work or occupation (2:7).

Work experience (occupational education). Employment undertaken as part of the requirements of a school course and designed to provide planned experiences, in the chosen occupation, which are supervised by a teacher-coordinator and the employer (3:23).

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Distributive Education for Persons with Special Needs

Although there have been a great many references to the students with special needs, very little has been done toward actual program development in the area of distributive education.

Barlow (5:12) pointed out that students who do not fit into the general pattern of studies become a problem for the school administration. The plight of these students has received more attention in recent years but progress toward the solution has been slow. No one term will describe the youths or put their problems into one group but the fact remains that many of them have been banished to an "educational no-man's land" and little has been done to aid their return. When one reaches the age stated by law, he leaves school, and his school problem becomes a problem of society. This change emphasizes the school's responsibility, and exposes the failure of the school to fulfill its obligation. Benjamin Wills, in a presentation at the Twenty-Fifth Annual Conference on Industrial Education, stated:

If the dropout is to teach us any abiding lesson, it is the lesson of individual difference and infinite variation and the impossibility of expecting

this variety to conform to a single standard or to perform with equal acceptability according to an externally improved criterion (6:23).

Education in general, has failed to help the disadvantaged youth, and vocational education has largely eliminated the group by improving selection devices (5:13).

Now the vocational educators, well aware of these students' need and desire to go to work, are attempting to meet the challenge.

If the student has not been able to learn the basic reading and writing skills, the method of education must change. Barlow said: (5:13)

The conjecture that vocational education can help to create a desire to learn the three R's is supported by just enough evidence to make that possibility an enticing problem for cooperative study by representatives of subject matter areas.

The disadvantaged have problems that are centered in the inability of an individual to become an effective worker who produces goods and services. These problems often fall in the realm of vocational education.

A strong program of vocational education can serve several important purposes. Opportunities to learn job skills are relatively easy for the pupils to value. They can increase his respect in school. They can help him to consider himself a useful and respected person. They develop the initiative and sense of responsibility that are basic to preparation for college as well as for new jobs. And they can be designed to introduce or incorporate lessons in science, economics, or other subjects.

Programs of part-time work and part-time study are advisable for many children who are likely to benefit little from an almost exclusively classroom-oriented education. Such programs hold out the hope that many pupils whose handicaps the schools have not otherwise been able to overcome will become contributing, self-supporting adults (7:18).

One of the earliest attempts to meet the needs of the special student was the continuation school in operation before the 1930's. With the widespread unemployment during the depression years, these schools fell by the wayside. Not until 1945 was there another serious effort to study the needs of those who could not succeed in regular programs. In that year the U. S. Commissioner of Education appointed a commission to survey for three years the educational needs of school-age youth who were not benefiting from regular vocational programs. This study also failed to generate any appreciable change in vocational education to meet the growing need for such programs.

The report of the President's Panel of Consultants, issued in 1962, was one of the first national efforts to delineate the problems of a group they labeled as "youth with special needs" (8:126). It was from this report that the Vocational Education Act of 1963 evolved, and vocational education was charged with the responsibility of a broader spectrum of programs. These programs referred to, specifically related to special needs. Section 4(a) of the Voc-

ational Act of 1963 permits the state to use its allotment in accordance with its approved plan for the following purpose which was one of several written into the act.

Section 4(a) of the Vocational Education Act of 1963 states: (9)

Vocational Education shall be provided for persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular Vocational Education programs (9:1).

The 1963 legislation and the authorization of funds to implement it were to have provided additional impetus for planning and conducting programs for students with special needs. Leaders in vocational education began developing such programs, and several experimental and pilot programs were instituted. States made concentrated efforts in establishing programs for students with special needs and appointed specialists to head up their efforts. However, as pointed out in a survey conducted by the Center for Vocational and Technical Education at Ohio State University (10:5), school administrators and vocational leaders indicated a reluctance to initiate such programs without a better understanding of the kinds of programs in operation and knowledge of how they were succeeding.

In the study conducted by the Ohio State University (10:7), of 229 responses to the questionnaires, only seventy-nine were usable and only twenty-four states were included in the survey. In the report of this study, it

was carefully pointed out that even though only twenty-four states were represented, there were other states with programs that were not included in the study.

Of all of the vocational education programs for students with special needs, the majority, or forty-two per cent were in communities of over 50,000 population and the small community of under 2,000 had five per cent of the programs.

The report showed two distributive education programs, seven distributive and trade and industrial education combinations, and two business and office education and distributive education combinations for a total of eleven programs in distributive education for students with special needs.

Nelson (11) stated that the enrollment in distributive education was about 420,000 in 1966 and two per cent of these were reported as "persons with special needs." A variety of special needs are served through regular program operation. The basis for this conclusion is the fact that prior to the 1963 Vocational Education Act, distributive education was able to offer only cooperative and supplemental training programs. Distributive education was, therefore, limited to a singular approach to training (that is, training for those who were employed).

Because the cooperative plan of organization provided part-time employment opportunities, distributive education has served those youth who had uncommon economic, social, physical and academic problems and participation by these youth in a cooperative distributive education program meant the difference between leaving school prematurely or staying on to graduate.

The opportunity for distributive education to serve students with special needs was and is limited by the number of schools offering the distributive education program. There are about 2,500 high schools in this country offering training in distributive education, and Nelson (11) stated that it is reasonable to assume that distributive education could be provided in an additional 7,500 high schools. If those concerned with programming for persons with special needs assumed some responsibility for promoting the introduction of distributive education in more high schools, a part of the problem associated with persons with special needs could be solved.

Marks (12:12) has shown that the distributive education service, in order to serve more people in terms of their needs and goals has projected a program which encourages all levels of employment responsibility in distribution. Curriculums are being established which have as their objectives preparation for basic entry jobs,



career development jobs and specialist jobs. This type of organization allows a person to enter upon training at a point suitable to his needs and desires and to continue his development through a sequence of courses, from one curriculum to another.

Davis (13:4) defined the central characteristic of distributive employment as the exercise of judgment--judgment skills applied to people, products, prices, policies, and profits. To a degree this differs from the uniform performance of a skilled production worker. One is a skilled salesman--not because he is technically correct--but because he knows when and what to do and say while interpreting and satisfying the needs of another individual. Because of this people-to-people relationship (rather than people-to-machine), distributive employment requires social awareness and competency.

Much of the work which is being done for persons with special needs emphasizes the social competency, as well as basic education. In most cases, youth who are not admitted in the regular Distributive Education program exhibit such deficiencies. For them, improvement in attitude and personality means the difference between a job and no job. The point which may be made is that Distributive Education can make a contribution to the attainment of an occupational objective, regardless of the vocational program which takes prime responsibility for the skill development. This is being tried with success in various ways. In one situation, regular distributive pre-employment training is offered to a group prior to technical

training. The assumption being that there is no value in skill training if the person is unemployable for personal reasons (11).

Several observations about distributive education training for students with special needs can be made:

First, a goal as set forth by the National Association of Secondary School Principals (14:9), is the personal development of youth. Distributive education, through units on human relations, has contributed to the personal development of youth in curriculums associated with the attainment of an occupational objective.

Second, classes which have been conducted to reach a distributive occupational goal have prepared persons with special needs for: cashiers, food service, gift-wrapping, receiving, checking, marking, packing, inventory clerks, warehousemen, stock maintenance and service station attendants. These jobs illustrate the basic entry jobs available in distribution and marketing. Inherent in all of them, however, is the opportunity for advancement. While many people find life-long satisfaction in such jobs, one is not committed to this level of responsibility if the desire for career development exists (11).

Third, in all of the examples studied, the teacher was found to be the key to whatever success, or the lack of it, the program has enjoyed. Successful teachers, who are able

to develop competency in another person, do so because they are able to accept the student as he is. The fact that someone cares does much to inspire and motivate persons with special needs (15).

Fourth, varied and often unique instructional materials and activities are used. Visual aids are important as well as field trips to experience activities common to most people--such as checking into a hotel and buying a bus ticket. A variety of topics are presented by outside speakers.

Fifth, cooperation from the business community is important if the objective is to be reached. In some cases, the business community has requested a program which would allow them to employ people who are regarded as disadvantaged. Business has cooperated in employing youth and adults as part of the training program or following completion of training (16:81).

Sixth, often the class is called by a different title in order to distinguish the offering from the regular distributive education cooperative program. This allows a student to move from one level of instruction to another when certain deficiencies are corrected.

Seventh, programs for youth with special needs are typically flexible in organization. To reach a particular objective, some students may exit after one semester, some

may remain for as long as three years, others may move into a regular distributive education curriculum (16:80).

Eighth, programs for in-school youth are typically designed for those who lack academic and social skills (17:512).

Ninth, in-service training of teachers is needed on a continuing basis. In one case, regular meetings are held at which time discussions take place with psychologists and social workers. Special professional training is seen as a necessary part of the pre-service program (18:102).

Tenth, the difference in curriculum for persons with special needs is one of emphasis and degree rather than something different and aside from the regular offering. In distributive education, the various programs of studies include the development of five competency areas--marketing, technology, social, application of basic education and economic understandings. The latter three, with limited treatment of marketing tasks and product knowledge, have dominance in order to solve the most pressing problems faced by many persons categorized as having special needs (16:79).

Finally, parent advisory committees have been used successfully for the purpose of advising the school about individual student needs (18:103).

## The Project Method of Teaching Distributive Education

The project method of teaching distributive education involves individual learning activities which are combined with formal classroom instruction and coordinated with the student's occupational goal. Good's Dictionary of Education (4:421) defines a project as:

A significant practical unit of activity having educational value and aimed at one or more definite goals of understanding: Involves investigation and solution of problems, and frequently the use and manipulation of physical materials; planned and carried to completion by the student and teacher in a natural, "real-life" manner.

The word project, as defined here, refers to any practical unit of learning that has a behavioral objective related to the individual's occupational goal and is to be completed in a specified length of time. Projects are simulated job experiences that attempt to move the student toward his objective without actual on-the-job experience (19:49).

Projects, to be meaningful, have to be designed for the individual student at his level of maturity and educational achievement.

Marks (20) viewed projects as follows: They should, (1) permit students to identify with work activities and rating standards of their occupational goals, (2) encourage

adaptibility within an employment field, and, (3) test the qualifications of students as they prepare themselves for performance in and with the principles and practices developed in the curriculum.

All projects should be related to the goal of the individual. However, some projects will be suited for group work when the objectives are the same for several students. As the student progresses and his studies carry him toward his goal, it may be that the projects will become more individualized. It is through individual projects and activities that a student is able to gain an understanding of his occupational choice and develop the judgment, technical and other skills required in a specific job.

#### Method of Research

In discussing the normative-survey method of research, Good, Barr and Scates (21:324) indicate that this method allows for questions that are factual, designed to secure information about conditions or practices of which the recipient is presumed to have knowledge. The questionnaire may, however, ask for opinions and it may be used to obtain an insight into attitudes. The questionnaire procedure normally comes into use where one cannot readily interview, personally, all of the people from which he desires responses.

VanDalen (22:254) stated that:

The questionnaire is an instrument that is widely used by educational workers to obtain facts about current conditions and practices, and to make inquiries concerning attitudes and opinions. For some studies it may be the only practical device for presenting respondents with carefully selected and ordered stimuli that will elicit the data required.

However, VanDalen stated that many respondents would not always provide reliable data because of personal biases or would not be able or willing to divulge information. It is also a possibility that the respondents would fill out the questionnaire carelessly.

Thus, while the questionnaire is a useful method of acquiring data, it is not an all-purpose tool for cutting through to the truth (22:259).

Personal interviews are included in the normative method of research. The preparation of a personal interview requires as much advance planning of questions as the written questionnaire. An interview cannot be a haphazard affair or just a pleasant meeting. It may be informal, to some extent, but the questions must give the interviewer the information he is seeking (21:14). VanDalen stated:

Many people are more willing to communicate information verbally than in writing and, therefore, will provide data more readily and fully in an interview than on a questionnaire. Several advantages occur from the friendly interaction in an interview that cannot be obtained in a limited, impersonal questionnaire contact.

## CHAPTER III

### SURVEY OF PROGRAMS FOR YOUTH WITH SPECIAL NEEDS

Introduction. The Vocational Act of 1963 (9) charged distributive education with the responsibility of conducting programs that lead to the employment of youth with special needs. This group of young people have been handicapped in securing employment because they lack fundamental attitudes, knowledge and skills.

A limited number of programs for youth with special needs have been conducted under the discipline of distributive education. This chapter deals with a questionnaire survey of distributive education programs for youth with special needs, and personal interviews with seven state supervisors of distributive education who have had programs for youth with special needs in operation.

Method of identifying programs. Miss Mary Marks, Distributive Education Program Specialist in the U. S. Office of Education, was contacted and asked to identify distributive education programs for students with special needs.

Of the fifty-three states and territories that have distributive education, seventeen (Appendix A) were



identified by Miss Marks as offering some type of training for persons with special needs. Three of these states did not respond to the request for a list of schools who have the programs. Five of the states reported they did not have programs for persons with special needs. The training given in these five states was in conjunction with the regular distributive education program. The remaining nine states reported thirty-eight schools that offered programs for persons with special needs. Twenty-seven schools responded to the questionnaire and three of the twenty-seven returns were not usable.

TABLE I

STATES IDENTIFIED WITH PROGRAMS  
FOR STUDENTS WITH SPECIAL NEEDS

Type of Response	Number	Per Cent
Contacted	17	100
With Programs	9	53
Without Programs	5	29
Failed to Respond	3	18

TABLE II

SCHOOLS IDENTIFIED WITH PROGRAMS  
FOR STUDENTS WITH SPECIAL NEEDS

Type of Response	Number	Per Cent
Questionnaires Mailed	38	100
Total Responses	27	70
Usable Responses	24	63
Unusable Responses	3	7

Year programs were initiated. In order to understand and show the impact and effect of the Vocational Act of 1963 (PL 88-210) on the program for persons with special needs, the respondents were asked to indicate the year their program for persons with special needs started. Twenty-five per cent were initiated prior to the 1963-64 school year, and seventy-five per cent have been initiated since passage of the 1963 Vocational Act.

TABLE III

SCHOOL YEAR PROGRAMS FOR PERSONS WITH  
SPECIAL NEEDS WERE INITIATED

Year	No. of Programs	Per Cent
1967-68	5	21
1966-67	3	12
1965-66	4	17
1964-65	4	17
1963-64	2	8
Prior to 63	6	25
Total	24	100

Classification of the program. To determine the basis on which programs for persons with special needs were operated, the respondents were asked to specify the classification of their program. Table IV shows fourteen, or fifty-eight per cent, were regular (established or ongoing) programs for persons with special needs. Twenty-nine per cent indicated their programs were new, pilot or experimental programs. Eight per cent said the programs were developmental and four per cent classified their programs as other and explained they were both pilot and

developmental. None of the respondents classified the programs as demonstration.

TABLE IV

CLASSIFICATION OF PROGRAM  
FOR PERSONS WITH SPECIAL NEEDS

Classification	Number	Per Cent
Regular	14	58
Pilot	7	29
Developmental	2	8
Other	1	4
Demonstration	0	0

Agencies outside the local school district assisting the program in an administration, supervision, or advisory capacity. Table V shows that sixty-two and one-half per cent of the respondents use local businessmen in the administration, supervision, or advisory capacity of their programs. Fifty per cent indicate the use of the State Department of Education and fifty-eight per cent use the State Department of Vocational Education. Only two of the twenty-four respondents did not use an agency outside the school system. The U. S. Department of Labor, the Employment Service, a college or university and the chamber

of commerce were also used in some of the programs. The percentages show that more than one agency is involved in the administration, supervision or advisory capacity of a program for persons with special needs.

TABLE V

AGENCIES OUTSIDE THE LOCAL SCHOOL DISTRICT INVOLVED  
IN AN ADMINISTRATION, SUPERVISION OR ADVISORY CAPACITY

Agency	Number	Per Cent
Local Businessmen	15	65
State Department of Vocational Education	14	58
State Department of Education	12	50
Employment Service	2	8
College or University	1	4
U. S. Department of Labor	1	4
Department of Public Assistance	0	0

School personnel who assist in initiating programs.

Table VI shows that the programs for persons with special needs were initiated by a combination of school personnel and none were singly responsible for initiating a program. The school superintendent and the principal were indicated

by a total of twenty-three respondents. Nine of the twenty-four respondents to the questionnaire reported that teachers assisted in initiating programs for students with special needs. Seven school boards, seven school counselors, and six vocational directors were involved in initiating the programs.

TABLE VI

SCHOOL PERSONNEL WHO ASSIST IN INITIATING PROGRAMS  
FOR STUDENTS WITH SPECIAL NEEDS

School Personnel	Number	Per Cent
Principal	12	50
Superintendent	11	46
Teacher	9	38
Counselor	7	29
School Board	7	29
Vocational Director	6	25

Agencies instrumental in initiating programs. Table VII shows that a variety of combinations of agencies were instrumental in initiating the program. The table indicates that the State Department of Vocational Education was involved in initiating fourteen of the programs and business-

men were involved in five. Six respondents indicated that only the local school district was instrumental in initiating their program for students with special needs and that no outside agency assisted. The State Department of Education was instrumental in three responses and parents were involved in initiating three programs for persons with special needs.

TABLE VII

AGENCIES OUTSIDE OF THE LOCAL SCHOOL DISTRICT  
INSTRUMENTAL IN INITIATING PROGRAMS  
FOR PERSONS WITH SPECIAL NEEDS

Outside Agency	Number	Per Cent
State Department of Vocational Education	14	58
Businessmen	5	21
State Department of Education	3	13
Parents	3	13
None	6	25

Physical facilities. Only four of the respondents indicated that physical facilities of their schools were designed specifically for the special need program but

seventeen reported that the program used existing facilities which were modified or adapted to fit the program.

Enrollment limits. Table VIII shows a maximum enrollment per teacher was reported by fourteen of the respondents. Ten indicated that they had no limit in class size per teacher but one of the ten added to the response that they enrolled more than twenty-five only in a cooperative, on-the-job training program for persons with special needs.

TABLE VIII

DISTRIBUTION OF PROGRAMS FOR  
PERSONS WITH SPECIAL NEEDS HAVING  
MAXIMUM ENROLLMENTS PER TEACHER

No. of Students	No. of Programs	Per Cent
5-10	0	0
10-15	2	8
15-20	6	25
20-25	6	25
No Limit	10	42



Student selection. To determine if vocational programs for students with special needs were having to enroll all students without selection, the respondents were asked to indicate the procedure used for the selection of students for their programs. Fifty-eight per cent of the respondents indicated a cooperative method of selection involving the vocational teachers, guidance counselors, administrators, and other teachers on a basis of tests, records and observed abilities.

Twenty-five per cent of the respondents reported that the guidance counselor selected all who met certain requirements and provided the teacher with a list from which the teacher made the final selection of the students for the program for students with special needs. The remaining seventeen per cent of the respondents reported that the students were enrolled in the program on the basis of individual student interest, all who were sent, or from the referrals by other teachers.

Ability level of students enrolled in programs for students with special needs. Of the fifteen schools who responded that they limited their enrollments in the program for students with special needs by a minimum level of ability or other qualifications, fifty per cent of the respondents described the levels. They described the characteristics as

capable--that is, the students must be able to follow the average or "slow-average" type of curriculum. The physically handicapped and those with low mental ability were excluded. Only two respondents specifically mentioned minimum IQ scores. The ability to handle both the class work and on-the-job training must be indicated by past performance before allowing a person to enroll in the program for students with special needs. Only one respondent said the student must pass a qualifying mathematics test.

Lower age limit. The minimum age limit coincides with the vocational education legislation which has set the lower limit at fourteen years of age for a person in any Federally-approved vocational program. However, nine of the respondents indicated the minimum age as sixteen years and fifteen set the minimum age at fifteen.

TABLE IX

LOWER AGE LIMIT OF ENROLLEES IN  
PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

Lower Age Limit	Number	Per Cent
16	9	37
15	4	17
14	4	17
No Limit	7	29

Upper age limit. Eleven or forty-six per cent set the maximum age for the special needs program at 19-20. One program set the maximum age limit at sixteen and one at 17-18. Seven, or twenty-nine per cent did not set a maximum age limit.

TABLE X

UPPER AGE LIMIT OF ENROLLEES IN  
PROGRAM FOR STUDENTS WITH SPECIAL NEEDS

Upper Age Limit	Number	Per Cent
21	4	17
19-20	11	46
17-18	1	4
16	1	4
No Limit	7	29

Program curriculum outline. Fifty per cent of the respondents indicated a curriculum for students with special needs was outlined in a manner making it adaptable to other school systems. Thirty-seven per cent indicated that they did not have a curriculum that could be adapted to other schools. Two of the respondents qualified their negative answer by stating that "the key to the program is flexibility and the program should be molded around each individual."

Planning the curriculum for the program for persons with special needs. In planning the curriculum for the program for students with special needs, eighty-three per cent did not adapt the curriculum from another program but planned the curriculum specifically for their own program. Only three of the twenty-four respondents adapted the curriculum from another program. Two of these three adapted the special program from the regular school curriculum. One suggested that the curriculum from the regular preparatory distributive education program could be used as the basis and adapted to fit the needs of the individuals enrolled.

Certificate of graduation. Even though no attempt was made to determine the number who graduated with a standard graduation certificate, it was determined that in ninety-six per cent of the programs the students could obtain a certificate of graduation.

Subject matter adapted. The effort to adapt normal subject material to fit the ability and need of the students was reported by eighty-eight per cent of the respondents. The respondents gave examples of the ways

the subject matter was adapted. The material was simply presented and tests given in a simple manner to allow for a feeling of success rather than continued failure. The basic skills (reading, mathematics, and English) were adapted for each individual and special emphasis was given to the practical application of simulated work situations. One respondent reported that the students were grouped by measured levels of ability.

Typical schedule. The questionnaire asked for a sample schedule of a typical week for students. However, the great diversity in the responses made it impractical to summarize all of these schedules. There are, though, certain commonalities that warrant discussion. Eleven respondents indicate that English and social studies are taught to the students. Ten of the respondents have a two-hour block specifically for distributive education. Nine have a one-hour distributive education class and sixteen have cooperative on-the-job training programs. Three schools responded that they did not have a typical program because of flexible scheduling.

Special professional assistance. Special professional assistance available to assist or work with the students or teacher in the program for students with special needs is

very apparent when the variety and number of schools using specialized personnel in their programs is noted on Table XI. Every program indicated that assistance was necessary but the specialized persons varied and all reported that the special professional was used either on a full-time, part-time or on-call basis.

TABLE XI

SPECIAL PROFESSIONAL ASSISTANCE  
IN THE SPECIAL NEEDS PROGRAM

Personnel	None now, but needed	Part- time	Full- time	On- call
Psychologist	5	3	3	7
Curriculum	3	1	6	4
Vocational Supervisor	5	1	10	5
School Counselor	1	1	12	8
Vocational Guidance Pers.	6	2	5	4
Social Worker	3	2	6	6
Reading Specialist	4	1	8	3
Speech Therapist	5	3	4	4
School Nurse	2	3	7	4
School Doctor	2	0	1	5
Visiting Teacher	0	0	1	0

Advisory committees. Sixteen of the programs for persons with special needs used advisory committees. Nine of the sixteen respondents used groups separate from any regular vocational program advisory committees, and were organized specifically to assist the teacher in planning

and conducting the program. The other eight of the respondents to the questionnaire did not use advisory or lay consultive groups.

On-the-job placement. Fifty per cent of the programs have a placement service that assists graduates of the special need program to secure jobs. One respondent stated that fifty per cent of the students enrolled in the program remained on the same job used during training, after their graduation.

Work experience. Ninety-six per cent of the respondents used a method or combination of methods of providing the trainee an opportunity to apply the knowledge and skills taught in the classroom. Twenty, or eighty-three per cent, used practical work experience or on-the-job training as a part of their total program. Five of the questionnaires returned stated that simulated work experience projects were used in place of on-the-job training.

Remedial courses Table XII indicates that ninety-two per cent of the schools made provisions for remedial courses. Reading was the most common remedial course with English and mathematics next. Social studies were reported twice, science once, tutoring three times. One respondent

indicated that all courses taught in the program for students with special needs are remedial.

TABLE XII

REMEDIAL COURSES FOR  
THE SPECIAL NEEDS PROGRAM

Course	Number
Reading	8
English	6
Mathematics	6
Social Studies	2
Special Tutoring	3
Science	1

Identification of enrollees. Thirteen respondents reported that potential enrollees in the course were identified in the junior high school. Nine respondents indentified their enrollees in the first year of high school.

Teacher preparation. Eighty per cent of the respondents revealed that they had special courses or training that qualified them to teach in the program for students with special needs. One respondent, even though he had not had special training, reported that he had completed courses in



guidance, but had no special courses in education. He had a business background and had been selected for the staff because of his ability to encourage and motivate youngsters. Twelve teachers, as indicated by Table XIII, were involved in workshops, eight had special education training, six had guidance courses and six had courses in psychology. Only two of the respondents were involved in vocational training.

TABLE XIII

TEACHER PREPARATION FOR  
SPECIAL NEEDS PROGRAM

Type of Training	Number
Workshops	12
Special Education Training	8
Guidance	6
Psychology	6
Vocational Training	2

Teachers' occupational experience. Eighty per cent of the teachers who taught in the program for students with special needs had a minimum of two years of occupational experience relating to sales and service areas. Only

twenty per cent had no occupational experience relating to this program. Those who had work experience ranged from two to thirty years with two-thirds of the teachers with five to eight years.

Resource people. Sixteen of the respondents indicated that they used outside resource people in the program for persons with special needs. In describing how the resource people were used, thirteen of the respondents said that they were used as speakers. Three respondents indicated that the resource people also assisted on field trips and supplied instructional materials.

#### Personal Interviews

State supervisors of distributive education from Alabama, Colorado, Florida, New Jersey, Oklahoma, Texas and Utah were interviewed at the National Distributive Education Clubs of America Conference in Houston, Texas, May 2 through May 4, 1968. The nine interview questions (Appendix B) were asked to obtain information that pertained to the interviewees' opinions on programs for students with special needs.

The interviewees were asked what individuals and groups were instrumental in the initial planning of the special needs program. All seven responded that the state educational

services were involved. Three reported that classroom teachers were in the initial planning and six reported that the local school administration was instrumental in the initial planning. The state supervisor from New Jersey reported that members of a correctional institution aided in planning a program for persons with special needs.

When asked if students with special needs should participate in "on-the-job" training, all of the state supervisors indicated the students should. Four of the supervisors indicated as soon as placement could be found. Three indicated as soon as placement could be found or as soon as the student had received enough training to enable him to be employed.

When asked what the teacher-education courses should include, the seven state supervisors thought that workshops that identify course content and teaching methods should be included. Four said that teachers should have psychology, two indicated occupational relations and one thought there should be a survey course in distribution.

The seven state supervisors responded to the question, "does distributive education offer a core of instruction that could apply generally to all occupations even those occupations outside of distributive education?", by stating three areas of distributive education would apply to all occupations. These areas would include: (1) Understanding

of, and respect for, the dignity of work, (2) acceptable work habits and attitudes, and (3) self confidence and self reliance.

The state supervisors were asked, in planning and initiating programs for persons with special needs, "were you faced with problems and difficulties that were not encountered in a regular distributive education program?" The seven state supervisors responded that the range of ability of the youth served was a common problem. Appropriate grade or age grouping caused problems for two of the supervisors. One stated that the limited range of jobs was a problem.

What has the distributive education program for the special needs students been titled to differentiate it from the regular distributive education program? Two state supervisors responded with Basic Distributive Education, two said Occupational Training, two said Service Occupations, and one said Distributive Education I.

How does the curriculum pattern for persons with special needs deviate from the traditional distributive education program? Three state supervisors responded that the length of the school day was reduced. Two said that formal class instruction was curtailed and supplemented with simulated or actual work experience. One divided the school

day into two equal parts to provide basic instruction and pre-employment training.

The state supervisors were asked to suggest various guidelines for selecting instructional content. Five indicated flexibility (no Carnegie unit), change the length of the day, use "core" teachers and use simulated job projects. Three said to stress the basic competencies. One said to use the marketing functions as the instructional discipline and to de-emphasize management and research. One state supervisor added that instructional content should be based on the need of the individual.

The state supervisors were asked "what are the curriculum objectives of a program for persons with special needs?" Six said to develop marketable skills, four said to overcome deficiencies that exclude them from other vocational classes and one said to provide diversity in choice of occupational goals and level of training.

The supervisor from Utah added a comment, "the most important phase of initiating a program for students with special needs is finding the right teacher. The teacher has to have a 'feeling for the student with special needs'."

## CHAPTER IV

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This study was made to provide guiding principles for the organization and administration of programs for students with special needs. In accomplishing the purpose of this study it was necessary to identify groups and individuals who were involved in planning programs. It was necessary to investigate to find what constituted a desirable curriculum, and to examine the qualifications of teachers for a program for students with special needs.

The research was accomplished by a review of books, periodicals, unpublished papers and speeches, a questionnaire and personal interviews. The questionnaire was mailed to schools that conducted programs for students with special needs. The names of the schools were obtained from a request made to state supervisors who were identified by the U. S. Office of Education as having programs for students with special needs in their states. Of the seventeen states identified as having programs, nine state supervisors of distributive education responded with a list of thirty-eight schools that had programs for students with special needs. Questionnaires were mailed to all thirty-

eight schools. Of these, twenty-four questionnaires were returned with usable responses.

Seven state supervisors of distributive education were interviewed to obtain information and opinions pertaining to programs for students with special needs.

The questionnaire revealed that seventy-five per cent of the programs for students with special needs were initiated since passage of the 1963 Vocational Act (9).

Fifty-eight per cent of the programs for persons with special needs were established or ongoing and cannot be classified as either pilot or developmental.

Local businessmen, as outside agencies are used by sixty-five per cent of the programs for students with special needs. Fifty-eight per cent of the local districts involved the State Department of Vocational Education and fifty per cent involved the State Department of Education as administrative, supervisory, or advisory agencies.

In initiating programs for students with special needs, the local school principal assisted in fifty per cent of the programs and the superintendent forty-six per cent, with teachers assisting in thirty-eight per cent of the program initiations.

The State Department of Vocational Education was instrumental in initiating fifty-eight per cent of the

programs for persons with special needs. Twenty-five per cent of the local school districts did not use outside agencies.

Seventy-one per cent of the respondents used existing facilities to house the programs for students with special needs.

A maximum enrollment for each class was set by forty-eight per cent of the programs for persons with special needs.

Fifty-eight per cent of the respondents indicated that students selected for the programs for students with special needs were selected by the cooperation of teachers, counselors, administrators, and vocational teachers on a basis of records, tests and observed abilities.

The ability level of students enrolled in programs for students with special needs was described as capable, that is, the students must be able to follow the average or "slow average" type of curriculum by fifty per cent of the respondents.

A minimum age limit was set by seventy-one per cent of the programs for students with special needs at fourteen to sixteen. A maximum age of twenty was set by forty-six per cent.

A curriculum for students with special needs was out-



lined in a manner that could be adopted by other school systems was indicated by fifty per cent of the respondents.

The curriculum for the program for students with special needs was planned specifically for eighty-three per cent of the programs reported.

It was determined by the questionnaire that in ninety-six per cent of the programs for students with special needs, the students could obtain a certificate of graduation.

An effort to adopt normal subject material to fit the ability and need of the students was reported by eighty-eight per cent of the respondents. The respondents gave examples of how the subject matter was adopted; it was simply presented and tests were given in a manner to allow for a feeling of success.

The questionnaire asked for a sample schedule of a typical week for students. Eleven respondents indicated that English and social studies were taught in addition to the distributive education subjects. Sixteen of the twenty-four respondents have cooperative on-the-job training. Ten have a two-hour block of time specifically for distributive education.

Every program indicated that special professional personnel assistance was necessary but the specialized persons varied and all reported that the special professional

was used on a full-time, part-time, or on-call basis.

Sixteen of the programs for persons with special needs used advisory committees. Nine of these used groups separate from any regular vocational advisory committees and were organized specifically to assist the teacher in planning and conducting the program.

Fifty per cent of the programs have a placement service that assists graduates of the special needs program secure jobs. One respondent added that half of the students enrolled in the program remain on the same job after graduation.

Ninety-six per cent of the respondents used a method, or combination of methods, of providing the student-trainee an opportunity to apply the knowledge and skills in the classroom. Eighty-three per cent used on-the-job work experience as part of their total program.

The survey indicated that ninety-two per cent of the schools made provisions for remedial work for their students with special needs. Reading was the most common remedial course reported.

Fifty-four per cent of the respondents indicated that potential enrollees in the program were identified in the junior high school. Nine respondents reported that their enrollees were identified in the first year of high school.

Eighty per cent of the respondents reported that the teachers had special courses or training that qualified them to teach in the program for students with special needs. Twelve teachers were involved in special workshops for programs for students with special needs.

Eighty per cent of the teachers who taught in the program for students with special needs had a minimum of two years of occupational experience relating to the sales and service areas.

Sixty-seven per cent of the respondents reported that they used outside resource people in the program for students with special needs. In describing how the resource people were used, thirteen said that they were used as speakers.

All seven state distributive education supervisors who were interviewed indicated that state educational agencies were involved in initiating programs for students with special needs and six of the seven said that local school administrators were instrumental in the initial planning.

Students should participate in on-the-job training was indicated by all of the supervisors interviewed, four stressed that the students should be placed as soon as jobs could be found.

Teacher-education should include workshops that

identify course content and special teaching methods. Special psychology courses should be included in the teacher-training programs.

The distributive education program offers a core of instruction that could apply generally to all occupations, even those outside of distributive education. The areas or cores would include the understanding and respect for the dignity of work, acceptable work habits and attitudes, and self confidence and reliance.

The state supervisors interviewed stated that the wide range of ability of the youth served was a common problem they did not encounter in a regular distributive education program. Another problem confronted in the program for students with special needs was age grouping.

The curriculum pattern for students with special needs deviates from the traditional program by reducing the length of the day and curtailing formal classroom instruction but supplementing the instruction with actual work experience.

The state supervisors were asked to suggest various guidelines for selecting instructional content, five indicated flexibility, change the length of the day and use simulated job projects. Three said to stress the basic competencies.

When asked what the objectives of the curriculum were for a program for persons with special needs, the state supervisors said to develop marketable skills, to overcome deficiencies that exclude them from other classes and to provide diversity in choice of occupational goals and level of training.

### Conclusions

The objectives of a special needs program in distributive education as well as other vocational education programs would be to remove deficiencies that exclude the persons from a regular educational or vocational program. This would require instruction that would improve personality traits (including desire and initiative), social skills, and basic education. A second objective of such a program should be to provide the individual with marketable skills that would make employment possible. This would necessarily provide a diversity of training to meet the wide range of skills present in the distributive discipline.

To achieve the objectives of a program for students with special needs, four dimensions of the program should be considered; administration, the teaching staff, the curriculum, and the student.

Administration. The survey disclosed that the superintendent, school principal, and other members of the

school administration assume the responsibility and leadership in establishing programs for persons with special needs. These administrators, by the virtue of their position of leadership in a school, work closely with other members of the school staff in establishing a relationship with representatives of industrial and business concerns, community service clubs, and parents. These outside organizations give valuable help in job placement and in the realistic planning of curriculum. They also help re-define entry job qualifications, provide work training experiences, and contribute personnel and equipment to the program for persons with special needs.

The school administration cooperates with public employment agencies and business concerns in undertaking surveys of current and projected manpower needs. The school administration needs to be informed of the possibility for placement of students for the on-the-job training portion of the program.

An advisory committee working with the vocational administrators and teachers contribute to a vocational program in various ways. In addition to identifying training stations they assist in keeping the program coordinated. They provide information for keeping instructional content current. One of the most valuable contributions of an active advisory committee is the

building of respect and prestige for the program for the student with special needs and in this respect advisory committee members become an important public relations asset.

Teacher. Teachers for distributive education programs for students with special needs should have abilities and understanding beyond that of teachers of regular vocational programs in order to cope with the additional problems resulting from working with the disadvantaged.

Much of the enrollment in the distributive education programs has been selective; students have been admitted on the basis of "who can profit" from the offerings. As a result, the experience of most of the teachers has been with students who are alert, have an aptitude, have the right attitude toward their studies and seem to have characteristics which will make them employable. The teachers' cultural life is distinctly different from that of the majority of the students coming from predominantly disadvantaged areas and backgrounds. Their education courses and student teaching have seldom prepared them to meet the multiple problems of language development, varying social norms, habits not generally accepted by teachers, behavior which is often not success-oriented, lack of student orientation, and achievement levels well below those that teachers normally expect to find.

Curriculum. When considering a curriculum for a distributive education program, there needs to be an understanding of the objectives of programs for students with special needs. It was found through the review of literature and a questionnaire that the distributive education for persons with special needs program objective is to prepare these students for basic entry jobs in the light of the enrollee's career goal and of his abilities.

The benefits that a student with special needs receives from the program are:

- (1) The opportunity to learn job skills and attitudes,
- (2) A respect for the importance of school,
- (3) Develop an understanding of himself and to consider himself as a useful and respected person,
- (4) An understanding of the importance of employers, civic and community groups.

The respondents to the questionnaire reported that it was important for the students with special needs to be employed as soon as possible to develop an understanding and appreciation of the relationship of the school to the job.

The student with special needs who is not ready to go to work will profit from simulated on-the-job experiences or projects that closely relate to the actual world of work. These projects have to offer a diversity



of activities geared to specific interests of individuals and occupational goals. Projects may, through design or usage, be total class efforts, small group activities, or an individual task.

Students. Educators have professed a commitment to all youth. They have recognized that the reluctant learner, as well as the enthusiastic learner, the slow learner as well as the fast learner, are all a part of the vast body of youth for whom they are responsible. Providing for flexibility in the curriculum to meet the needs of all students becomes a challenge to all concerned.

The review of the literature reported in Chapter II and the survey reported in Chapter III indicate that the following general characteristics identify the student with special needs: (1) Low and progressively deteriorating marks, (2) Serious retardation in reading skills, thus rendering the student unable to cope with daily lessons, (3) Over age for grade, (4) Poor behavior and poor attendance, (5) Low teacher and counselor estimate of the student's social and emotional maturity.

The vocational guidance department in the school can assist the student in early planning. As nearly as possible, the abilities, aptitudes, and interests of each individual should be matched with a job, occupation, or profession within the world of work.

## Recommendations

The following recommendations are based on the findings of the review of literature and the survey conducted:

1. The local school superintendent and principal should work to establish distributive education programs for students with special needs.

2. The local administrator in initiating a program, needs to work cooperatively with local advisory groups made up of parents, business people and other interested groups.

3. The local school administration should provide adequate facilities and equipment for the distributive education program for students with special needs.

4. The administration needs to seek the assistance of the state department of vocational education to furnish funds and curriculum specialists for the development of these programs.

5. The school administrators should encourage and assist teachers in the program for students with special needs to secure special training and education.

6. School systems should keep the teaching load small enough to insure adequate individual instruction.

7. The teacher should have personal qualifications that will permit the teacher to understand and gain the respect of the student with special needs.

8. The planning of the curriculum for the student with special needs should be done on a basis that will fit the need and ability of the individual student. The individuality of the person enrolled necessitates the type of program that is to be presented. (A suggested outline appears in Appendix C).

9. Distributive education, with primary concern for the development of competencies in marketing functions, should be coordinated with remedial training. Distributive education must meet the diverse needs of the student by being offered in an equally diverse manner so that specialized and specific instruction can be offered at various levels of difficulty.

10. Schools need to place the students with "on-the-job" work experiences as soon as possible.

11. Additional research should be undertaken to identify jobs that can be successfully performed by youth with special needs.

12. Further research and study should be undertaken of the existing and new programs for youth with special needs.

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## APPENDIX A

December 26, 1967

Miss Mary V. Marks, Program Specialist  
Distributive Education Unit  
Department of Health, Education and Welfare  
Office of Education  
Washington, D. C. 20202

Dear Mary:

The Vocational Education Act of 1963 charged us with developing programs for students with special needs. We, in the State of Washington, have not, as yet, met this mandate to any great extent.

K. Otto Logan suggested that I work out a survey of a few selected states that have distributive education programs for students with special needs. I wish to limit the study to the high school "students" who are educationally deprived, drop-outs, economically deprived and socially and ethnically disadvantaged, but not to include those who are normally classified as belonging in special education (mentally retarded).

Would you please take a few minutes to list the states that you know have DE programs for the student with special needs. From this list I can contact the State Distributive Education Director who will be able to give me the name and address of the local high schools and the individual to contact.

Thank you.

Sincerely,

LEROY A. MCCARTNEY  
State Supervisor  
Distributive Education

LAMc:bam



DEPARTMENT OF HEALTH, EDUCATION AND WELFARE  
Office of Education  
Washington, D. C. 20202

January 4, 1968

Reply to Attn. of:  
OOE-BAVLP-DVTE

Mr. LeRoy A. McCartney  
State Supervisor  
Distributive Education  
Division of Vocational Education  
P. O. Box 248  
Olympia, Washington 98501

Dear LeRoy:

Enclosed is a list of States checked to reveal those reporting programs in 1966-67 for persons with special needs. Not all reports have been processed as yet, but this list does show activity in almost all regions of the country.

I know you will be interested in the speech given by Mr. John F. Roberts, Executive Vice-President, F. W. Woolworth Co., at the Chain Store Association luncheon during AVA. Be on the lookout for a copy of it, "Talent Utilization." It uses the descriptive phrase "catch up education" to identify vocational education's responsibility to minority youth with special needs.

Best wishes for a challenging New Year--one that will see real growth in training opportunities for the youth we have not been reaching.

Sincerely yours,

MARY V. MARKS, Program Specialist  
Distributive Education

Enclosure

STATES IDENTIFIED AS HAVING DISTRIBUTIVE EDUCATION PROGRAMS  
FOR PERSONS WITH SPECIAL NEEDS

Alabama

Lynne Rhudy  
State Supervisor  
P. O. Box 2847  
University 35486

Minnesota

Ronald Strand, State Supervisor  
State Department of Educa.  
Centennial Building  
St. Paul 55101

Arizona

Paul Bennewitz, St. Sup.  
Vocational Education  
412 Arizona State Bldg.  
Phoenix 85007

New Jersey

Robert D. Joy, State Supervisor  
Department of Education  
225 West State Street  
Trenton 08625

California

R. C. Van Wagenen  
State Supervisor  
Bureau of Bus. Ed.  
721 Capitol Mall  
Sacramento 95814

New Mexico

Ralph L. Gleckler  
State Supervisor  
Department of Education  
State Capitol Building  
Santa Fe 87501

Colorado

John R. Waldeck  
State Supervisor  
207 State Services Bldg.  
Denver 80203

New York

Dr. E. John Gradoni  
State Supervisor  
State Education Department  
Albany 12203

Florida

Gail Trapnell  
Curriculum Specialist  
Distributive Education  
State Dept. of Education  
Tallahassee 32304

North Carolina

T. Carl Brown  
State Supervisor  
Department of Public Instr.  
Education Building  
Raleigh 37600

Illinois

Ray M. Stark  
State Supervisor  
405 Centennial Bldg.  
Springfield 62706

Oklahoma

Ted Best  
State Supervisor  
1515 West 6th Avenue  
Stillwater 74074

Louisiana

H. E. Ruppert, State Supervisor  
Distributive Education Section  
State Department of Education  
P. O. Box 44064  
Baton Rouge 70804

South Carolina

Mrs. Etta Dorn  
State Supervisor  
901 Rutledge Building  
Columbia 29201

Texas

David A. Thompson  
State Supervisor  
Drawer AA, Capitol Station  
Austin 78711

Utah

Dr. Charles S. Winn, State Supervisor  
Utah State Board of Education  
1300 University Club Building  
136 East South Temple  
Salt Lake City 84111

Virginia

James Horan, Jr.  
State Supervisor  
State Department of Education  
Richmond 23216

April 5, 1968

As you know, the 1963 Vocational Education Act has charged all areas of vocational education to develop programs for the disadvantaged. We, in distributive education, in the State of Washington have not, as yet, worked out a specific program to train students with special needs. What training the special needs students have received in this state has, for the most part, been by chance.

We wish to develop some guidelines that will enable us to work toward a program in distributive education that will meet the needs of the economically deprived, socially disadvantaged, educationally deprived and other disadvantaged people.

Mary Marks of the U. S. Office of Education has indicated that possibly your state has done something toward meeting the needs of persons with special needs.

During the National DECA Leadership Conference (Secondary) in Houston, I would like to have the opportunity to spend a few minutes with you to discuss what you have done and what you think can be done for this program.

Also, would you take a few minutes to list on the attached sheet the distributive education programs in your state that have been initiated for persons with special needs.

Yours truly,

LEROY A. MCCARTNEY  
State Supervisor  
Distributive Education

LAMc:cr  
Attachment



LIST OF COORDINATORS HAVING PROGRAMS  
FOR PERSONS WITH SPECIAL NEEDS

Arizona

Bailes, Bob  
3500 South 12th Ave.  
Tucson, Arizona 85714

California

Clarence E. Moomau  
Samuel Ayer High School  
1331 Calaveras Road  
Milpitas, Calif. 95035

Joan Gorla  
Skyline High School  
12250 Skyline Blvd.  
Oakland, Calif. 94619

Robert Olney  
McClymonds High School  
2607 Myrtle Street  
Oakland, Calif. 94607

Joe Corey  
Hueneme High School  
500 Bard Road  
Oxnard, Calif. 93030

Bryant Lane, Supervisor  
Occupational Preparation  
135 Van Ness Avenue  
San Francisco, Calif. 94102

Louisiana

Mrs. Bertha Aubry Lee  
Andrew J. Bell Jr. High  
1010 North Galvez Street  
New Orleans, La. 70116

Mr. Eric Ebel  
Colton Jr. High School  
2300 Claude Avenue  
New Orleans, La. 70117

Mrs. Geraldine Talton  
Derham Jr. High School  
2600 South Rocheblave St.  
New Orleans, La. 70125

Louisiana (cont.)

Mr. Alton Giorgio  
Live Oak Jr. High School  
3128 Constance Street  
New Orleans, La. 70115

Mrs. Maria Franklin, Super.  
Distributive Education  
Orleans Parish Schools  
703 Carondelet Street  
New Orleans, La. 70130

Mr. Marvin Manual  
New Iberia High School  
415 Center Street  
New Iberia, La. 70560

Minnesota

Clifford Helling  
Robbinsdale, 5214-37th  
Avenue N.  
Robbinsdale, Minn. 55422

Clinton Kasma  
1001 State Highway #7  
Hopkins, Minn.

Margaret Andrews  
Board of Education  
807 NE Broadway  
Minneapolis, Minn. 55413

Dan Anderson  
Central High School  
E. 34th Street/4th Ave. S.  
Minneapolis, Minn. 55408

Ken Breneman  
Edison High School  
700 - 22nd Avenue NE  
Minneapolis, Minn. 55418

Lynn Smith  
North High  
Fremont Avenue N./17th S.  
Minneapolis, Minn. 55411

Richard Dick  
Roosevelt High  
4029 - 28th Avenue S.  
Minneapolis, Minn. 55406

Bill O'Brien  
South High  
Cedar Avenue/East 25th St.  
Minneapolis, Minn. 55404

Richard Durand  
West High  
Hennepin Avenue/W. 28th St.  
Minneapolis, Minn.

#### New Jersey

Steve Freedman  
East Orange High School  
East Orange, New Jersey

Leon Raphael  
Memorial High School  
West New York, N. J.

Sid Rickles  
Vocational-Technical HS  
Trenton, New Jersey

Gene Dolnick  
The Wilson School  
Jamesburg, New Jersey 08831

#### Oklahoma

Mr. Phil Porter  
Muskogee School for  
the Blind  
Muskogee, Oklahoma 74401

#### South Carolina

Florrie Stockman  
Poyner Jr. High School  
301 S. Dargan Street  
Florence, South Carolina

#### Texas

Occupational Training Coord.  
Amarillo Public Schools  
Dean Bigham, Voc. Div.  
Amarillo, Texas

Arlington Public Schools  
1203 Pioneer Parkway  
Arlington, Texas 76010

Athens Public Schools  
Athens, Texas

Beaumont Public Schools  
820 Neches  
Beaumont, Texas 77701

Brazosport Public Schools  
Drawer Z  
Freeport, Texas 77541

#### Utah

Richard Barber  
Bountiful High School  
Bountiful, Utah 84010

Ruth Palmer  
1335 Emerson Avenue  
Salt Lake City, Utah 84105

James Parrish  
Viewmont High  
Bountiful, Utah 84010

D. Lamar Palmer  
Davis High  
Kaysville, Utah 84037

Larry Leonard  
Carbon High  
Price, Utah

April 23, 1968

Dear \_\_\_\_\_ :

The Distributive Education Division of Vocational Education in the State of Washington has not, as yet, developed a specific program to train students with special needs. What training they have received here has, for the most part, been by chance.

We feel that we need to develop a set of guidelines that will enable us to meet the growing concern for the disadvantaged. But before we can develop such a program we need your assistance and advice in planning. It is necessary that we learn as much as possible from those of you who have been instrumental in initiating and conducting a distributive education program for students with special needs.

Your name and school were given to us by your State Supervisor of distributive education. Your response to the enclosed questionnaire will be combined with others from your state and other states who have such programs.

The enclosed questionnaire has been developed as a basis for the formulation of guidelines for a distributive education program for persons with special needs. Please complete the questionnaire and return it to us by May 10, 1968.

Sincerely yours,

LEROY A. MCCARTNEY  
State Supervisor  
Distributive Education

LAMc:bam  
enclosures



Name of person responding \_\_\_\_\_

Title or position \_\_\_\_\_

Name of school \_\_\_\_\_

Address of school \_\_\_\_\_

#### INSTRUCTIONS

Please provide us with information about your Distributive Education program for students with special needs. (Those who cannot succeed in regular programs and for which special programs have been developed. Please exclude those who are normally classified as mentally handicapped.) Names of individuals or schools will not be used in describing or reporting any program.

1. Classification:

- Pilot (experimental)  
 Demonstration  
 Developmental  
 Regular  
 Other (Explain)

2. School year program first offered:

19\_\_-19\_\_

3. Which of the following agencies (if any) outside of the school system are involved in any way with the administration, supervision or advisory capacity of your program?

- Local business  
 Department of Public Assistance  
 U. S. Department of Labor  
 State Department of Education  
 State Department of Vocational Education  
 Employment Service  
 College or University  
 Other \_\_\_\_\_  
 (Church, Service Club, etc.)

4. Which of the following school personnel were instrumental in initiating the program?

School Board  
 Superintendent  
 Principal  
 Counselor  
 Teacher  
 Other \_\_\_\_\_

5. Which of the following agencies outside of the local school were instrumental in initiating the program?

Parents  
 Labor  
 Business  
 Lay Group  
 State Department of Education  
 State Department of Vocational Education  
 College or University  
 Other \_\_\_\_\_

6. Were physical facilities designed specifically for program?  Yes  No

7. Is there a maximum teacher-pupil ratio?  Yes  
 No. If yes, please indicate:

5-10  
 10-15  
 15-20  
 20-25  
 Over 25

8. Which statement best describes the procedure used to select students who enroll in the persons with special needs program:

Teacher required to take all who are sent  
 Teacher takes all who are interested  
 Teacher and administrator select from all who are interested  
 Teacher selects from those referred by other teachers  
 Guidance counselor selects all those who meet qualifying criteria and provides teacher with list from which teacher selects

8.  Cooperative selection committee composed of vocational teacher, guidance counselor, administrator, and certain teachers made decisions on basis of tests, records, and observed student abilities  
 Other (describe) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
9.  No  Yes Is there a minimum level of ability which provides a means to limit the enrollment in this program? If yes, briefly describe the characteristics and how determined  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
10.  No  Yes Is there either an upper or lower age limit which determines whether a student may participate? If yes, please indicate.  
 \_\_\_\_\_ Lower age limit  
 \_\_\_\_\_ Upper age limit
11.  No  Yes Is the program curriculum outlined so that it could be adapted to a similar program in another school system? If available, please include a copy with this questionnaire.
12.  No  Yes Did you plan the curriculum specifically for this program?
13.  No  Yes Did you adapt the curriculum from another program to fit this program? If yes, please indicate the source of curriculum materials?  
 \_\_\_\_\_  
 \_\_\_\_\_
14.  No  Yes Does this program lead to a standard certificate of graduation?

15. \_\_\_\_\_ No \_\_\_\_\_ Yes Were special efforts made to adapt normal subject matter materials to fit the abilities and needs of the students in this program? Describe below.  
(Example: Selected material at 6th grade reading level)

16. Please provide us with a sample schedule of a typical week for students in this program:

Period	Monday	Tuesday	Wednesday	Thursday	Friday

17. Check the appropriate blanks to indicate the kinds of personnel available to assist or work with students or teacher in this program and indicate whether they are part-time or full-time school employees or available on a call basis.

<u>Personnel</u>	<u>None now, needed</u>	<u>Part- time</u>	<u>Full- time</u>	<u>On- call</u>
Psychologist	_____	_____	_____	_____
Curriculum	_____	_____	_____	_____
Vocational Sup.	_____	_____	_____	_____
School Counselor	_____	_____	_____	_____
Voc. Guidance Per.	_____	_____	_____	_____
Social Worker	_____	_____	_____	_____
Reading Specialist	_____	_____	_____	_____
Speech Therapist	_____	_____	_____	_____
School Nurse	_____	_____	_____	_____
School Doctor	_____	_____	_____	_____
Other _____	_____	_____	_____	_____

18.  No  Yes Is there an advisory or consultative group which assists the teacher in planning and conducting this program? If the answer is yes, please read the list below and check the one category which best describes this relationship.

- Separate and specific advisory/consultative group for this program  
 Advisory/consultative group for the total vocational program in the school systems  
 Advisory/consultative group for particular school in which the program operates  
 Advisory/consultative group for the total school system  
 Advisory/consultative group outside the local school system on a state or regional level

19.  No  Yes Does the distributive education program have in operation a placement program which assists graduates of the persons with special needs program to secure jobs? If yes, please describe this program briefly and indicate how successful it is:

20.  No  Yes Does the persons with special needs program provide the trainee an opportunity to apply the knowledge or skills taught in the program? If yes, please indicate the method(s) used.

- Work experience or on-the-job training  
 School DE laboratory  
 DE Projects  
 Parental supervision at personal business  
 Other (list) \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

21.        No        Yes Does the school provide special or remedial courses in which the students in your program are enrolled to help correct or improve some learning deficiency? (Example: reading, mathematics, etc.) If yes, please list or briefly describe:

22.        No        Yes Does the school system have any method for the early identification of potential enrollees? At what level are they first identified for this program?

- Elementary school
- Junior high school
- First year of high school
- Other (specify) \_\_\_\_\_

23.        No        Yes Has the teacher had any special education or other preparatory training (college workshops, extension course, etc.) which improves his (her) ability to work with this program? If yes, indicate type and number of hours of credit.

<u>Type of Training</u>	<u>Credit Hours</u>	<u>Non-Credit or Clock Hours</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

24.        No        Yes Does the teacher have occupational experience related to this program? If yes, list the type of experience and number of years.



May 10, 1968

Dear \_\_\_\_\_:

We recently mailed you a questionnaire asking about your distributive education program for students with special needs.

As there are very few such programs, it is important that we receive your response to the questionnaire to make the study complete.

Will you please check the appropriate statement(s) below and return this letter in the enclosed self-addressed envelope.

\_\_\_\_\_ Questionnaire has been  
completed and returned

\_\_\_\_\_ Please send another  
questionnaire

\_\_\_\_\_ Questionnaire was not  
received

\_\_\_\_\_ Questionnaire was given  
to: Name \_\_\_\_\_  
Address \_\_\_\_\_  
\_\_\_\_\_ for completion.

Sincerely yours,

LEROY A. MCCARTNEY  
State Supervisor  
Distributive Education

LAMc:bam



## APPENDIX B

## PERSONAL INTERVIEW

1. Who were the individuals or groups that were instrumental in the initial planning of the programs:

Local school administrator  
 Classroom teacher  
 Guidance staff  
 State educational services  
 Higher education institutions  
 Other (specify)

2. Do you believe these students should participate in "on-the-job" training? If yes, when?

As soon as placement can be found  
 After the first term of the program  
 After the completion of the program  
 Other (specify)

3. What should the teacher education courses include:

Occupational relations  
 Survey courses in distribution  
 Teacher workshops that identify course content and teaching methods  
 Psychology of the persons with special needs  
 Other (specify)

4. Does distributive education offer a core of instruction that could apply generally to all occupations even those occupations outside of DE. If it does, what are they?

Understanding of and respect for the dignity of work  
 Acceptable work habits, attitudes and skills  
 Self confidence and self reliance  
 Understanding about the roles of employers, civic and community organizations  
 Awareness of the relationship of education to employment  
 Other (specify)

5. In planning and initiating a program for persons with special needs, were you faced with problems and difficulties that were not encountered in a regular DE program? If yes, what did these problems stem from?

Group diversity--dropouts, potential dropouts, socially deprived, etc.  
 Appropriate grade or age grouping  
 Range of ability of youth to be served  
 Range of limited jobs  
 Other (specify)

6. What has the DE program for students with special needs been titled to differentiate it from the regular DE program?

Basic DE  
 Integrated DE  
 Introduction to DE  
 DE I  
 Other (specify)

7. How does the curriculum pattern for persons with special needs deviate from the traditional DE program?

Single semester course  
 Division of a six-period day into two equal parts to provide basic instruction and pre-employment training  
 Reduce the length of the school day  
 A combination of classwork with projects  
 Curtail formal class instruction and supplement with simulated or actual work experience  
 Other (specify)

8. Suggest various guidelines for selecting instructional content:

Flexibility--no Carnegie unit--change the length of the day, use core teachers, use simulated projects  
 Use advisory committees for: employment opportunities, job descriptions  
 Identify entry jobs that are available  
 Increase motivation by:  
 Vocational Guidance

8.             Occupational information  
               Individualized instruction  
               Informal atmosphere  
               Providing an opportunity for expansion  
 Stress the basic competencies  
               Social skills  
               Basic skills  
               Technical skills  
 Use marketing functions as the instructional  
              discipline--center content on functions of  
              selling operations--de-emphasize management  
              and research  
 Other (specify)
9. What are the curriculum objectives of a program for  
persons with special needs?
- To develop marketable skills  
 To overcome deficiencies that exclude them from  
              other classes  
 To provide diversity in choice of occupational  
              goals and level of training  
 Other (specify)

APPENDIX C

## COURSE OUTLINE FOR BUSINESS SERVICE EDUCATION

The course outline was prepared to serve as a basis for the development of a teaching plan. Business service education is closely patterned after the subject matter in distributive education but with major emphasis on non-selling jobs. Very little time should be spent on selling since very few of the students will be placed in selling positions. These students will be placed in retail and related jobs that require knowledge of receiving, stocking, shipping, wrapping, and other functions that occur off the sales floor.

These are students with basic deficiencies in reading, spelling, and arithmetic. These basic skills, along with personality improvement and human relations should be emphasized throughout the length of the program.

The knowledge of how our government functions and how it affects each individual needs to be stressed, therefore, the units on economics, labor laws, unions, social security, and income taxes are very important.

The cash register is taught to all students since all business, large and small, use it. Also, the cash register makes the assignment on change-making more realistic.

Programs that do not place a large number of the students

in retail establishments but in other areas of distribution should place more emphasis on areas that pertain to the individual's place of employment or selected occupational goal.

BUSINESS SERVICE EDUCATION  
Course Outline

UNITS

- I. ORIENTATION
  - A. What is Business Service Education
  - B. What is expected of the Business Service Education student
  - C. School regulations concerning Business Service Education
  
- II. OCCUPATIONAL REPORT
  - A. Job qualifications
  - B. Work benefits
  - C. Work conditions
  - D. Type of work
  - E. Compensation
  - F. Advantages and Disadvantages
  
- III. HOW TO FIND AND APPLY FOR A JOB
  - A. Where jobs come from
  - B. Sources of job information
  - C. What are employers looking for
  - D. Personal inventory
  - E. Personal qualifications
  - F. Preparing for the interview
  - G. The interview
  - H. After the interview
  - I. The application form
  - J. The application test

## IV. ON THE JOB

- A. What workers want
- B. What employers expect
- C. What employers provide
- D. Store policies and routines
- E. Employee welfare and working conditions
- F. Opportunities for advancement
- G. Safety and security

## V. THE FREE ENTERPRISE SYSTEM

- A. Retailing and the economy
- B. Kinds of retail stores
- C. Types of ownership
- D. Retail locations
- E. Taxes and the businessman
- F. The American taxpayer

## VI. STOCKKEEPING AND INVENTORY

- A. Importance of stockkeeping
- B. Types of stockkeeping
- C. Replenishing and arranging stock
- D. Stock control
- E. Importance and care of stock
- F. Forward and reserve stock
- G. Perpetual and physical inventory

## VII. RECEIVING, CHECKING, AND MARKING

- A. Receiving the goods
- B. Checking and inspecting shipments
- C. Marking goods
- D. Kinds of price tickets
- E. Turnover
- F. Purchase orders
- G. Cost codes

## VIII. WRAPPING AND SHIPPING

- A. Why goods are wrapped
- B. Kinds of wrapping
- C. How to wrap packages
- D. Gift wrapping
- E. Materials for gift wrapping
- F. Using postal services
- G. Classes of mail



- VIII. H. Packages for delivery and mailing
- I. Shipping rates

IX. INVOICES AND DISCOUNTS

- A. What are invoices
- B. Understanding invoices
- C. Terms of payments
- D. Cash discounts
- E. Figuring cash discounts
- F. Types of discounts

X. MARKUP AND MARKDOWN

- A. Understanding the basis of markup
- B. Planning for markup
- C. Markup charts
- D. Causes of markdown
- E. Cost factor in pricing

XI. CASH REGISTER, CHANGE MAKING, SALES SLIPS

- A. Ringing up sales
- B. Making change
- C. Tips on handling money
- D. Checking the register
- E. Sales slips

XII. PAYROLL

- A. Pay plans
- B. Payroll deductions
- C. Overtime pay
- D. Store privileges
- E. How to figure payroll

XIII. FEDERAL AND STATE INCOME TAXES

- A. History of the income tax
- B. Who must file
- C. How to file tax returns

## XIV. SOCIAL SECURITY

- A. History of Social Security
- B. Basic Social Security program
- C. Social Security insurance against other risks
- D. Other public programs

## XV. GOVERNMENT REGULATIONS

- A. Reasons for government regulations
- B. Safety
- C. Employee welfare
- D. Prices
- E. Credit
- F. Discrimination
- G. Advertising and selling
- H. Mergers

## XVI. LABOR LAWS AND LABOR UNIONS

- A. Federal labor laws
- B. Washington labor laws
- C. Why do workers organize
- D. Importance of labor unions
- E. Workman's compensation
- F. Unemployment insurance

## XVII. THE TELEPHONE

- A. Telephone manners
- B. Selling by telephone
- C. The telephone book

## XVIII. HUMAN RELATIONS AND JOB SUCCESS

- A. Self analysis
- B. Types of personalities
- C. Guide to personal change
- D. Personal appearance (grooming)
- E. Employer relations
- F. Co-worker relations