The increasing use of displays by businessmen is creating a demand for display workers. This demand may be met by preparing high school students to enter the field of display. Additional workers might be recruited by offering adult training programs for individuals working within the stores. For this purpose a curriculum guide has been developed describing: employment demands, administrative considerations, facilities, student attributes, course format, teaching suggestions, expected outcomes, course outline, and using audiovisual materials, followed by an appendix of suggestions for the course. The course is designed for a ten to twenty week program at the twelfth grade level. The course is arranged by topic under the headings of performance objectives, instructional techniques, learning experiences, and evaluative techniques. (DS)
Display Merchandising

Visual Advertisement Services Occupations
Advertising Services Occupations

Display through Merchandising

Visual Advertising Services Occupations
Foreword

As a result of the competition for the consumer's dollar, retail merchants are relying more and more on the use of displays to increase their sales. Visual merchandising is a specific area, but the preparation of a display is not just decoration. It involves the arrangement of items to make a purchase, the preparation of a display to catch the customer's eye and promote him to exhibit an article so effectively that it attracts the customer's interest and makes him buy more and more on the use of displays to increase their sales. Visual merchandising techniques are relying on the result of the competition for the consumer's dollar, retail merchants are relying more and more on the use of displays to increase their sales.

HERBERT BOTHAMLEY, Chief
Message to the Instructor

Visual Merchandising Through Display is part of a larger cluster of occupational preparation related to advertising services. The principles and practices outlined in this guide are particularly important for persons who wish to enter the field of display or for individuals who desire to upgrade their present skills. The content builds on a base of elementary understandings and permits the student to apply his knowledge and a base of elementary understandings and permit the student to apply his knowledge and participate in advertising services. The preparation referred to advertising services, the preparation referred to advertising services, the preparation referred to advertising services.

The program may be used also as part of the occupational preparation for a specialty, and department store salespeople. Secondary and adult students who are learning about or developing a specialization that will be useful in their career development.

The instructor is urged to use this outline with his students in relation to their stage of development. There are numerous provisions for individual and small group learning activities that can be improved upon with experience. While we feel that the statements of positions presented in this publication are contained in this publication, please let us know where future improvements can be made.
Contents

Foreword.

Using Audiovisual Materials

Message to the Instructor

Preparing and Using Transparencies

Using Audiovisual Materials

Part I: Employment Demands

A. Equipment and supplies

B. Suggested layouts for distributive education classroom-laboratory

C. Traits and attitudes for employment

D. Self-analysis of attitudes toward work

E. Concept of self in the world of work

Part II: Visual Merchandising

A. Expected outcomes

B. Teaching suggestions

C. Course format

D. Administrative considerations

E. Concept of self in the world of work

F. Introduction to visual merchandising

Unit 1: Introduction to visual merchandising

Unit 2: Visual merchandising techniques

Unit 3: Materials and equipment used in displays

Unit 4: Planning a display

Unit 5: Executing a display

Bibliography

Appendix

Vocational Guide

Directory
Visual Merchandising through Display

Visual merchandising carries the message of marketing. This instructor's guide is devoted to that part of the message which is communicated to a potential customer through displays in the windows, along the aisles, and on the walls and counters of a store.

Displays set a mood, challenge a person, remind him, inform him, and in some way cause him to act. There are many types of displays, but the form they take can be related to a series of principles which are outlined in this publication.

The increasing use of displays by businessmen is creating a demand for display workers. This demand may be met by preparing high school students to enter the field of display. Additional workers might be recruited by offering adult training programs for individuals working in stores who have the added responsibility for displays, people seeking new jobs, early retirees wishing to return to work, and persons looking for part-time or full-time work.

The expected performance objectives or student outcomes can be attained in a minimum of 10 weeks or a maximum of 20 weeks. The course is designed for advanced class for distriution education students in the 12th grade. Also, the course is open to other adult students who have had experience in sales and merchandising.

Visual merchandising is part of the advertising services cluster. Occupational education students in this area of study should have available other modules of course content. It is suggested that distribution education students have as a prerequisite for this course the fundamentals of display in an advanced class for distribution education students.

The module may be scheduled for a single period for part or all of a semester as a prepared course for a single period. The module may be scheduled for a single period for part or all of a semester as a prepared course for distribution education students.

In addition, cooperative work experience should be included as part of the student's program of occupational preparation for an improved level of competency for students who are directly preparing for this area of work. Cooperative work experience should be included as part of the student's program of occupational preparation for an improved level of competency for students who are directly preparing for this area of work.

Adult students would be more cognizant of the basic elements contained in this publication, particularly if they have had experience in sales and merchandising. They should also be familiar with the fundamentals of display in an advanced class for distribution education students in the 12th grade. Also, the course is open to other adult students who have had experience in sales and merchandising.
In most circumstances, fifteen 2-hour sessions will provide adequate time to accomplish the expected outcomes. However, providing additional practical experiences or courses in commercial art and design may indicate skills that could be further developed. In certain circumstances, matured teachers, practical experiences or courses in commercial art and design may indicate skills that could be further developed. In certain circumstances, matured teachers, practical experiences or courses in commercial art and design may indicate skills that could be further developed. In certain circumstances, matured teachers, practical experiences or courses in commercial art and design may indicate skills that could be further developed. In certain circumstances, matured teachers, practical experiences or courses in commercial art and design may indicate skills that could be further developed. 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In certain circumstances, matured teachers, practice
and create a variety of displays.

Instructors, to put it all together, are they designing students to put it all together? An opportunity for the previously presented and an opportunity for the summary and review of the information.

Unit 4 - Procedures to use when planning a display

Unit 3 - Necessary materials and equipment used

Unit 2 - Techniques for creating an effective display including the elements and principles of design, use of color and lights, and the arrangement of merchandise and showcards.

Unit 1 - An overview of the field of display along with some career information.

Course Outline

Expected Outcomes

In the usual educational process, perceptions which are given very little attention in theory, discussions require specific attention and practice. In theory, it is virtually impossible to carry out the phases of display. However, the student should be able to express it visually, recognizing that the student must be translated into a visual product with all the attendant conditions. The course, and the concepts and facts of the course, must be translated into a finished product with all the attendant conditions. The course has just begun to be functional.

The instructor, the instructor, is considered not as the only way or the final answer for teaching display. Thus, the suggestions given in this outline are to be considered not as the only way or the final answer for teaching display. Materials and methods of display are changing constantly.

Other retail and wholesale occupations should be considered not as the only way or the final answer for teaching display. Materials and methods of display are changing constantly.

Use instructional aids to clarify the presentations.

Read trade magazines to keep up to date with new information and developments that are occurring in the field of display.

Use instructional aids to clarify the presentations.

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UNIT 1

TOPIC: Characteristics of Visual Merchandising

INTRODUCTION TO VISUAL MERCHANDISING

PERFORMANCE OBJECTIVES
To select from illustrations of promotional activities those having the characteristics of visual merchandising exhibited by each store.

INSTRUCTIONAL TECHNIQUES

Indicate that visual merchandising is used to promote goods.

Explain that a successful display generally has the following characteristics:

A - attracts attention
I - creates an interest or image
D - develops a desire
A - inspires action

(Ref. C, p. 16; Ref. E, pp. 5-7; Ref. H, pp. 4-5, 50-51)

Show illustrations of various types of displays and discuss image.

Explain and illustrate how displays also reflect the store's image.

Textbook citations are shown on page 78.

Visual merchandising is used to promote goods. A successful display generally has the following characteristics:

A - attracts attention
I - creates an interest or image
D - develops a desire
A - inspires action

Generally, the characteristics of successful displays, and ideas. Explain that a successful display is used to promote goods.

Instructor Training Techniques
LEARNING EXPERIENCES

Show illustrations (slides or pictures) of displays from different types of businesses and have students point out the characteristics of visual merchandising exhibited by each display.

Have students prepare a list of characteristics that differentiate visual merchandising from other merchandising techniques that use different senses.

Compare and discuss the different characteristics.

Have students describe the characteristics of an effective window display.

Have students compare window displays in different stores of the same type and explain how each reflects the store's image.

EVALUATIVE TECHNIQUES

Have students select from a series of illustrations of various types of promotional activities those classified as visual merchandising and then explain why.

Have students identify from a series of visual merchandising illustrations the ones that best illustrate the characteristics of a good display.

Have students prepare a list of illustrations that best illustrate the characteristics of various types of visual merchandising.

Have students bring in newspaper or magazine illustrations of displays and to point out the characteristics of visual merchandising exhibited in each.

SHOW ILLUSTRATIONS (SLIDES OR PICTURES) OF DISPLAYS
Introduction to Visual Merchandising

TOPIC

Uses of Visual Merchandising

Types of Displays

PERFORMANCE OBJECTIVES

INSTRUCTIONAL TECHNIQUES

To select from illustrations of visual merchandising those used to promote the sale of merchandise.

Include such events as:

- Fund raising
- Red Cross, United Fund, CP, Government
- Special events - timely, seasonal, anniversaries
- Celebrations - floats, booths
- Education - youth groups, civic clubs, service clubs

Explain and illustrate with filmstrips, slides, and pictures how displays are used to promote goodwill.

Include such occasions as:

- Fund raising
- Red Cross, United Fund, CP, Government

To select from illustrations of visual merchandising those used to promote goodwill.

Include such events as:

- Fund raising
- Red Cross, United Fund, CP, Government

Explain and illustrate with filmstrips, slides, and pictures how displays are used to promote the sale of merchandise.

Include such events as:

- Fund raising
- Red Cross, United Fund, CP, Government

Explain and illustrate with filmstrips, slides, and pictures how displays are used to promote the sale of merchandise.

Discuss and show illustrations of window displays, including:

- Island
- Counter
- Lobby
- Arcade
- "L" shape
- Straight

Discuss the importance of using instructional displays.

Instructional displays are needed to promote goods.

Instructional displays are needed to promote goods.

Instructional displays are needed to promote goods.

Instructional displays are needed to promote goods.
LEARNING EXPERIENCES

Have students bring in illustrations of promotional displays and identify the event associated with each illustration. Show students pictures of various types of window and interior displays. Have students draw rough sketches of or bring in pictures that illustrate the various types of window displays. Have students select from illustrations of visual merchandising of various types of window and interior displays and give the uses for each.
Have students describe examples of various types of promotional displays and identify different promotional types of window and interior displays. Have students select from a series of illustrations of promotional displays and three illustrations of institutional displays. Have students describe three illustrations of promotional displays and three illustrations of institutional displays. Have students explain how the statement of the passerby is used to make the passerby buy. Have students describe their recent or recent instillation. Ask students to describe current or recent instillation. Have students bring in illustrations of promotional displays and identify the event associated with each illustration. Have students describe current or recent instillation.

EVALUATIVE TECHNIQUES

Have students react to the statement that a window is used to make the passer buy.
Have students explain how windows are used to convey messages (introducing a new color, how to wear a new style). Have students explain how windows are used to convey messages (introducing a new color, how to wear a new style). Have students describe three illustrations of promotional displays and three illustrations of institutional displays.

Have students select from a series of illustrations of visual merchandising of various types of window and interior displays and explain the uses for each type.
Have students describe examples of various types of window and interior displays. Have students select from illustrations of visual merchandising of various types of window and interior displays.

Introduction to Visual Merchandising
Introduction to Visual Merchandising

Occupational Opportunities in Visual Merchandising

PERFORMANCE OBJECTIVES

To arrange, at a basic level, at least one type of interior display based on the principles learned so far.

To analyze career information in the field of visual merchandising for the purpose of making sound judgments relative to career choice and planning.

INSTRUCTIONAL TECHNIQUES

Explain the different types of backgrounds that may be used for window displays, including:

- Full
- Partial
- Open

Discuss and illustrate with filmstrips, slides, and pictures the various types of interior displays, including:

- Wall and ledge display
- Point-of-purchase display
- Assortment display
- Architectural column display
- Showcase display

Discuss and illustrate with filmstrips, slides, and pictures the various types of interior displays, including:

- Department stores
- Specialty shops
- Corner shops within large stores
- Government agencies

Discuss the various establishments where display people are employed. Include such places as:

- Department stores
- Supermarkets
- Discount stores
- Government agencies
- Manufacturers
- Variety stores
- Specialty shops
- Corner shops within large stores
- Manufacturers

To analyze career information in the field of visual merchandising for the purpose of making sound judgments relative to career choice and planning.

Resource:

- Ref. C, pp. 16-20; Ref. H, pp. 201-202, 209-216
- Ref. C, pp. 15-16; Ref. I, pp. 17-18
- Ref. C, pp. 15-16; Ref. J, pp. 428-430
- Community resources
Introduction to Visual Merchandising

EVALUATIVE TECHNIQUES

LEARNING EXPERIENCES

Have students arrange an interior display using a particular kind of merchandise (apparel, shoes, etc.) and explain the reasons for their choice of display. Have students bring in items from home or borrow merchandise from a local store and have the display manager explain the work performed, and advancement possibilities for the different jobs represented. Also, point out the equipment and supplies that are available.

Arrange a field trip to a display department of a local store, and have the students interview store managers to determine how they use displays in their stores. Ask the students to report their findings to the class.

Have teams of two or three students interview different store managers to determine how they use displays in their stores. Have the teams report their findings to the class at the next class.

Have each student analyze his own display and offer suggestions for improvement. Then, ask the other students to critique the display. Have the students bring in items from home or borrow merchandise from a local store.

Have students list the various places a display person might find employment.
TOPIC: Introduction to Visual Merchandising

PERFORMANCE OBJECTIVES

Discuss the possible line of advancement for a display worker and answer period. Summarize and discuss the speaker's remarks. Invite a person who is in charge of display for a medium-sized store to discuss the wide variety of work for which his department is responsible and the requirements for the different types of display workers he has on his staff. Follow with a question and answer period. Summarize and discuss the speaker's remarks. Invite a display manager of a local store to discuss the wide range of work for which his department is responsible and the requirements for the different types of display workers he has on his staff. Follow with a question and answer period. Summarize and discuss the speaker's remarks. Discuss the possible line of advancement for a display worker (learner, general display person, specialist in a certain field). Emphasize the need to develop a wide range of skills.

REMARKS

Discuss the qualifications, duties, working conditions, earnings, and opportunities for advancement for a general display person. Emphasize that the need is for a person capable in many areas. Emphasize the need for a person interested in display work who should have:

- Sales experience
- Understanding of human nature
- Imagination
- Knowledge of community and seasonal activities
- Awareness of current trends
- Creative ability
- Artistic talents
- Ability to interpret public tastes
- Limited manual skills
- Knowledge of promotional techniques including ad
- Understanding of human nature

REFERENCES

Ref: E, pp. 7-13; Ret: G, pp. 5-9; Ref. I, pp. 1-3;
LEARNING EXPERIENCES

Have students obtain from department store personnel manager job descriptions and requirements for individuals employed in their display departments. Ask students to report their findings to class and discuss the information presented. Have students list what they consider to be the five most important talents a display worker should possess. As a result of the discussion, formulate the five most important talents that a display worker should have.

Make arrangements with different display managers to allow selected students to visit and observe the work that is done in a display department. Ask students to report their findings to class and discuss the information presented. Have students describe the various tasks for which a display person might be responsible.

EVALUATIVE TECHNIQUES

Introduction to Visual Merchandising

Have students write a complete job description and requirements for a specific position in the field of visual merchandising. Have each student compare his abilities with the requirements for a job in display work and to indicate the plan of action he intends to follow to reach his occupational goal. Make arrangements for a specific position in the field of visual merchandising. Have students write a complete job description and...

LEARNING EXPERIENCES
Introduction to Visual Merchandising

**TOPIC**

**PERFORMANCE OBJECTIVES**

To practice behavior that contributes to success on the job.

**INSTRUCTIONAL TECHNIQUES**

Discuss various areas of specialization available to the competent display person, such as:

- Display designer
- Art director
- Fashion coordinator
- Window installer
- Commercial artist
- Display manager
- Design director

Discuss the various characteristics that employers like to see in employees who want to practice behavior that contributes to success on the job. Include such characteristics as:

- Initiative
- Willingness to work
- Dependability
- Enthusiasm
- Acceptance of change
- Punctuality
- Tolerance
- Moral integrity
- Loyalty
- Interest in others
- Cost consciousness
- Neat appearance
- Initiative to learn
- Cooperativeness
- Readiness for change
- Enthusiasm
- Dependability
- Willingness to work
- Initiative

Discuss various things a worker might expect from a job. Include such things as:

- Personal satisfaction
- Possible advancement
- Adequate wages and fringe benefits
- Good working conditions and hours
- Challenging work
- Steady employment
- Additional training
- Tolerance
- Punctuality
- Acceptance of change
- Willingness to learn
- Absence of change
- Good appearance
- Willingness to learn
- Personal satisfaction
- Initiative

LEARNING EXPERIENCES

EVALUATIVE TECHNIQUES

INTRODUCTION TO VISUAL MERCHANDISING

Have students explain the various fields of specialization that are open to a competent display person. Discuss the outcomes and possible alternate actions. Worker characteristics and poor working relationships (without using names) that relate to undesirable conditions that workers encounter.

Have selected students interview workers and determine what each receives from his job. Ask students to summarize and report their findings to the class but be sure to keep the identity of each interviewee anonymous.

Discuss the findings and develop a master list of things people receive from jobs. Have each student develop a list of the characteristics of a good employee and what an employer would expect from an employee. Compare suggestions and make a master list of about 15 items for both the employee and employer.

Have each student develop a list of outcomes he hopes to receive from his job. Have students explain the characteristics of a good employee and how these traits influence success on the job. Have students explain the various fields of specialization that are open to a competent display person.
Introduction to Visual Merchandising

PERFORMANCE OBJECTIVES

1. To practice behavior that contributes to harmonious working relationships.
2. To perform satisfactorily on the job.

INSTRUCTIONAL TECHNIQUES

 Invite an employer or a director of personnel to discuss the traits he looks for when he hires an employee. Follow with a question and answer period.

 Summarize and discuss the speaker's remarks.

 Explain the various personal characteristics that contribute to harmonious working relationships. Include such items as:

 - Cooperation
 - Tolerance
 - Responsibility
 - Loyalty
 - Enthusiasm
 - Regular attendance
 - Following store rules
 - Respect for authority
 - Following instructions
 - Tolerance
 - Cooperation

 Invite an experienced employee to discuss the importance of getting along on the job. Follow with a question and answer period. Summarize and discuss the speaker's remarks.

 Explain the various things that the employer and the employee contribute to the job situation. Include such items as:

 - Physical facilities
 - Training
 - Tools and equipment
 - Salary
 - Insurance

 Develop various reasons for employees being dismissed. Include such items as:

 - Laziness
 - Noncooperation
 - Dishonesty
 - Inefficiency
 - Absenteeism
 - Lack of initiative
 - Laziness
 - Dishonesty

 (Ref. B, pp. 51-55)

 Invite an experienced employee to discuss the importance of getting along on the job. Follow with a question and answer period. Summarize and discuss the speaker's remarks.

 Explain the various things that the employer and the employee contribute to the job situation. Include such items as:

 - Physical facilities
 - Training
 - Tools and equipment
 - Salary
 - Insurance

 (Ref. B, pp. 51-55)

 (Ref. B, pp. 79-83; Ref. F, pp. 93-99; Ref. J, pp. 620-624)

 Relational responsibilities that contribute to harmonious working relationships.
EVALUATIVE TECHNIQUES

LEARNING EXPERIENCES

Have students role play on-the-job situations involving poor working relationships. Situations might include an employee who:

Is continually late
Does not get along with his coworkers
Gossips about other workers
Does not do his share of the work
Asks another to cover for him while he goes off for a smoke
Talks back to his supervisor
Is always playing practical jokes on coworkers
Does not do his share of the work

Discuss the solutions to the above situations and consider alternate actions. Have the students make a list of the things an employer provides an employee and the things an employee provides the employer.

Have students interview employers or personnel directors to find out the reasons workers are dismissed or the reasons applicants are disqualified during interviews which prevent them from being hired. Ask students to share findings with the class. Discuss mistakes or the mistakes applicants make during interviews to find out the reasons workers are dismissed or personnel directors are disqualified during interviews which prevent them from being hired.

Have students explain the importance of being able to get along on the job with other employees. Have the students explain the reasons why employers and employees need each other in the world of business. Have the students explain the reasons why employees might be dismissed from a job.

Have the students explain 10 reasons why an employee might be dismissed from a job.
Visual Merchandising Techniques

Elements of Design

To apply the elements of design to create an effective display, include such items as:

- Color - emotional impact, contrast
- Weight - contrast, proportion
- Size - proportion
- Space - amount of white or open space
- Texture - smooth, rough, shiny, dull
- Proportion
- Shape - circle, square, triangle, combinations,
- Direction - horizontal, vertical, left and right
- Line - straight, curved, structural, ornamental

Introductory the elements of design and use illustrations of pictures, squares (blocks), circles (balls), and triangles (pyramids) to show how, why, and where each element is used.

To apply the elements of design to create an effective display.
LEARNING EXPERIENCES

- **EVALUATIVE TECHNIQUES**
  - Visual Merchandising Techniques
  - Have each team create simple arrangements containing ornamental lines. Ask students to distinguish between structural and decorative lines. Have students show how curved, vertical, horizontal, and diagonal lines are used in displays.
  - Have students draw illustrations that illustrate the effectiveness of the elements used in each display. Show students pictures of displays that illustrate the use of various sizes using the elements of design with objects such as line, direction, shape, size.
  - Ask students to draw illustrations of displays that illustrate the various elements of design that appear in each display created by using the various elements of design that can be
  - Have each student use a rating sheet to evaluate his on-the-job performance. Then, have each one develop a self-improvement plan to increase his value to his employer.
  - Divide class into teams of two or three students. Have each team compile a similar list compiled by the New York State Department of Labor. Compare this list with a dismissing on an employee.
TOPIC
Principles of Design

PERFORMANCE OBJECTIVES
To apply the principles of design
To display different types of merchandise
Arrangement of merchandise

INSTRUCTIONAL TECHNIQUES
Introduce the principles of design and use illustrations to show how, why, and where each method is used in each display.

 Invite an art teacher to point out the importance of design elements and principles of design used in each display.

Show illustrations of good displays for a variety of merchandise.

A flannel board may be made by attaching a piece of flannel to light weight plywood or panelboard. Draw the flannel smoothly and tightly over the board and fasten with tacks or staples.

Include such items as:

Emphasis - proper center of interest
Contrast - different shapes, sizes, colors
Harmony - arrangement of individual parts, unit
Rhythm - repetition, alternation, variation, gradation
Dominance - size, color, shape, lines
Unity - single impression
Balance - formal, informal

Learning Experiences

Evaluate Techniques

Visual Merchandising Techniques

EVALUATIVE TECHNIQUES

Have students identify from illustrations of displays the various principles of design that appear in each display. Ask students to draw illustrations of displays that illustrate the principles of design they wish to achieve such as balance, harmony, rhythm, contrast, and dominance.

Have students create simple arrangements with objects of different sizes and colors to illustrate formal and informal balance, dominance, harmony, rhythm, contrast, and repetition. Have students describe three different window displays they have seen and point out the elements and principles of design used in each display. Have students use squares, circles, and triangles to illustrate the different principles of design. Have students explain when to use formal and informal balance in displays. Have students use a flannel board and pieces of cloth to illustrate the principles of design that are a part of each display. Have students bring in illustrations of displays that feature different types of merchandise. Exhibit the illustrations and ask students to comment on the effectiveness of each display. Have students bring in illustrations of displays that illustrate the various principles of design and to explain the effectiveness of the principles used in each display. Have each team create simple arrangements that illustrate the principles of design they wish to achieve such as balance, harmony, rhythm, contrast, and dominance.

Divide class into teams of two or three students. Have each team create simple arrangements that illustrate the principles of design they wish to achieve such as balance, harmony, rhythm, contrast, and dominance. Have the teams to explain the results they wish to achieve such as balance, harmony, rhythm, contrast, and dominance. Have the teams to explain the results they wish to achieve such as balance, harmony, rhythm, contrast, and dominance.

Divide class into teams of two or three students. Have each team create simple arrangements that illustrate the principles of design they wish to achieve such as balance, harmony, rhythm, contrast, and dominance. Have the teams to explain the results they wish to achieve such as balance, harmony, rhythm, contrast, and dominance.
**TOPIC**

**Use of Color**

**PERFORMANCE OBJECTIVES**

To use color effectively

Discuss and illustrate with pictures, filmstrips, and slides how, why, and where color is used to create effective displays and illustrate with pictures, filmstrips, and slides how color is used to create effective displays.

Demonstrate different ways of arranging merchandise to create displays. Include such items as:

- Hue
- Intensity - purity of color
- Value - tints and shades (color schemes)
- Mood - warm and cool colors
- Primary, secondary, and tertiary colors
- Reclations - harmonize, complement, contrast, clash (complementary and triadic color schemes)

In displays - use of color

Show how to arrange interior mass displays so that customers may purchase items from the display without destroying it.

Demonstrate and use illustrations to show how mass merchandising is used for interior window displays.

Demonstrate the use of a flannel board, squares (blocks), and actual objects in displays. Discuss methods and effects of using displays for specific conditions and offers ways of arranging merchandise to create displays (pyramids, etc.)

Reflective or hot glass, and tinted glass are used to create displays. Use of color in displays.
LEARNING EXPERIENCES

Visual Merchandising Techniques

Have students report on different types of merchandise they have seen displayed recently considering such things as arrangement, location, and impact.

Have students bring in illustrations that show the mass display of merchandise and ask them to comment on the appropriateness of each display.

Have students show how to display different types of merchandise such as socks, radios, sweaters, shoes, ties, tools, canned goods, suities, yard goods, and spark plugs.

Try various color combinations to show mood, value, intensity, and relationships.

Have students bring in illustrations of displays that use various color combinations to show mood, value, intensity, and relationships.

EVALUATIVE TECHNIQUES

Divide the class into two or three teams.

Give students colored paper and ask them to create various color schemes.

Give students colored paper and ask them to create appropriate colors to create attractive displays.

Give students uncleared displays and have them use color to illustrate the color terms from various color wheels.

Give students a list of color terms such as complementary, analogous, monochromatic, harmonic, tertiary, and split complementary, and ask them to illustrate the color terms from samples of colored paper.

Divide the class into two or three teams.

Have each team arrange different types of merchandise into appropriate displays.

Have students prepare illustrations of common color commercial sources.

Have students bring in illustrations of displays that use commercial available colored paper.

Have students bring in illustrations of displays that show the effective use of color in displays.

Have students bring in illustrations from the newspapers or magazines that show the effective use of color in displays.

Have students prepare illustrations of common color commercial sources.

Have students collect and arrange into a color wheel samples of paper showing the different hues, values, and intensities of colors that are available from commercial sources.

Have students bring in illustrations from the newspapers or magazines that show the effective use of color in displays.

Have students prepare illustrations of common color commercial sources.

Have students bring in illustrations of displays that use various color combinations to show mood, value, intensity, and relationships.

Have students bring in illustrations of displays that use various color combinations to show mood, value, intensity, and relationships.
Demonstrate how to produce colors of different values and intensities as well as to match colors by mixing or selecting from commercially available paints.

Discuss the results using different objects.

Show the effect of texture on color by dyeing different pieces of material (muslin and toweling) the same color.

Illustrate the effect of texture on color by dyeing different materials such as muslin, paper, and ribbons.

Create simple arrangements that show how color is used to create effective displays.

Show how to select colored items for displays from commercially available materials such as paints, paper, and ribbons.

Discuss and illustrate specific colors that are generally associated with certain events, places, things, and emotions, but emphasize that colors mean different things to different people.

Obtain specific results.

Create simple arrangements that show how color is used to create effective displays.

Present films, filmstrips, and pictures to show how color is used in display work.

Discuss common sources of paints, colored paper, and ribbons.

Demonstrate the techniques of painting backdrops and props.

Present films, filmstrips, and pictures to show how color is used to create effective displays.
Have students explain why color is used in displays.

Paper, and ribbons.

Have students list common sources of paints, colored

Brushes also may be used.

Tempera (water color) paints are suggested as they are

easily wiped off, leaving no stain. Inexpensive

to create some other color in the color wheel.

Have the primary colors into the proper combinations

with the primary colors to mix the other colors in the color wheel.

Provide students with a compartmented tray with the

three basic colors (red, yellow, blue) and have them

mix the primary colors to create the other colors in the color wheel.

Temperature (water color) paints are suggested as they are

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three basic colors (red, yellow, blue) and have them

mix the primary colors to create the other colors in the color wheel.
Visual Merchandising Techniques

**TOPIC**

Use of Lights

**PERFORMANCE OBJECTIVES**

To select and use lights effectively in displays.

**INSTRUCTIONAL TECHNIQUES**

Explain and demonstrate how to select and use lights and filters for such display work.

Demonstrate the use and effects of lights in display work.

Arrange for a lighting specialist from the local power company to demonstrate the use and effects of lights in display work.

Emphasize the importance of knowing and following the local wiring code.

Discuss and show examples of the various types of electrical materials.

Discuss sources of lights, fixtures, and filters used in display work.

Discuss and demonstrate how to select and use lights and filters for such display work.

Arrange for a lighting specialist from the local power company to demonstrate the use and effects of lights in display work.

Emphasize the safety precautions to take when using lights in displays so as not to scorch or burn merchandise or displays.

Demonstrate with filters the effects that various colors have on different colored fabrics, food, and other merchandise.

Demonstrate how to select and use lights and filters for such areas as windows, shelves, cases, shadow boxes, and counters.

Discuss how to select and use lights and filters for such display work.

Arrange for a lighting specialist from the local power company to demonstrate the use and effects of lights in display work.

Emphasize the importance of knowing and following the local wiring code.

Discuss and show examples of the various types of electrical materials.

Discuss sources of lights, fixtures, and filters used in display work.

Discuss and demonstrate how to select and use lights and filters for such display work.

**REFERENCE SOURCES**

LEARNING EXPERIENCES

Have students explain how and when to use different types of lights in a display.

Divide class into teams of two or three students. Have each team arrange lights for displays in a showcase, shadow box, and on a ledge. Have teams compare and discuss results.

Divide class into teams of two or three students. Have each team develop a chart that shows the effects of different colored lights and filters on various kinds of props and merchandise. Have teams compare and discuss results.

Have students list the provisions of the local electrical code that would affect the construction of displays.

Have students explain how the local electrical code affects the construction of displays.

Visual Merchandising Techniques

BALANCED LIGHTING TECHNIQUES

EVALUATIVE TECHNIQUES

Have students explain where and why both white and colored lights are used in displays.

Have students explain how the local electrical code affects the construction of displays.

Have students explain the safety precautions that need to be taken when lights are used in displays.

Have students explain the safety precautions that need to be taken when lights are used in displays.

Have students arrange lights for displays in a shadow box, showcase, and on a ledge. Have teams compare and discuss results.

Divide class into teams of two or three students. Have each team arrange lights for displays in a shadow box, showcase, and on a ledge. Have teams compare and discuss results.

Have students explain where and why both white and colored lights are used in displays.

Have students explain the safety precautions that need to be taken when lights are used in displays.

Divide class into teams of two or three students. Have each team arrange lights for displays in a shadow box, showcase, and on a ledge. Have teams compare and discuss results.

Divide class into teams of two or three students. Have each team arrange lights for displays in a shadow box, showcase, and on a ledge. Have teams compare and discuss results.
Visual Merchandising Techniques

TOPIC

TO BUILD APPROPRIATE AND EFFECTIVE SHOWCARDS FOR DISPLAYS AND STORES OF DIFFERENT Kinds of STORES AND PRODUCTS.

INSTRUCTIONAL TECHNIQUES

Discuss and illustrate how, why, and where showcards are used.

Performance Objectives

To produce appropriate and effective showcards for displays and stores of different kinds of stores and products.

Use of Showcards

1. Discuss and illustrate how, why, and where showcards are used.

2. Prepare for different kinds of stores and products.

3. Be prepared by using different colored stocks or patterns on the card.

4. Demonstrate how the legibility and impact of a showcard may be changed by using different colored stocks.

5. Discuss different techniques for hand lettering.

6. Ask a commercial artist or an art teacher to demonstrate the techniques for hand lettering.

7. Market general and prestige stores.

8. Demonstrate the layout of showcards for different locations.

9. Ask a commercial artist or an art teacher to demonstrate the techniques for hand lettering.

10. Demonstrate how the legibility and impact of a showcard may be changed by using different colored inks or paints on various colored stocks.

11. Discuss and show illustrations of typefaces that are appropriate for different kinds of stores and products.

Stock Colors - white, colored

Stock Weight - six ply cardboard, coated two sides

Type Size - lead - 36, 48, 72 point; wood - 6, 8, 12, 18, 24 line

Type Faces - roman, gothic, script, decorative

Margins, use of color and contrast

Layout - sketch, balance, artistic center, legibility

Copy - source of ideas, emphasis, wordage, unusual, exclusive, high fashion

Stock Size - full - 22" x 28"; quarter - 11" x 14"; half - 14" x 22"; common - 5 1/2" x 8 1/2"; half - 11" x 14"

Paints, inks, and types of lettering.

(Ref. A, pp. 45-54; Ref. B, pp. 34-37; Ref. C, pp. 75-77, 91-92, 203-205; Ref. D, pp. 32-34, 74-76)
LEARNING EXPERIENCES

Have students make showcards of varying sizes using price only, a small amount of copy, and more copy. Supply white and light and dark colored card stock. Have students use stencils and/or freehand lettering with paint or ink. If a lettering machine is available, give all students the opportunity to use it with the above activities. Have students prepare lettering samples for showcards.

Have students develop a series of showcards that illustrate the change in legibility that is possible by using different colors on colored stock.

Have students develop appropriate showcards for use in different locations for various types of products and stores. Supply showcards that have obvious errors and ask each student to produce an appropriate showcard for each situation. Have students design and critique the lettering and stock. Have each student critique the lettering and stock. Have students prepare lettering samples for showcards. Have students select three typefaces in two different sizes that would be most appropriate for use in a department store. Have students select three typefaces in two different sizes that would be most appropriate for use in a department store.

Visual Merchandising Techniques

EVALUATIVE TECHNIQUES

Supply necessary merchandise information for a counter showcard (5 1/2" x 7"), an island display card (7" x 11"), and a window display card (11" x 17") for each student. Have students develop appropriate showcards for each situation. Have students critique the lettering and the colors selected and, where necessary, redesign the showcards. Have each student critique the lettering and stock. Have each student critique the lettering and stock.

GENERAL

Have students develop showcards for such places as counters, ledges, and windows for discount, general, and prestige stores. Supply showcards that use a variety of typefaces and sizes which are printed in different colors on colored stock. Supply showcards that have obvious errors and ask each student to produce an appropriate showcard for each situation. Have students critique the lettering and the colors selected and, where necessary, redesign the showcard to make it more effective or appropriate.

Conclude with the above activities.
TOPIC
Visual Merchandising Techniques

PERFORMANCE OBJECTIVES

INSTRUCTIONAL TECHNIQUES

Demonstrate the different methods of making showcards, such as by:

- Hand
- Machine - punchboard, printing press
- Stencil - silk screen
- Dry transfer
- Machine - punchboard, printing press

Discuss and show examples of the different kinds of holders:

- Stacks - metal and wood
- Easels - 8" x 10", 11" x 14", adjustable
- Size - 3 1/2" x 5 1/2", 7" x 11" vertical, horizontal

Discuss common sources for showcard stock and holders:

Arrange a field trip to a sign shop to acquaint the students with various devices, machines, and methods used to make signs and posters.

(Ref. A, pp. 55-70; Ref. G, pp. 105-115)
LEARNING EXPERIENCES

Have the students plan and execute showcards for a storewide special event, following a specific theme but varying the copy for different departments.

Also, have students use different methods as they prepare the various kinds of showcard holders. Ask students to explain where the different kinds of showcard holders might be used and with what types of merchandise.

Have students explain where the different kinds of showcard holders might be used and with what types of merchandise.

Visual Merchandising Techniques

EVALUATIVE TECHNIQUES

Show a series of showcards for different situations. Show a series of showcards for different situations. Have students list the list method of preparing each showcard and why they selected that particular method. Ask students to suggest the list method of preparing each showcard and why they selected that particular method.

ask students to plan and execute showcards for a storewide special event, following a specific theme.

LEARNING EXPERIENCES
UNIT 3
TOPIC
Mannequins and Forms
Stands and Easels

MATERIALS AND EQUIPMENT USED IN DISPLAYS

PERFORMANCE OBJECTIVES
To use mannequins and forms effectively in displays
To use stands and easels effectively

INSTRUCTIONAL TECHNIQUES
Explain and demonstrate how, why, and where mannequins and forms without damaging or soiling the items.

Cleaning
Reassembling
Repairing
Dismantling

Demonstrate the handling of mannequins and forms. Include such items as:

Storing

In displays
Explain forms effectively in displays

Other forms - hands, shoes, legs, neck, shoulders, head, novelty

Composition - Papier-maché, plastic, molded rubber,

Position - standing, sitting, kneeling, reclining,

Trunk, torso, slacks

Men's wear - full body, three-quarter body, coat, shirt,

House, tosso, slacks

Body, dress, sweater,

Women's and children's wear - full body, three-quarter,

Three-quarter, paper-maché, plastic, molded rubber,

Textbook citations are shown on page 78.
LEARNING EXPERIENCES

Prepare a list of merchandise and ask students to display the item using the correct stand or easel.

Divide class into teams of two students each.

Have each team pin, drape, and dress various types of merchandise with the following:
- Shirt on shirt form
- Blouse on blouse form
- Jacket on coat form
- Suit on mannequin
- Dress on mannequin
- Stockings on leg form
- Gloves on hand form
- Shoes on shoe form
- Jewelry on neck form
- Hats on head form

Have students identify from illustrations the various types of mannequins and forms and explain how each item is used in display work.

Assign a specific item of apparel or merchandise to each student and ask him to describe how he would dress or display each item.

Supply various types of apparel or merchandise with appropriate mannequins or forms and ask students to dress or display each item.

Supply various types of merchandise and have students display the item using the correct stand or easel.

Prepare a list of merchandise and ask students to display these items to the team place the stands and easels together to form a display table.

They are required to display such merchandise as purses, shoes, skirts, lingerie, and so forth, and then, prepare a list of merchandise and ask students to display these items to the team place the stands and easels together to form a display table.

Materials and Equipment Used in Displays

EVALUATIVE TECHNIQUES

Have students identify from illustrations the various types of mannequins and forms and explain how each item is used in display work.

Assign a specific item of apparel or merchandise to each student and ask him to describe how he would dress or display each item.

Supply various types of merchandise and have students display the item using the correct stand or easel.

Prepare a list of merchandise and ask students to describe how they would display these items to the team place the stands and easels together to form a display table.

Have students clean, wash, and make minor repairs to these items to gain experience in handling these items.

Have students dismantle the mannequins and forms to gain experience in handling these items.
Materials and Equipment Used in Displays

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>INSTRUCTIONAL TECHNIQUES</th>
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</table>
| Props | To use props effectively in displays | "T" stands and tops - straight, curved, dress, lingerie, millinery, hosiery, shoe, shirt, hat, and tie  
Easels - tripod for handbags, china, and showcards  
(Ref. D, pp. 38-41; Ref. E, pp. 80-85; Ref. I, p. 69)  
Demonstrate the assembling and disassembling of stands and easels and show how to use these items to display various types of merchandise including the pinning and draping of fabrics.  
Explain and demonstrate how, why, and where props are used in displays. Discuss and illustrate the various types of props used in display work. Include such items as:  
Stands and tables  
Screens and panels  
Cubes and boxes  
Pedestals and columns  
Turntables and motors  
Actual objects - furniture, equipment, supplies  
Simulated objects - vacuum formed, molded, printed  
Artificial flowers and foliage - natural, abstract  
(Ref. D, pp. 40-41; Ref. I, pp. 67-68)  
Explain the difference between functional and decorative props.  
Point out the many common, easy-to-obtain items which can be used for props such as barrels, kegs, wagon wheels, corn stalks, sheaves of grain, cattails, stones, fishnets, and rustic fences.  
Demonstrate the folding of crepe paper into various shapes and forms.  
(Ref. Dennison craft books)|
LEARNING EXPERIENCES

form meaningful relationships following the principles previously discussed.

Have students drape fabric on stands to create various effects.

Divide class into groups of two students. Have each team arrange two displays using simulated props such as brickwork, fireplace, stonewall, columns, fences, or flowers.

Discuss with each team the effectiveness of their displays.

Prepare a list of five different products that are not specifically designed for display purposes.

Have students design a display for each product without using the customary equipment. Have students explain the procedure of displaying a dress on a T-stand.

Have students explain the procedure of displaying a form meaningful relationships following the principles previously discussed.

EVALUATIVE TECHNIQUES

Materials and equipment used in displays and forms.

Have students fold crepe paper into various shapes for a large operation.

Arrange a field trip to the display department of a large store to see the various mannequins, forms, stands, easels, props, materials, and tools needed.
Materials and Equipment Used in Displays

**TOPIC**

**PERFORMANCE OBJECTIVES**

To use materials effectively in displays

To use tools and equipment to build displays

**INSTRUCTIONAL TECHNIQUES**

Explain and demonstrate how, why, and where materials are used in displays. Discuss and illustrate the various types of materials used in display work. Include such items as:

- Papers - types, sizes, colors, textures, specialty
- Corrugated papersizes, colors, specialty
- Cardboards - sizes weights, colors, textures, specialty
- Fabrics - types, sizes, colors, textures
- Ribbons - types, sizes, colors, textures
- Paints - water base, rubber base, acrylic, aerosol
- Reeds and wire - sizes, shapes
- Dowels - sizes, shapes
- Plywood and processed panels - sizes and types of hardboard, plywood, fiberboard
- Lumber - sizes and types of strips, boards, shop lumber
- Plywood - sheets, sizes, shapes
- Gypsumboard - sizes, shapes
- Building materials - brick, stone, blocks, slabs, raft

Invite an industrial arts teacher to describe and demonstrate the operation of common hand and power tools that are used to construct objects for displays. Include such items as:

- Power tools - cutawl, cutoff saw, saber saw, drill press, router, pad sander, band saw, bench saw, drill press, belt or disc sander
- Hand tools - square, chisels, hammer, diagonal cutting pliers, short chain needled nose cutting pliers, electrician's diagonal cutting pliers, electrician's short chain needled nose cutting pliers
- Tools and equipment used in displays

Materials and Equipment Used in Displays

To use materials effectively in displays

To use tools and equipment to build displays
LEARNING EXPERIENCES

Divide class into groups of two students. Have each team fasten laths together to form various geometric designs, fences, and trellises.

Divide class into groups of two students. Have each team decorate backgrounds using paint or aerosol spray.

Have students use ribbons and fabrics to form backgrounds and then fasten them to wallboard.

Have students describe new display materials which have been reported in recent issues of different trade magazines.

Have students bring in newspaper and magazine illustrations of various hand and power tools with appropriate identification.

Have students become familiar with and use the hand and power tools that were demonstrated to construct props and backgrounds.

EVALUATIVE TECHNIQUES

Ask students to describe how they would make backgrounds for three different types of events or occasions. Have students arrange two different seasonal backgrounds, borders, and prints. Have students arrange two different seasonal background materials and equipment used in displays.

Glue to form clouds and create other effects. Have students arrange a display using painting or spun glass to form clouds and create other effects. Have students arrange a display using painting or spun glass to form clouds and create other effects.

Types of materials used in displays.

Weaknesses, and recommended uses for 10 different types of materials used in displays, have been reported in recent issues of different trade magazines. Have students describe new display materials which have been reported in recent issues of different trade magazines. Have students describe new display materials which have been reported in recent issues of different trade magazines. Have students describe new display materials which have been reported in recent issues of different trade magazines. Have students describe new display materials which have been reported in recent issues of different trade magazines.

Backgrounds and then Fasten them to wallboard. Have students use ribbons and fabrics to form backdrops. Have students decorate backdrops using paint or aerosol spray. Have students become familiar with and use the hand and power tools that were demonstrated to construct props and backgrounds.

Divide class into groups of two or three students. Have each team use tools and materials to construct a display. Change members of the group occasionally.

After individuals have a certain degree of proficiency, permit them to work alone constructing a display. Have students practice loading and using a staple gun.
Materials and Equipment Used in Displays

**TOPIC**

Sources of Materials and Equipment

**PERFORMANCE OBJECTIVES**

- Demonstrate how to use the tools and materials to construct, cover, and finish different types of backgrounds and props used in display work.
  
  (Ref. E, pp. 57-58; Ref. H, pp. 70-72)
- Invite a display man to actually construct a few props and backgrounds and show how various materials are used to create a display.
  
  (Ref. E, pp. 57-58; Ref. H, pp. 70-72)

**INSTRUCTIONAL TECHNIQUES**

Discuss sources for the following items:

- Materials
- Stands
- Forms
- Props
- Mannequins
- Hand tools
- Power tools
- Easels

Indicate that most major cities have suppliers of display materials. Also, consider such secondary sources as wholesale florist, retail florist, stationery stores, 5 and 10 cent stores, and wholesale building material suppliers. Some sources of display materials are:

- Wholesale florists
- Display supply firms
- Distributors of display materials
- Manufacturer's trade magazines
- Display World

Indicate that most major cities have suppliers of display materials. Also, consider such secondary sources as wholesale florist, retail florist, stationery stores, 5 and 10 cent stores, and wholesale building material suppliers.

Sources of Materials and Equipment

used in displays

To specify necessary materials and equipment used in displays

**PERFORMANCE OBJECTIVES**

- Materials and Equipment Used in Displays
LEARNING EXPERIENCES

Arrange a field trip to a display materials supply house to acquaint students with the various materials and equipment that are available.

Have students collect catalogs and other types of information on the sources of materials and equipment used in creating displays.

Materials and Equipment Used in Displays

EVALUATIVE TECHNIQUES

Give students a list of materials and equipment used in creating displays and have them indicate at least one source for each item.

Have students collect catalogs and other types of information on the sources of materials and equipment that are available.

House to acquaint students with the various materials and equipment used in creating displays.

Arrange a field trip to a display materials supply house to acquaint students with the various materials and equipment that are available.
PLANNING A DISPLAY

PERFORMANCE OBJECTIVES

To plan displays that appeal to customer buying motives

To plan displays that reflect the store’s image

INSTRUCTIONAL TECHNIQUES

Discuss customer buying motives and use illustrations to show how these buying motives influence the planning of displays.

Discuss the factors that affect a store’s image and use illustrations to show how these factors influence the planning of displays.

Consider such buying motives as:

- Conscious - Planned purchase
- Unconscious - Impulse, variety, pride, adventure
- Rational - Economy, safety, efficiency
- Emotional - comfort, status, love, pleasure
- Product - Personal preference
- Patronage - Store’s image
- Merchandise offered - Types, quality, price

Selling techniques - hard or soft sell

Textbook citations are shown on page 78.
LEARNING EXPERIENCES

Have students explain how unconscious buying motives such as the wish for a smaller waist, longing to be prettier, or the desire for luxury can be incorporated into displays.

Have students explain how rational buying motives such as economy and durability and emotional buying motives such as comfort, pride, and adventure can be incorporated into displays.

Have students explain how product buying motives can be incorporated into displays.

Have students design displays that appeal to each of the five senses.

Have students design displays that reflect the image of different types of stores.

Have students explain how to plan displays suitable for a supermarket, discount, department, and exclusive store.

Have students bring in illustrations of displays that emphasize different customer buying motives.

Have students bring in illustrations of displays that be used to appeal to patronage motives.

Have students design displays that reflect the image of different types of stores.

Have students assign specific merchandise to each student and have him explain how to design displays for this product that would be appropriate for two different types of stores.

EVALUATIVE TECHNIQUES

Show illustrations of displays and have students analyze and identify the main customer buying motive reflected in each display.

Have students list four different products for each of the customer buying motives that were discussed.

Have students suggest an idea for a window display that would appeal to each of the customer buying motives that were discussed.

Have students design displays that appeal to each of the customer buying motives that were discussed.

Have students design displays that are suitable for a supermarket, discount, department, and exclusive store.

Have students describe how to design displays that appeal to each of the customer buying motives.

Have students design displays that incorporate into displays motives such as comfort, pride, and adventure.

Have students design displays that incorporate into displays motives such as economy and durability and emotional buying motives.

Have students explain how unconscious buying motives can be incorporated into displays.

Have students explain how to design displays for a smaller waist, longing to be prettier, or the desire for luxury.

Planning a Display
Planning a Display

TOPIC: Location and Size of Display Area

PERFORMANCE OBJECTIVES:
To plan displays for specific store locations and space limitations
To select suitable themes for displays

INSTRUCTIONAL TECHNIQUES:
Services available - credit, delivery
Appearance and location of store
Community relationships

(Ref. F, pp. 424-432; Ref. J, pp. 103-109)

Discuss and use filmstrips, slides, and pictures to show how the location within the store and the space available affect the planning of a display.

Consider the various types of window and interior displays that were covered in Unit 1.

Discuss and use illustrations to show how traffic patterns affect the location and type of display used and the merchandise displayed.

 Invite a display man to discuss various innovations and techniques that can be used to save space and make more effective use of the space that is available.

Discuss various sources of ideas for displays.
Consider such items as:
- Reading - general, trade
- News events
- Merchandise - origin, style, process, price, raw material
- Coloring
- Party
- Season, holidays

(Ref. H, p. 94)

Consider placing the display at:
- Angle to traffic
- Eye level
- Points of heavy traffic
- Along to traffic

Discuss various sources of ideas for displays.
To select suitable themes for displays

(Ref. E, p. 103-109)

Community relationships
Appearance and location of store
Services available - credit, delivery

INSTRUCTIONAL TECHNIQUES

PERFORMANCE OBJECTIVES

TOPIC: Planning a Display
LEARNING EXPERIENCES

Have students visit different types of stores to determine the factors that affect store image. Consider such items as merchandise carried, store layout, customer services available, and sales approach. Ask students to report their findings to the class and discuss the results.

Have students bring in illustrations of displays and explain how the location and space available affected the design of each display. Have students describe different displays they have seen which show how location and space limitations influence the design of displays.

Have students visit a variety of stores and gather information on different types of displays. Assist students to design a scoring sheet considering the displays in relation to such things as size and type of store, price lines carried, merchandise offered, customer services available, and appropriate colors, dominant color, and related props. Have students develop a calendar of events which lists shows a variety of themes appropriate for each month of the year.

Have students prepare a list of sources of ideas for displays. Have students select a display for each month of the year and give the theme, dominant color, and main props that will be used.

EVALUATIVE TECHNIQUES

Suggest five different locations within a store and have students select appropriate merchandise and design a display for each location. Assign several different types of stores to each student and have them design displays for each assigned area. Suggest different areas within a store that will be suitable for a display such as cap and end, shadow box, and point-of-purchase. Have students design displays for each of the suggested locations.

Have students prepare a list of sources of ideas for displays. Have students select a display for each month of the year and give the theme, dominant color, and main props that might be used.

Plan the design of each display. Have students bring in illustrations of displays and discuss the results. Have students report their findings to the class and discuss such items as merchandise carried, store layout, customer services available, and sales approach. Ask students to report their findings to the class and discuss the results.
Planning a Display

**TOPIC**

**PERFORMANCE OBJECTIVES**

**INSTRUCTIONAL TECHNIQUES**

Calendar of events

Idea file

(Ref. C, pp. 90; Ref. H, p. 81)

Explain how to use a calendar of events as a source of ideas and pictures. Discuss how a theme may be altered by the store’s image and picture type of merchandise sold. Illustrate with slides and pictures the types of displays and illustrations with slides and pictures that are authentic.

Display authenticity

Authenticity of displays

Emphasize the importance of creating displays that are accurate in every detail. Discuss and illustrate with slides and pictures the types of displays that are authentic. Visual merchandising that would require research to have the display authentic. Consider such items as:

- Ethnic customs
- Period furniture and fashions (colonial, Roman, Egyptian)
- Products and dress of other countries

Emphasize the importance of developing and maintaining an idea file.

Drug, supermarket, variety, and specialty store themes such as an exclusive, a medium quality, discount, and picture type of merchandise sold. Discuss how a theme may be altered by the store’s image and picture type of merchandise sold. Illustrate with slides and pictures the types of displays and illustrations with slides and pictures that are authentic.

Explain how to use a calendar of events as a source of ideas.

Calendar of events

(Ref. C, p. 113; Ref. D, pp. 111-117; Ref. G, pp. 81-90; Ref. I, pp. 29-31)

(Ref. C, p. 90; Ref. H, p. 81)


(Ref. C, p. 90; Ref. H, p. 81)


(Ref. C, p. 90; Ref. H, p. 81)
LEARNING EXPERIENCES

Planning a Display

- Have students select a day or event and plan appropriate displays for two different types of stores using the same merchandise.
- Ask students to repeat the above for three other dates or events.
- Have students discuss possible solutions for displays for a store that has 15 departments but only 10 window spaces available.
- Have students bring in illustrations of displays that show a variety of themes suitable for different types of stores.
- Have students prepare a list of resource materials that are available in a library and give the library catalog number for each item listed.
- Have students visit a library and prepare bibliographies for three assigned topics (instructor's choice) that would require authentication.

Evaluate Techniques

- Ask students to make rough sketches of displays for specific themes such as spring, Father's Day, vacation, and back-to-school, and Veteran's Day for two different types of stores.
- Have students explain the different approaches to designing displays that are taken by an exclusive, a department, variety, and discount stores.
- Have students identify 10 displays where authenticity of details would be very important and give at least one informational resource for each display.
- Have students determine the kind and source of information they would need to prepare authentic displays for colonial furniture, Washington's birthday, flight to the moon, and Founder's Day for the store or community.
- Have students start collecting materials for an idea file for displays.
### Planning a Display

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>PERFORMANCE OBJECTIVES</th>
<th>INSTRUCTIONAL TECHNIQUES</th>
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<tbody>
<tr>
<td><strong>Merchandise for Display</strong></td>
<td>To select merchandise that is suitable for display</td>
<td>Discuss sources of research materials such as:</td>
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<tr>
<td></td>
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<td>Encyclopedias</td>
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<td>Museum displays</td>
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<td>Governmental agencies</td>
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<td>Invite a librarian to explain how to locate resource information.</td>
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<td>Discuss and illustrate with slides and pictures the factors that influence the selection of merchandise used for displays. Consider such items as:</td>
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<td>Kind - new, distinctive, old (left over items)</td>
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<td>Season and holiday - related products and activities</td>
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<td>Promotion - national, local, radio, TV, newspapers, magazines</td>
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<td></td>
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<td>Special event - timely, yearly</td>
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<td>Size - pictures for bulky items (machines)</td>
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<td>Type - substitutes for perishable products</td>
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<td>Price - number to display, security</td>
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<td>Responsibility - manager, display man</td>
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<td></td>
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<td>(Ref. I, pp. 29-30)</td>
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<tr>
<td><strong>Sketch of a Display</strong></td>
<td>To prepare a sketch of a proposed display that indicates dimensions of area, arrangement of merchandise, colors, props and fixtures, lighting, and backgrounds</td>
<td>Discuss the importance of and procedures for making sketches of proposed displays. Consider such items as:</td>
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<td>Dimensions of area</td>
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<td>Arrangement of merchandise</td>
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<td>Colors to use</td>
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<td>Props and fixtures needed</td>
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<td>Lighting requirements</td>
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<td></td>
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<td>Backgrounds - full, partial, or open</td>
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<td></td>
<td></td>
<td>Structural features of display area - bulkheads, floors, walls, ceilings, valance, dividers, outlets</td>
</tr>
</tbody>
</table>
LEARNING EXPERIENCES

Have students explain the advantages and disadvantages of a merchant coordinating his displays with a national advertising campaign.

Have students explain how to design a display for a semiprecious stone.

Ask students to illustrate the principle of suggestion by listing at least three other items that would be appropriate to display with each of the following:

- Cameras
- Pocket radios
- Records
- Neckties
- Handbags
- Costume jewelry
- Women's blouses
- Lawnmowers
- Yard goods
- Wigs
- Cameras

Have each student prepare rough sketches of displays suitable for a shadow box, ledge, showcase, and window.

Have students measure various display areas and prepare rough sketches of displays.

Have students plan a display for the camera department of a large store.

Have students prepare rough sketches of displays.

Planning a Display

EVALUATIVE TECHNIQUES

Have students show how they would design a display for a large and expensive piece of equipment such as a snowplow, road grader, bulldozer, or power shovel.

Have students show how they would design a display for perishable products such as ice cream, milk, frozen food, or fresh meat.

For perishable products such as ice cream, milk, frozen food, or fresh meat, have students show how they would design a display.

For perishable products such as ice cream, milk, frozen food, or fresh meat, have students show how they would design a display.

Suggest several different types of merchandise and ask students to describe the type of display they would plan in order to promote each product.

Have students make a rough sketch of a display to promote the sale of 500 items of an outmoded article that originally sold for $4.95 each.

Have students measure various display areas and prepare rough sketches of displays.

Have students plan a display for the camera department of a large store.

Have each student prepare rough sketches of displays.

Have students prepare a list of props, materials, and textures and merchandise required for each display.

Ask him to prepare a list of props, materials, and textures and merchandise required for each display.

Any of the preceding sections of this unit. Also, displays that he suggested during the discussion of displays that he suggested during the discussion.

Have students explain how to design a display for a semiprecious stone.

Have students explain how to design a display for a large and expensive piece of equipment such as a snowplow, road grader, bulldozer, or power shovel.

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Have students explain how to design a display for a large and expensive piece of equipment such as a snowplow, road grader, bulldozer, or power shovel.
Planning a Display

**TOPIC**

Cost of a Display

**PEOPLE**

To estimate the cost of materials and labor to construct specific displays.

**OBJECTIVES**

To estimate the costs associated with constructing displays.

**INSTRUCTIONAL TECHNIQUES**

- Show illustrations of preliminary sketches and photographs used in constructing the displays.
- Invite a display manager to discuss and demonstrate the procedures for estimating the costs of constructing displays.
- Include such costs as:
  - Merchandise
  - Lights and power
  - Materials and labor for backgrounds and props
  - Fixtures
- Discuss ways of reducing the costs associated with constructing displays.
- Discuss the use of preliminary sketches and photographs in constructing displays.
- Discuss ways of reducing the costs associated with constructing displays.
- Indicate that display equipment needs to be handled with care in order to keep replacement costs at a minimum.

(Ref. C, pp. 110-111; Ref. I, pp. 31-32)

**PERFORMANCE OBJECTIVES**

- To construct specific displays to estimate the cost of materials and labor.

**RESEARCH**

C, pp. 31-32
LEARNING EXPERIENCES

Show illustrations of displays and have students estimate the cost of each display. Ask students to defend their estimates.

Have students prepare a list of materials, labor, and merchandise required to construct each of the displays for which they made rough sketches. Ask them to estimate the cost of each display.

Allocate a sum of money for a specific type of display (instructor's choice). Ask each student to make a sketch of the assigned display that would not exceed the designated expenditure. Then, indicate that it is necessary to reduce the cost of the display by 20 percent. Have the students make sketches to show how they would redesign their displays to meet the new cost figure.

Show illustrations of many different types of displays. Have students critically analyze each display and suggest changes where needed. Consider the following:

- Authenticity of display
- Appropriateness of store
- Appropriateness of theme
- Arrangement of merchandise
- Use of space
- Merchandise displayed
- Location with in store
- Buying motives
- Type of store
- Customer
- Window featuring men's clothes
- Showcase featuring small hand tools for the home
- Window featuring home furnishings
- Shadow box featuring women's pocketbooks or handbags

Show illustrations of many different types of displays. Have students critically analyze each display and suggest changes where needed. Consider the following:

- Type of store
- Location within store
- Theme
- Buying motives emphasized
- Emphasis
- Arrangement of merchandise
- Use of space
- Merchandise displayed
- Location within store
- Appropriateness of type of store
- Cost figure.

EVALUATIVE TECHNIQUES

Have students plan a display for a sporting goods store that would feature skis and ski equipment. Include the theme, colors, buying appeals, related items and props, and a rough sketch. Have students prepare a list of materials, labor, and the approximate cost to construct the following displays:

- Window featuring spring dresses
- Window featuring men's clothes
- Showcase featuring small hand tools for the home
- Counter top featuring small transistor radios
- Shadow box featuring women's pocketbooks or handbags

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- Use of space
- Merchandise displayed
- Location within store
- Appropriateness of type of store
- Cost figure.
EXECUTING A DISPLAY

PERFORMANCE OBJECTIVES

To construct effective displays

INSTRUCTIONAL TECHNIQUES

Invite a display manager to discuss the characteristics of a good display.

Invite a display man to discuss the characteristics of a good display.

 Invite a display manager to discuss the latest trends in visual merchandising.

Indicate that much of the information presented so far is used in the construction of effective displays. In this unit, material that has been given previously will be reviewed and only new information will be presented in depth.

Review and illustrate with slides and pictures the characteristics of a good display. Include such items as:

- Composition - depth, height, principles of design
- Suitability - store image, central theme, selection of merchandise
- Placement of merchandise, backdrops
- Lighting - appearance, no shadows or reflections
- Merchandise emphasized
- Appearance of merchandise
- Merchandise correctly folded, draped, pinned
- Technical correctness
- Cleanliness - merchandise, props, glass, floors
- Leading lines, viewpoint of customer
- Special features emphasized, placement
- Power to sell - merchandise in realistic settings, use of power to sell
- Characteristics of a good display

and many new information will be presented in depth. Only much of the information presented so far is used in the construction of effective displays.

Characteristics of a good display

To construct effective displays
Have students bring in illustrations from magazines of several types of displays and indicate the strong and weak points of each display.

Divide class into teams of two students. Have each team construct a suitable display for a specific type of merchandise (instructor's choice).

Have students report their findings to the class and discuss the results.

Ask students to select two different window displays and interview 20 people who stopped and looked at each display to find out why they stopped and their opinions as to why the displays were more effective.

Class and discuss results.

EVALUATIVE TECHNIQUES

Have the students list and briefly explain the factors that must be considered when constructing an effective display and explain how each characteristic makes a good display more effective.

Divide each display and to suggest ways of making each display more effective to the class and discuss the results.

Have the students list the strong points of each display and suggest ways of making each display more effective.

Have students report their findings and explain how each characteristic might be achieved, improved, or eliminated.

Ask a few students to interview store owners or managers to find out why they stopped and their opinions as to why the displays were more effective.

Ask students to develop an interview guide.

Have students report their findings and discuss the results.

Have students select two different window displays and interview 20 people who stopped and looked at each display to find out why they stopped and their opinions as to why the displays were more effective.

Have students report their findings and discuss the results.

Class and discuss results.

Have the students list the strong points of each display and suggest ways of making each display more effective.

Have students report their findings and discuss the results.

Class and discuss results.

Have the students list the characteristics of a good display and explain how each characteristic might be achieved, improved, or eliminated.

Divide the class into teams of two students. Have each team construct a suitable display for a specific type of merchandise (instructor's choice).

Have students bring in illustrations from magazines of several types of displays and indicate the strong and weak points of each display.

Have the students list the strong points of each display and suggest ways of making each display more effective.

Have students report their findings and discuss the results.
EXECUTING A DISPLAY

TOPIC
Scheduling Displays
Display Budgets
Display Requisitions
Knockdown Displays

PERFORMANCE OBJECTIVES
To establish schedules for planning and constructing displays

INSTRUCTIONAL TECHNIQUES
Discuss the development of timetables for displays.

Consider the following units of time relative to the display date:

- Four to six months - theme, goals, budget, responsibilities
- Two to three months - list of specific items, order items not readily available
- Three weeks - request merchandise, make major substitutions, copy for showcards
- Installation day - sequence of operations, press in backgrounds, props, and fixtures
- Four days - final check, labor request, merchandise pressed, backgrounds and props prepared
- Installation day - sequence of operations

Emphasize the necessity of being ready for last minute changes

To prepare budgets for various types of displays
Discuss the procedures for developing display budgets.

(Ref. E, pp. 86-87; Ref. G, pp. 91-97; Ref. H, p. 73)

Depending on the materials in an existing display, set up a new display for the same window.
Discuss the procedures for developing display budgets.

(Ref. G, pp. 117-123)

Explain the procedures and show examples of forms used for requisitioning merchandise, space, fixtures and props, and showcards.

(Ref. G, pp. 119-123)

Explain the procedures for requisitioning and show examples of forms used for requisitioning merchandise, space, fixtures and props, and showcards.

(Ref. G, pp. 119-123)

To assemble and disassemble knockdown displays
Use an opaque projector to show the assembly instructions enclosed with a knockdown display. Then, demonstrate the assembly instructions.

To assemble and disassemble knockdown displays
Use an opaque projector to show the assembly instructions enclosed with a knockdown display. Then, demonstrate the assembly instructions.

TO PREPARE BUDGETS FOR VARIOUS TYPES OF DISPLAYS
Discuss the procedures for developing display budgets.

To prepare budgets for various types of displays
Discuss the procedures for developing display budgets.

(Ref. G, pp. 117-123)

Explain the procedures and show examples of forms used for requisitioning merchandise, space, fixtures and props, and showcards.

(Ref. G, pp. 119-123)

Explain the procedures for requisitioning and show examples of forms used for requisitioning merchandise, space, fixtures and props, and showcards.

(Ref. G, pp. 119-123)
LEARNING EXPERIENCES

Have students develop a timetable of events for several different types of displays. Have students schedule several displays, either in the same window or adjoining windows that would require a minimum amount of change such as using the same background, many of the same props, and possibly some of the same merchandise, but with a different emphasis. Ask students to bring in illustrations of two different types of displays and to develop a budget for each one. Secure a variety of knockdown displays.

EXECUTING A DISPLAY

Have students explain the procedure for assembling a knockdown display. Have students explain the procedure for assembling a display.

EVALUATIVE TECHNIQUES

Ask students to develop a timetable for a window display for a large department store for the month of March with spring as the main theme. After the students' schedules are completed for the above problem, state that on February 15 the display manager received a memo from the store manager which instructed that the display must reflect the recent achievement of the country's space team. Have students show how they would make the changes and yet utilize as much of the original display as possible. Have students list the various things required to construct each display. Suggest three different types of displays and have students list the items that should be considered when developing a budget for a display.

When developing a budget for a display, have students list the various types of displays and have students list the various things required to construct each display. Suggest three different types of displays and have students list the items that should be considered when developing a budget for a display. Have students practice using forms to request different types of displays. Have students practice using forms to request different types of displays. Ask students to bring in illustrations of two different types of displays and to develop a budget for each one. Suggest three different types of displays and have students list the various things required to construct each display.

EXECUTING A DISPLAY

Ask students to determine how they would make the changes and yet utilize as much of the original display as possible. Have students show how they would make the changes and yet utilize as much of the original display as possible. After the students' schedules are completed for the above problem, state that on February 15 the display manager received a memo from the store manager which instructed that the display must reflect the recent achievement of the country's space team.

EXECUTING A DISPLAY

Ask students to develop a timetable for a window display for a large department store for the month of March with spring as the main theme. After the students' schedules are completed for the above problem, state that on February 15 the display manager received a memo from the store manager which instructed that the display must reflect the recent achievement of the country's space team. Have students show how they would make the changes and yet utilize as much of the original display as possible. Have students list the various things required to construct each display. Suggest three different types of displays and have students list the items that should be considered when developing a budget for a display.
Executing a Display

**TOPIC**

Building Displays

**PERFORMANCE OBJECTIVES**

To read, interpret, and prepare various types of drawings and plans used in constructing displays and of merchandise. Include such items as:

- Working - multiview, dimensioning
- Pictorial - one view, cabinet, dimensioning
- Architectural - common scales, dimensioning, floor plans

**INSTRUCTIONAL TECHNIQUES**

Demonstrate the assembly and disassembly of different types of knockdown displays which are supplied by manufacturers of display products. Include such topics as:

- Handling - common scales, dimensioning, floor plans
- Pictorial - one view, cabinet, dimensioning
- Architectural - common scales, dimensioning, floor plans

Review the procedures for handling merchandise. Include such items as:

- Pinning and draping of merchandise
- Dressing mannequins

Review the procedures for making sketches of displays and of merchandise. Include such items as:

- To display merchandise effectively

Use squared paper.

Invite an industrial arts or a mechanical drawing teacher to explain and show examples of different kinds of drawings. Include such types as:

- Lines (for shape) visible, hidden, extension
- Dimensions (for size)
- Symbols (for representation)
- Working - multiview, dimensioning
- Pictorial - one view, cabinet, dimensioning
- Architectural - common scales, dimensioning, floor plans

Review the procedures for making sketches of displays and of merchandise. Include such items as:

- Working - multiview, dimensioning
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- Working - multiview, dimensioning
- Pictorial - one view, cabinet, dimensioning
- Architectural - common scales, dimensioning, floor plans

Review the procedures for handling merchandise. Include such items as:

- Pinning and draping of merchandise
- Dressing mannequins

Review the procedures for making sketches of displays and of merchandise. Include such items as:

- Working - multiview, dimensioning
- Pictorial - one view, cabinet, dimensioning
- Architectural - common scales, dimensioning, floor plans

Invite an industrial arts or a mechanical drawing teacher to explain and show examples of different kinds of drawings. Include such types as:

- Lines (for shape) visible, hidden, extension
- Dimensions (for size)
- Symbols (for representation)
LEARNING EXPERIENCES

Let students examine examples and become familiar with the different kinds of drawings. Have students bring in illustrations of different kinds of drawings. Show several drawings on an overhead projector and have students point out the various parts.

Prepare a sheet containing the various lines and symbols used for drawings and have students identify each one. Have students prepare layouts of a simple display area and ask them to record the requested dimensions in the space provided on each answer sheet. Distribute several drawings and their accompanying answer sheets to the various parts of the object shown.

Prepare a sheet containing the various lines and symbols used for drawings and have students identify each one. Have students prepare layouts of a simple display area and ask them to record the requested dimensions in the space provided on each answer sheet. Distribute several drawings and their accompanying answer sheets to the various parts of the object shown.

EXECUTIVE TACTICS

EVALUATIVE TECHNIQUES

EXECUTING A DISPLAY

LEARNING EXPERIENCES

EVALUATIVE TECHNIQUES

EXECUTING A DISPLAY

LEARNING EXPERIENCES
PERFORMANCE OBJECTIVES

INSTRUCTIONAL TECHNIQUES

Fitting dresses, shirts, coats, and pants
Shortening or narrowing hanging items

(Ref. E, P. 87-161; Ref. G, PP. 442-443)  

Include such things as:
Various types of displays for different kinds of merchandise. (Ref. I, P. 32; Ref. J, PP. 442-443)

Review the items necessary to consider when constructing different kinds of displays using various types of displays.

Display

Demonstrate the procedures for preparing a space for a demonstration.

Explain and illustrate with slides and pictures the construction of architectural and a store-within-a-store displays.

Explain and illustrate with slides and pictures the construction of architectural and store-within-a-store displays.

Discuss and show illustrations of light and heavy window circulations.

Review the circulations for heat buildup, glare, circuit overload, all general, atmosphere, and spot lighting.

In displays, include such items as:

Review the illumination of counter tops, showcases, shelves, and shortening or narrowing hanging items.

Fitting dresses, shirts, coats, and pants

(Ref. E, P. 87-161; Ref. G, PP. 442-443)

Include such things as:

Various types of displays for different kinds of merchandise. (Ref. I, P. 32; Ref. J, PP. 442-443)
LEARNING EXPERIENCES

Have students bring in illustrations of light and heavy window trim.

Have students bring in illustrations of exhibits used at trade and agricultural fairs.

Have students bring in illustrations of architectural displays.

Have students explain how to prepare for a display.

List the steps for constructing a display.

List the steps for constructing a display.

Have students explain the difference between light and heavy window trim.

Have students develop a checklist of items that need to be done during the construction of a display.

Assist students to develop a checklist of items that need to be done during the construction of a display.

As a review of the principles of line and design, the instructor may give students the Graves Design Judgment test available from Psychological Corporation.

Have students develop two or three miniature displays.

Rate the miniature displays. Discuss with each student the evaluation of his display and point out areas in need of improvement.

EVALUATIVE TECHNIQUES

Have students explain the difference between light and heavy window trim.

Have students bring in illustrations of architectural displays.

Evaluate the construction of different types of merchandise.

Have students bring in illustrations of exhibits used.

Assist students to develop a checklist of items that need to be done during the construction of a display.

Discuss with each student the evaluation of his display and point out areas in need of improvement.
Following good housekeeping procedures

Making showcards
Arranging flowers and greens
Pressing and planting forms
Pleasing and draping fabrics
Covering frames with cloth and paper
Wiring and using lights
Pattern and mixing colors
Using hand and power tools

Plan the practical work so that students develop proficiency in the following skills:

Using hand and power tools

Cleanliness of display
Showcards
Selection and handling of merchandise
Props and fixtures

PERFORMANCE OBJECTIVES

EXECUTING A DISPLAY

TOPIC
LEARNING EXPERIENCES

Indicate to the students that their miniature displays will be rated by the following points:

- **Theme**: 20 points
- **Originality**: 20 points
- **Completeness of details**: 10 points
- **Effectiveness**: 20 points
- **Balance**: 10 points
- **Use of color**: 10 points
- **Use of lines**: 10 points

(Ref. H, pp. 195-198)

Have students build several different types of point-of-purchase displays using different kinds of merchandise.

(Ref. H, pp. 209-210)

Have students work in small groups and build several types of displays and backgrounds for different kinds of stores, using appropriate merchandise in each situation. Discuss in class the merits of each display. Ask another member of the cooperative group, the cooperating merchant, to discuss in class the need for necessary merchandise and props. If the display will be in a public place, have each team submit a plan of their display for the approval of the cooperating merchant. Ask each team to contact a local merchant and arrange the loan of the necessary merchandise. Have students build several different types of displays for each area. Use each display area and have teams of two and three students construct displays by selecting the use of several display areas and have teams of two and three students construct displays by selecting the use of several display areas. Give students practical experience in planning and constructing displays by securing the use of several display areas.

(Ref. H, pp. 221-222)

Have students work in small groups and build several displays of different types of point-of-purchase displays using different kinds of merchandise in each situation. Change members of the group occasionally.

(Ref. H, pp. 195-198)

EVALUATIVE TECHNIQUES

Check each student’s display for workmanship and effectiveness and point out areas in need of improvement. Rate each display for its effectiveness, techniques used, and workmanship. Discuss with each team the evaluation of their display and point out areas in need of improvement.

Check each team’s display for workmanship and effectiveness and point out areas in need of improvement. Discuss with each team the evaluation of their display and point out areas in need of improvement.

Rate each display for its effectiveness, techniques used, and workmanship.

Discuss with each team the evaluation of their display and point out areas in need of improvement.

Observe and evaluate each student as he is involved in planning and executing a display.

Arrange for individual student conferences, and based on your appraisal, discuss with each student the need to develop a self-improvement plan that would enhance his employability.

Arrange for individual student conferences, and based on your appraisal, discuss with each student the need to develop a self-improvement plan that would enhance his employability.
TOPIC
Finding a Job

INSTRUCTIONAL TECHNIQUES
To evaluate the effectiveness of a display, indicate that a rating scale might include the following display evaluation categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power to attract attention</td>
<td>15</td>
</tr>
<tr>
<td>Arrangement</td>
<td>15</td>
</tr>
<tr>
<td>Selling power</td>
<td>15</td>
</tr>
<tr>
<td>Technical excellence</td>
<td>20</td>
</tr>
<tr>
<td>Lighting</td>
<td>15</td>
</tr>
<tr>
<td>Display techniques</td>
<td>20</td>
</tr>
</tbody>
</table>


PERFORMANCE OBJECTIVES
To use acceptable job application techniques

To complete an application form

To complete a letter of application

To list places where employment might be obtained (Ref. Rickert, Stoner, Brown, pp. 141-150)

Explain how to write a letter of application

Discuss sources of entry jobs in display work

REFERENCES
Reft. I, pp. 74-77; Reft. J, pp. 444-446

To invite a personnel manager of a large store to discuss the procedures an individual should follow during a job interview.

Have the personnel manager conduct mock interviews with members of the class and point out areas in need of improvement.

Follow with a question and answer period. Summarize and discuss the speaker's remarks.

Executive a Display

Explain the procedures for evaluating the effectiveness of a display. Indicate that a rating scale might include the following display evaluation categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
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<td>15</td>
</tr>
<tr>
<td>Display techniques</td>
<td>20</td>
</tr>
</tbody>
</table>


PERFORMANCE OBJECTIVES
To evaluate the effectiveness of a display

Explain and demonstrate the procedures for evaluating the display and point out areas in need of improvement.

Discuss the speaker's remarks.

Have the personnel manager conduct mock interviews with members of the class and point out areas in need of improvement.

Follow with a question and answer period. Summarize and discuss the speaker's remarks.

EXECUTING A DISPLAY

Explain the procedures for evaluating the effectiveness of a display. Indicate that a rating scale might include the following display evaluation categories:

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Explain how to write a letter of application

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<tr>
<td>Display techniques</td>
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</tr>
</tbody>
</table>

LEARNING EXPERIENCES

Have students bring in illustrations of different types of displays and evaluate each one.

Have students evaluate their own displays and point out areas in need of improvement.

Have students develop a list of places where they might inquire for employment as an entry worker in the field of display.

Have each student write a letter of application.

Review and point out any changes that need to be made.

Obtain application forms from several different sources and have each student practice completing at least one.

Have students develop a list of "things to remember" when being interviewed.

Have students develop a list of "things to remember" that he may use when he applies for a job.

Have students explain how they should prepare for a job interview.

Have students explain how they should conduct themselves during a job interview.

Ask each student to appraise his attitudes toward self-improvement program.

Ask students to evaluate each display and to suggest improvements.

Show illustrations of at least five displays.

EVALUATIVE TECHNIQUES

Select students to role play several job interview situations in which the applicants conduct themselves properly and several situations in which the applicants make mistakes. Discuss how the participants handled situations in which the applicants were interviewed.

At the conclusion of the role playing situations, assist the students to develop a list of factors which would influence an employer to hire a job applicant.

Select students to role play several job interview situations. Ask each student to appraise his attitudes toward self-improvement program.

See appendixes D, E, and F.

EXECUTING A DISPLAY

Obtain application forms from several different sources and have each student practice completing at least one.

Have students evaluate their own displays and point out areas in need of improvement.

Types of displays and evaluate each one.

Have students develop a list of illustrations of different types of displays.
PERFORMANCE OBJECTIVES

To conduct himself properly on the job

INSTRUCTIONAL TECHNIQUES

Emphasize the importance of being able to work together during training, for this is the way it will be on the job.

Review the characteristics that employers like employees to have.

Review the characteristics that contribute to harmonious working relationships.

(Ref. Rickert, Stoner, Brown, pp. 27-28, 32-35)
LEARNING EXPERIENCES

Have students role play such situations as:

- Meeting production deadlines
- Taking suggestions from a supervisor
- Keeping busy during slack times
- Being asked to cover for another employee
- Having someone else take credit for your work
- Being the target of a "practical joke"
- Being told by other employees, "Stop trying so hard because it makes us look bad"
- Listening to a story about another employee that starts off, "Guess what I heard about ... ."
- Having to work with an employee who is unpleasant most of the time
- Being asked to run errands for others just because you are the "new worker"

Discuss with the students how the participants handled the above situations and offer other possible solutions.

EVALUATIVE TECHNIQUES

Have students list the characteristics of a good employee and explain how these traits influence success in the job.

Have students list 10 behavioral patterns that contribute to getting along with others on the job.
Using Audiovisual Materials

Audiovisual materials are both a tool for teaching and an avenue for learning. While no particular amount of time is recommended for using audiovisual materials, it is suggested that they be used with a variety of other learning activities and that the instructor not devote an entire class session to the use of such materials. Audiovisual materials are both a tool for teaching and an avenue for learning. When working in small instruction, a high level of involvement can be stimulated with audiovisual materials. Following up with opportunities to explore new knowledge and evaluate knowledge acquired can also be helpful. Summary concepts and understandings presented in audiovisual materials can be followed up with opportunities to explore new knowledge and evaluate knowledge acquired, filling in small instruction until people are more familiar with the ideas. It is well to remember that they can learn much from each other. It is within the flow of getting much from each other that they can learn.

The following suggestions may assist the instructor as he plans for the effective use of audiovisual materials:

- Always preview any audiovisual material to become familiar with its content and to see that it correlates with the lesson.
- Students dislike time fillers and inappropriate presentations. Make the presentations appropriate.
- Present lesson.
- Plan presentation (organization and methods).
- Always preview any audiovisual material to become familiar with its content and to see that it correlates with the lesson.
- Make the presentations appropriate.
If the class is held during the day, be sure the room can be darkened and ventilated. Check to see that the lights can be turned off without shutting off the power to the projector. At the conclusion of the presentation, allow the fan on the machine to cool off for a few minutes before completely shutting off the power.

Itemize the important learnings on the chalkboard as they are contributed by the class. Allow time for the trainees to raise other questions which may lead to a more complete understanding of the topic. Encourage students to keep some kind of notation for future review.

As a whole or as a part, whichever is appropriate to the needs of the trainees, it may be used as a filmstrip for discussion or questions. At the end of the showing, make your comments and encourage discussion from the trainees.

If an item ordered from an out-of-school source, complete the required attendance report, prepare the material for mailing, and make arrangements for its prompt return.

If the class is held during the day, be sure the room can be darkened and ventilated. Check to see that the lights can be turned off without shutting off the power to the projector. At the conclusion of the presentation, allow the fan on the machine to cool off for a few minutes before completely shutting off the power.

Prepare a list of questions which might assist students to evaluate how well they have learned the important points of the presentation. One approach might be for the instructor to present the question and pause for a few moments to allow the students to form their answers before responding. Interest could be generated by asking the students to keep track of the numbers of their correct answers.

At the conclusion of the presentation, allow the fan on the machine to cool off for a few minutes before completely shutting off the power.

Explain the subject matter that is going to be presented. Discuss the important terms used, and indicate the main points that will be covered.

Prepare the film threaded and the projector ready for use. Stop the film or filmstrip for discussion as the need arises during the showing instead of waiting until the presentation has been completed.

A filmstrip offers flexibility, for it may be used as a whole or as a part, whichever is appropriate to the needs of the trainees. It may also be stopped at any frame for discussion or questions. At the end of the showing, make your comments and encourage discussion from the trainees.

Have the film threaded and the projector ready for use. Stop the film or filmstrip for discussion as the need arises during the showing instead of waiting until the presentation has been completed.

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Summarize Concepts and Understandings

Itemize the important learnings on the chalkboard as they are contributed by the class. Allow time for the trainees to raise other questions which may lead to a more complete understanding of the topic. Encourage students to keep some kind of notation for future review.

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Preparing and Using Transparencies

Materials for use on the overhead projector may be prepared by hand, the heat-transfer process, and the color-lift process. Each method is described below.

Materials Needed

Producing a Simple and Transparent Transparency

Handmade Process

1. Select only content that is appropriate for an overhead transparency.
2. Carefully organize the content on the transparency.
4. Use multiple overlays (one transparency over another) for the development of a concept or to show steps.
5. Use a pointer to identify a specific part and then remove it quickly or lay pointer on transparency, for a hand-held pointer cannot be kept steady and is distracting.
6. Use a sliding or hinged mask to control the rate of disclosure when more than one step is included.
7. Leave a ½-inch clear margin on all sides of the transparency.
8. Use a lettering guide or dry-transfer letters and symbols to produce attractive titles.
9. Use a ⅛-inch rule for eye-transparency guides.
10. Leave a margin of about 1 inch for each label.
11. Use letters and symbols that are at least ⅛-inch high.
12. Use color to make the transparency attractive but only enough color for emphasis. Use opaque sheets or colored ink may be used to tone-down colored transparency, color.
13. Crosshair marks in opposite corners. Keep master and overlays in register with master, with crosshair marks in opposite corners.
15. Identify parts of a drawing or picture.
16. Use a pair of a drawing or picture.

Materials Needed

Plastic sheet or roll - clear or frosted
Markers - grease pencil or pen
Ink - transparent or India ink

Handmade Process

1. Select only content that is appropriate for an overhead transparency.
2. Carefully organize the content on the transparency.
4. Use multiple overlays (one transparency over another) for the development of a concept or to show steps.
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11. Use letters and symbols that are at least ⅛-inch high.
12. Use color to make the transparency attractive but only enough color for emphasis. Use opaque sheets or colored ink may be used to tone-down colored transparency, color.
13. Crosshair marks in opposite corners. Keep master and overlays in register with master, with crosshair marks in opposite corners.
15. Identify parts of a drawing or picture.
16. Use a pair of a drawing or picture.
Mark directly on the plastic sheet. This may be done in front of the class as the lesson is being given or may be prepared ahead of time.

Remove materials placed on a handmade transparency with a sponge or cloth moistened with water or a special cleaning fluid. Then the transparency is ready to be used again.

**Materials Needed**
- Plastic sheets
- Item to be copied
- Copying machine

**Suggested Procedures**
- Follow the directions for the specific copying machine; use the recommended type of plastic sheets.

**Color-Transfer Process**

Produce a transparency by transferring the ink of a printed picture to a sheet of transparent film.

**Materials Needed**
- Special film
- Detergent
- Flat tray
- Drymount press
- Pressure boards
- Item to be transferred

Follow the directions for the specific copying machine.

**Suggested Procedures**
- Select and test the picture to be lifted.
- Wet the fingertip and rub over an unprinted portion of the page. Clay-based papers will leave a residue on the fingertip.
- Dry the picture for 5 seconds in a drymount press at 270°F.
- Place the picture on the coated side of the special film and place between pressure boards. Heat the resulting sandwich for 2-3 minutes in a dry-mount press set for 270°F. Place the picture and film in lukewarm water containing a liquid detergent. Soak for 2 minutes or until the paper pulls easily from the acetate.
- Remove materials placed on a handmade transparency placed on a plastic sheet. This may be done in front of the class as the lesson is being given or may be prepared ahead of time.

**Drymount Process**

Produce a transparency by transferring a printed picture to a sheet of transparent film. Follow the directions for the specific copying machine.

**Materials Needed**
- Item to be copied
- Plastic sheets
- Heat-tranfer press

**Suggested Procedures**
- Heat-tranfer press placed on a handmade transparency is ready to be used again. Remove materials placed on a handmade transparency placed on a plastic sheet. This may be done in front of the class as the lesson is being given or may be prepared ahead of time.
APPENDIX

EQUIPMENT AND SUPPLIES NEEDED

Glassed or open showcase
Two mannequin forms with stands
Sign making unit, signboard, and ink
Electric saber saw and drill
Six-foot worktable

LEGAL CLOTHING, CLOTHING, AND Carolina
Assorted metal sign holders
Assorted metal sign holders

ADDITIONAL

Seasonal display kits
Mannequin platforms
Mannequin forms
Paper cutter
‘Cutawl’ machine or equivalent
Track lighting and bulbs
Mockup of a store front
Assorted rolls of ribbons
Child - black and white with wigs
Mannequin forms - male, female, teenager
Assorted staple guns and supplies

SEVERAL SHEETS OF WALLBOARD
Basic patterns, brushes, and color assortment of
seamless display papers
Assorted cloth, clothing, and accessories
Assorted metal sign holders

MANNEQUIN FORMS - MALE, FEMALE, TEENAGER,
Assorted staple guns and supplies

NEWLY

APPENDIX
SUGGESTED LAYOUTS FOR DISTRIBUTIVE EDUCATION CLASSROOM - LABORATORY

APPENDIX B
### traits and attitudes for employment

#### Directions:
Appraise the student in each of the indicated areas by marking under the rating column a 1 for not acceptable, a 2 for poor, a 3 for acceptable, a 4 for good, and a 5 for excellent.

#### date
Evaluator

**area**

<table>
<thead>
<tr>
<th>area</th>
<th>appearance</th>
<th>attitude toward regulations</th>
<th>cooperation with coworkers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>image</td>
<td>resembles from business</td>
<td>help others, but does not</td>
</tr>
<tr>
<td></td>
<td>are acceptable at all times</td>
<td>meet minimum requirements</td>
<td>completes own assigned duties, but does not</td>
</tr>
<tr>
<td></td>
<td>wears work clothes that meet the job's requirements</td>
<td>works smoothly with others, contributes to teamwork</td>
<td>helps others, but not cheerfully</td>
</tr>
<tr>
<td></td>
<td>wears work clothes that are acceptable at all times</td>
<td>works well with others</td>
<td>helps others cheerfully when they are busy and he is not, helpful to new employees</td>
</tr>
<tr>
<td></td>
<td>is exceptionally well-groomed</td>
<td>is satisfactorily grommed</td>
<td>is exceptionally well-groomed</td>
</tr>
<tr>
<td></td>
<td>is unpleasant</td>
<td>is pleasant</td>
<td>is unpleasant</td>
</tr>
<tr>
<td></td>
<td>is sloppy about grooming</td>
<td>sparkles and smiles</td>
<td>is exceptionally well-groomed</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**appendix c**
<table>
<thead>
<tr>
<th>AREA</th>
<th>INITIATIVE AND ADAPTABILITY</th>
<th>HONESTY</th>
<th>LOYALTY</th>
<th>ABILITY</th>
<th>DEPENDABILITY</th>
<th>MANAGEMENT</th>
<th>SUPERVISION OF ACCEPTANCE</th>
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<td>1</td>
<td></td>
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<tr>
<td>Trait and Attitudes for Employment (continued)</td>
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**Traits and Attitudes for Employment (Continued)**

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### Traits and Attitudes for Employment (Concluded)

<table>
<thead>
<tr>
<th>AREA</th>
<th>SAFETY AWARENESS</th>
<th>ATTENTION TO JOB</th>
<th>TO JOB</th>
<th>ADJUSTMENT TO NEW AND OR UNPLEASANT SITUATIONS</th>
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<tbody>
<tr>
<td>1</td>
<td>Is a hazard to himself and others.</td>
<td>Concentrates on completing the job(s) at hand, keeps track of other jobs and situations when supervising.</td>
<td>Procedures.</td>
<td>Joins readily to new or unexpected situations, applies principles learned from training or experience.</td>
</tr>
<tr>
<td>2</td>
<td>Needs an occasional warning to follow safety rules.</td>
<td>Forgets to keep track of other tasks and situations when supervising.</td>
<td>Lacks organization of work.</td>
<td>Adjusts poorly to new or unexpected situations, does not apply principles learned from training or experience.</td>
</tr>
<tr>
<td>3</td>
<td>Alert to hazards, and responds promptly and cheerfully.</td>
<td>Concentrates on completing the job(s) at hand, but not always.</td>
<td>Unable to plan own sequence.</td>
<td>Adjusts to new or unexpected situations when supervisor helps to apply principles learned from training or experience.</td>
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<td>4</td>
<td>Does unpleasant jobs as assigned, but not always cheerfully.</td>
<td>Works in an orderly manner when called to his attention, unable to plan own sequence.</td>
<td>Sequences, plans own work.</td>
<td>Adjusts readily to new or unexpected situations, applies principles learned from training or experience.</td>
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<tr>
<td>5</td>
<td>Gets others to do them for him.</td>
<td>Follows an orderly work sequence.</td>
<td>Sequences, plans own work.</td>
<td>Adapts readily to new or unexpected situations, helps to apply principles learned from training or experience.</td>
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Traits and Attitudes for Employment (Concluded)
Student SELF-ANALYSIS OF ATTITUDES TOWARD WORK

Directions: Read each of the statements below. Then, indicate your opinion by circling the A if you strongly agree, the a if you mildly agree, the d if you mildly disagree, and the D if you strongly disagree. There are no right or wrong answers. Consider how your opinions might influence a potential employer’s decision to offer you a job and your decision to accept it.

1. After I start work, I hope I can associate with a better class of people.

2. I would like to work with people who live the same kind of life that I do.

3. I think that any worker has the right for respect and consideration from others.

4. I would not be as concerned about the benefits a company offers as about the salary it pays.

5. I think the boss is there to help me.

6. I would like to work with people who are able to be one or two years older than I am.

7. I think there are apt to be one or two workers on any job who will not cooperate.

8. My going to work and holding a job does not mean much to my country’s growth and prosperity.

9. The way I am treated on the job is just as important to me as the wages I receive.

10. I would rather remain with the friends I have made in my neighborhood and church than to take up with people where I work.

11. I think that any worker has the right to take up with people where I work.

12. I do not think it is right for the boss to ask employees to work late since most people have their own plans already made.

13. I do not think it is right for the boss to listen to many voices.

14. I want a salary that I feel my work is worth.

15. I think unions are good for group protection because the employer will listen to many voices.

16. I want a job with which I have had some experience.

17. I think there are not right or wrong answers. Consider how your opinions might influence a potential employer’s decision to offer you a job and your decision to accept it.

Date

Student

APPENDIX
18. I would like a job which offers a great deal of advancement.

19. I want a boss who is kind, but strict.

20. I think the employer should see to it that the worker gets the rights that are really important to him.

21. So many people these days seem hard to get along with.

22. I do not think I should expect to talk and discuss certain problems with the boss that I would with a close friend.

23. I think it is part of my job to get along well with my coworkers.

24. Learning new things, trying to get ahead, and making something of my life are more important to me than salary.

25. I do not think I need to admire my boss just because of his position.

26. I think anyone who works should take pride in his job and do the best he can.

27. I have a tendency to rebel under supervision.

28. I think the employer has the right to expect me to present a neat appearance.

29. Most bosses tend not to be quite fair to everyone in their employ.

30. I want to work with people who will get along well with me.

31. I want to go to work so I can support myself.

32. I think most bosses are just average humans like me, but somehow they have attained their position by pull and money.

33. I can do no more than work my hardest when trying to get a promotion.

34. I would like the type of work that is varied and challenging.

35. I think the worker should be able to list his complaints with his supervisor.

36. I would like the type of work that is good job.

37. I think that in most jobs a person has to have "connections" in order to get a promotion.

38. I think the boss should be able to discuss my problems with me at any time of the day.

39. I think a person who tries to do a little more than is required may be promoted to a better job.

40. I have a tendency to distrust following rules, especially when I think I can do no more than work my hardest.

41. I think people who work usually realize the value of a pleasing personality.
APPENDIX E

Student CONCEPT OF SELF IN THE WORLD OF WORK

PART I

Directions:
Place a check (✓) at the point on each of the scales given below that best describes you for that item.

1. Rate your ability to get a job after you complete this training.
   - Very able
   - Average
   - Unable

2. Rate your ability to keep a job after you get one.
   - Very able
   - Average
   - Unable

3. Rate the amount of self-confidence you possess.
   - Great deal
   - Average
   - Very little

4. Rate your ability to work with others.
   - Very able
   - Average
   - Unable

5. Rate your ability to make friends.
   - Very able
   - Average
   - Unable

6. Rate your ability to accept responsibility.
   - Very able
   - Average
   - Unable

7. Rate your ability to remain calm under pressure.
   - Very able
   - Average
   - Unable

8. Rate your ability to "take it" when the going gets tough.
   - Very able
   - Average
   - Unable

Date

Student

CONCEPT OF SELF IN THE WORLD OF WORK - PART I
Directions: Read each of the statements below. Then, indicate your opinion by circling the A if you strongly agree, the a if you mildly agree, the ? if you do not know, the d if you mildly disagree, and the D if you strongly disagree.

1. I cannot be pleasant to people who are disagreeable.  
2. I get upset when things go wrong.  
3. I need to be able to admit when I make a mistake.  
4. I am uncomfortable in strange places.  
5. I am uncomfortable with people I do not know.  
6. I need to become very interested in others so that I can forget about my self-consciousness.  
7. I need to have more faith in myself and not to be discouraged.  
8. I need to learn to "take it" so my feelings will not be hurt so easily.  
9. I need to learn to put the wishes of the group ahead of my own.  
10. I have little use for people who believe differently from me.  
11. I am discouraged and afraid before I ever get started.  
12. I have trouble working things out for myself.  
13. I am hurt when people criticize me.  
14. It is hard for me to go ahead on a job, even when I know how to do it.  
15. I am afraid to try anything new.  
16. I get more things accomplished when I work alone than when I work in a group.  

Date  
Student  

APENDIX F
Directory
Bibliography

**TEXTBOOKS**


(C) Kitsteiner, Karen. Display Made Easier. Columbus, Ohio. Ohio State University Materials Laboratory. N.D.


**REFERENCE BOOKS**


(C) Kitsteiner, Karen. Display Made Easier. Columbus, Ohio. Ohio State University Materials Laboratory. N.D.


Small Rosiness Administration:

Interior Display: a way to increase sales.

Small Marketers Aids #111.


Upson Co. A board for all seasons.

Lockport, N.Y. The Corporation. n.d.

Book of the world.

Lockport, N.Y. The Corporation. n.d.

FILMSTRIPS


10. Small Business Administration. Interior Display.
TRANSPARENCIES
Stores
National Retail Merchants Association

Distributive education - promotion.

United Transparencies, Inc.
11 transparencies.
Purchase - United Transparencies, Inc.

I want a job.

Frank E. Richards Publishing Co.
18 transparencies.
Purchase - United Transparencies, Inc.

Window display.

DCA Educational Products, Inc.
1970.
Five transparencies.
Color.
Purchase - DCA Educational Products, Inc.

PERIODICALS

American Grocer
Grocery Trade Publishing Co.

Chain Store Age
Lebhar-Friedman Publications

Discount Store News
Lebhar-Friedman Publications

Display World
Display Publishing Co.

Footwear News
Fairchild Publications

Marketing Times
Sales and Marketing Executives International

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The Merchandiser
Merchandiser Publishing Co., Inc.

Progressive Grocer
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