

ABSTRACT OF THESIS

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A PLAN OF IMPLEMENTATION  
FOR THE DENVER OCCUPATIONAL  
ADJUSTMENT SERVICE

Submitted by  
Graham R. Miller

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Colorado State College  
of  
Agriculture and Mechanic Arts  
Fort Collins, Colorado

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## ABSTRACT

An occupational education tour for school superintendents (16:10) was conducted in 1937, under the auspices of the National Occupational Conference, to study strengths and limitations of comprehensive programs of vocational education. They reported (16:10) that occupational adjustment is a continuous activity carried on by individuals who earned their own living. They also indicated that making occupational adjustments is a difficult task. It was recommended that city schools systems organize occupational adjustment services, having a three-fold function. The first function was that of counseling with individuals in the making of occupational choices, the second was to educate them for competence and effectiveness in the pursuit of their chosen occupations, and the third was to help them find employment in the fields of their choices. These three aspects of occupational adjustment are neither chronologically nor psychologically separate or sequential. Guidance does not cease when instruction begins, nor does initial placement write finis to the whole process. On the contrary, vocational instruction is in itself a powerful influence for guidance, and guidance very often

leans heavily on instruction, whereas placement is many times but a prelude to the recognition to the need for further guidance and instruction.

The report by the superintendent was the first scientific attempt to define the problem of occupational adjustment and assign to the public school the responsibility for organizing and operating such a service.

Numerous requests for assistance in solving occupational adjustment problems were received by officials in the Denver Public Schools during 1937. These local requests indicated that there was a need for the type of service that was recommended by the superintendents. About the same time, Essert and Hinderman (7:18-26) presented recommendations that an Occupational Adjustment Service be organized in Denver. A similar recommendation was made in the report on the youth problem in Denver (1:8). On January 1, 1938, four vocational coordinators were appointed to develop plans for an Occupational Adjustment Service. According to official records, the Denver Occupational Adjustment Service was inaugurated in January, 1939, at the Opportunity School, under the joint sponsorships of the Denver Public Schools, the Colorado State Employment Service, and the National Youth Administration of Colorado. The stated purpose was to provide a coordinated program of guidance, training, and placement.

During the period from February, 1939, to

June, 1940, it became apparent that satisfactory working relationships with the high schools and Denver employees were very much needed, but were not in effect. After a thorough discussion by school authorities, it was concluded that a plan of implementation for the Denver Occupational Service should be devised by means of research. This research study received its direction from an analysis of the problem:

- A. How many pupils over 16 years of age have dropped out of the Denver Public Senior High Schools annually from June 1, 1938, through June, 1940?
- B. How many high school graduates have entered the labor market annually from June 1, 1938, through June 1, 1940?
- C. What are the vocational plans of the drop-outs and graduates, and what assistance do they need to enter the labor market in 1940-1941?
- D. What personnel is available in the high schools to coordinate the occupational adjustment activities of the high school drop-outs and graduates who enter the labor market?
- E. What assistance is given to high school drop-outs and graduates who enter the labor market?
- F. What organization, plan of procedure and devices can be inaugurated to assist high school graduates and drop-outs in making use of the Occupational Adjustment Service?

- G. Who are the employers in the community who can be served?
- H. What personnel of the Emily Griffith Opportunity school should make the initial interview?
- I. What tentative system of circuits for making industrial and business interviews should be established to provide information on vocational guidance and vocational training and placement needs?
- J. What procedures should be followed by the interviews in securing the following information:
- (a) Technical changes.
  - (b) Trends in employment.
  - (c) Needs for workers.
  - (d) Present source of workers.
  - (e) Employee training needs.
  - (f) Age requirements.
- K. What should be the schedule for interviewers?
- L. What permanent system of circuits for making interviews should be established and what personnel should do the interviewing?
- M. What recommendations should be made?

The sources of data, needed in this study were records of the Census and Attendance Department of the Denver Public Schools, records of the superintendent's office, the Denver telephone directory, and officials of business and industrial firms in Denver.

Two methods were used in gathering data.

Transcriptions were made of records, and industrial and business officials were interviewed. The evidence was gathered and summarized with the aid of forms that were prepared for this purpose.

The information that was gathered and the pertinent findings from other researches was assembled in two classifications. The information pertaining to the establishment of a working relationship between the Occupational Adjustment Service, and the high schools constituted one group of data, and the information pertaining to the establishment of a working relationship with the Occupational Adjustment Service and the business and industrial concerns constituted the second group of data. This grouping made it possible to summarize in four steps all pertinent data for both parts of the new plan of implementation.

The first step was to describe specific needs and difficulties to be met. The second step was to scrutinize implementation procedures that were in effect. The third step was to devise, through cooperative means, new implementation procedures. The fourth step was to evaluate the effectiveness of these new procedures.

The specific problem surround the establishment of a working relationship between the Occupational Adjustment Service and the schools had to do with the adjustment difficulties of drop-outs and graduates.

Table , shows that there were 5,166 withdrawals during

the school year 1940-1941. Nine hundred and forty-three planned to enter college, while 4,223 planned to enter the labor market. McNally (15:36-38) found that Denver youth in the labor market did not have specific vocational plans, definite vocational preparation or work experience. These three difficulties proved to be serious handicaps to getting jobs and making progress in them.

An examination of the services that were being provided for this group, revealed that coordinators in the Occupational Adjustment Services and teachers in the schools were attempting to help young people meet these problems. However, it was found that they had developed no definite plan of action. As a result, the high school pupils received little or no assistance. This is shown in the composite graphs in Figure , page , for the year 1939-40.

Because of this need, the vocational guidance phase of the general education program in the high school, page , was developed on a cooperative basis. It included self-analysis, job analysis, methods of matching job requirements with individuals abilities, methods of developing work histories, and a plan of presenting current local occupational information. A full-time coordinator was provided at South High School for the second semester. Full-time coordinators were provided for the other high schools for the last two months of 1940-41. These persons, under the direction

of the acting principal of the Opportunity School, and with the assistance of personnel from the Occupational Adjustment Service operate the new plan.

An appraisal of the effectiveness of the new program shows:

1. That a definite plan of occupational adjustment had been adopted by all Denver High Schools and incorporated in their programs of general education.
2. That each high school had at work a coordinator.
3. That the students of South High School made the most extensive use of the Occupational Adjustment Service, with the students of East High School (were) second, and the students from other high schools third. (See Figure 1, page , Figure 2, page , Figure 3, page . This tends to show the effectiveness of the high school coordinators.)
4. That in June, 1940, two hundred graduates registered with the Occupational Adjustment Service, whereas a year later 428 registered.
5. That a similar trend is shown by graphs in Figure 2, page , for high school graduates and drop-outs who enrolled for



training at the Opportunity School.

6. That during March, April and May, 1940, 60 jobs were secured for high school graduates and drop-outs, by the Occupational Adjustment Service, whereas, for the same months of 1941, when the new plan of implementation was in effect, 224 jobs were secured for withdrawals. (See Figure , page .)

This evidence, the trends shown in the figures just designated, indicates that the plan of implementation designed to establish a working relationship between the high schools and the Occupational Adjustment Service has real merit. It is reasonable to expect that when the high school coordinators gain greater skill in performing their duties, the successful operation of this phase of the program will be assured, and a majority of the pupils' needs for assistance in entering the labor market will be fulfilled.

The foregoing information provides answers to subordinate questions relating to implementing procedures designed to establish effective working relationships between the Occupational Adjustment Service and the high school drop-outs and graduates, and on the basis of the findings it is recommended that this plan of implementation be extended and continued.

The specific problem surrounding the establishment of a working relationship between the Occupational Adjustment Service and the business and industrial firms of Denver had to do with meeting the training needs of employers and employees.

Persistent requests from employers for modifications in courses to bring them up to date established the need for implementation. McNally (15:16) showed that only 5.2 per cent of Denver youth who had been in the labor market from 1 to 9 years had made use of public placement facilities of any kind in securing jobs. This demonstrates the need for securing job placement information and job placement services. A continuous series of requests from high school principals and counselors revealed the need for current local guidance information.

An examination of the services that were being provided for employees and persons seeking employment revealed that detailed occupational surveys were planned and started with the purpose of gathering placement curriculum modification and guidance information. These surveys were carried on by means of a contact program with industry. Counseling was provided for students at the Opportunity School. This beginning program was made possible by the appointment of four vocational coordinators to the Occupational Adjustment Service staff in January, 1938.

The relative effectiveness of this beginning program was low, because the survey procedures were so detailed that only one survey was completed. The lack of effectiveness was also caused by the fact that the coordinators spent too much time in counseling activities. The relative effectiveness of this preliminary program is shown in Figures and Tables

Because of the ineffectiveness of the beginning plan of establishing working relationships between the Occupational Adjustment Service and business and industrial concerns, a new plan of action was developed on a cooperative basis. The first step was to group employers listed in the telephone directory according to the official list of courses offered by the Opportunity School. Each coordinator was assigned a district. A new contact form was organized, and ten firms in each district were contacted on a trial basis. After a review of the strength and shortcomings of this procedure, a revision of the contact plan was made.

Denver employers for whom the Opportunity School could provide training were regrouped according to two criteria. By applying the first criterion, employers were classified according to the following divisions: Trade and industrial, distributive occupations, service occupations, and clerical occupations. By applying the second criterion, employers were grouped homogeneously, on the basis according to the number of

their employees, their importance in the community, and needs for training. They were assigned to four groups. The first group was made up of employers who should be contacted every three months; the second group consisted of those who should be contacted every six months; the third group of those who should be contacted once a year; and the fourth group of those to be contacted only when they asked for assistance. This plan of classification is flexible in that changes may be made at any time on the basis of mutual consent on the part of both parties. The code of a given employer is designated by the first letters in the name of the classification, followed by a dash, and a number. An example for an employer in the trade and industries group would be TI -1. These codes may be found on the lists of employers, and their addresses given in Chapter IV. After the employers cards were coded, they were placed in a "tickler" file.

The Acting Principal of the Opportunity School, in consultation with the coordinators, devised the following procedures to be used in making industrial contacts: interviewers were to visit all employers on their circuits and secure the information indicated on Form 3. The same day an interview was made the information was to be summarized on Form 4, for guidance; Form 5 for curriculum modification and supervision; and Form 6 for placement. On the day of the visit, all placement information and job orders were to be given to the Supervisor

of the Junior Placement Service. Curriculum information was to be given to the Acting Principal of the Opportunity School, and the cards bearing guidance information were to be given to the editor of the Guidance Bulletin. Guidance information was to be summarized and presented in three guidance bulletins, the first of which was to be issued in December. (3)

The next step in the plan was to have vocational teachers make industrial contacts under the supervision of the coordinator to whom they were responsible. Meetings of these teachers, coordinators, and the acting principal, were held to instruct the teachers in methods of making the contacts. Arrangements were made to relieve each instructor from his teaching duties one afternoon each week. This was made possible by providing related instructors for their students on that day. In addition to the school time allowed, teachers were expected to make additional calls on their own time as a partial fulfillment of the provisions of Colorado State Board for Vocational Education.

An appraisal of the effectiveness of the new program shows:

1. That three guidance bulletins were issued. Requests were received for 250 copies of the first one, 500 copies of the second, and 1000 copies of the third.

2. That, as a result of the information that was secured from employers and employees, numerous existing courses were modified and new courses were introduced.
3. That during 1937-38 the division of distribution education was added and the enrollment figures rose from 9,404 for the previous year to 11,806.
4. That during 1939-40, when the beginning progress faltered, the enrollment dropped from 13,026 to 12,548.
5. That during 1940-41, when the new plan of implementation was in effect, enrollment reached an all-time high of 14,546. In addition to the 14,546 students enrolled in the regular program of the Opportunity School, 1,516 students were enrolled in defense training classes, operated by the Opportunity School.
6. That the changes in enrollment since 1937-38 tend to show the working relationships with the high school and the employers increased the number of persons who made use of the facilities of the Occupational Adjustment Service.
7. That there were more day school students in average attendance every month during

the school year of 1940-1941 than for the corresponding months of the previous year.

8. That during 1939-40 the average monthly attendance for day students in June was 757, which is 52.9 per cent of the average attendance of September, 1939, of 1,432. The average attendance in June, 1941, was 1,193, which is 71.8 per cent of the average attendance in September 1940 of 1,660. See Figure , page .
9. That average monthly attendance figures for evening school students show an increase in the use of occupational adjustment service facilities comparable to those reported for day school students. (See Figure 1, page .)
10. That for 1939-40 the average attendance of evening school students in June was 772, which is 40.2 per cent of the average attendance in September, 1939, of 1,929. The average in June, 1941, was 1,227, which is 64.0 per cent of the average attendance in September 1940 which was 1,917 students.

The comparison of average monthly attendance data for the night school program in the years 1939-40 and 1940-41 reveals the same trend that was indicated by a comparison of average monthly attendance data for

the day program for the same years. Both comparisons tend to show that the program of implementation that was developed on a cooperative basis gives promise of meeting the training needs of employers and the many of the labor market adjustment problems of employees.

The foregoing information provides answers to subordinate questions relating to implementing procedures designed, on the basis of the finding, to establish effective working relationships between the Occupational Adjustment Service and the employers. It is recommended that this plan of implementation be extended and continued.

It is recommended that investigations be made of the following subjects as problems for further study:

1. Ways and means of improving the effectiveness of the personal interview procedure.
2. Methods of effecting curriculum modifications more rapidly and effectively.
3. Methods and devices for increasing the effectiveness of vocational counseling.



T H E S I S

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COLORADO STATE COLLEGE

OF

AGRICULTURE AND MECHANIC ARTS

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AUGUST 4 1941

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY GRAHAM R. MILLER

ENTITLED A PLAN OF IMPLEMENTATION FOR THE DENVER

OCCUPATIONAL ADJUSTMENT SERVICE

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

MAJORING IN TRADE AND INDUSTRIAL EDUCATION

CREDITS 5

*R. A. Newkum*

In Charge of Thesis

APPROVED

*E. L. Wetzel*

Head of Department

Examination Satisfactory

Committee on Final Examination

*G. T. Avery*

*E. L. Wetzel*

*R. T. Craig*

*Arthur H. Bradford*

*Gilbert L. Betts*

*V. E. Dawson*

Dean of the Graduate School

Permission to publish this thesis or any part of it must be obtained from the Dean of the Graduate School.

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# A PLAN OF IMPLEMENTATION FOR THE DENVER OCCUPATIONAL ADJUSTMENT SERVICE

## Chapter I

### INTRODUCTION

One of the most significant areas of adjustment in any life is that involving the earning of livelihood. The difficulty of adjustment is accentuated when the labor market is glutted and jobs are hard to get and hold. The interim report (16:10) states:

The responsibilities of the public schools encompass the fullest possible development for vocational competence of the individual. They include the orientation of the individual in the world of work, so that he may perceive his relationship to that world and its parts and the relationship of the parts one to another. They embrace the teaching of necessary skills and knowledge, the development of appropriate attitudes and viewpoints and habits, the building of desirable character and personality. They imply that the school is under the obligation -- moral if not legal -- of accepting responsibility for providing an articulated set of experiences through which the pupil may make satisfactory personal and occupational adjustment.

These may be considered the obligations which the schools have toward the individual pupil. But certainly no less pressing are the obligations which the schools have toward the community by which they are supported. This community has set the schools up to serve certain sound purposes. It is important to the

community that its schools produce individuals capable of making the many adjustments which successful living requires, for it is the adjusted individual who is the effective citizen and the efficient worker. The community needs both and it is therefore interested to see that the schools which it supports shall provide learning experiences, through curriculum and counseling, that will aid pupils.

During periods of depression large numbers of youth and adults were unable to secure or keep jobs. The less skilled workers joined the ranks of unemployed youth to make a group, staggering in number, with too much enforced leisure time. As jobs become fewer and the ranks of the unemployed swelled it became apparent that the educational organization which provided a cosmopolitan secondary school, and in many instances, a trade and vocational school, did not offer the needed guidance, placement, and training. A shortcoming led to a number of studies, the first of which was the Occupational Educational Tour For School Superintendents. In 1937, thirteen school superintendents, including Alexander J. Stoddard, superintendent of the Denver Public Schools, recognized the school's function in training for livelihood, in terms of selection of occupation, vocational training, induction into employment, and education for advancement or reemployment. They visited eight school systems in which one or more phases of occupational adjustment were especially well exemplified, and where careful preparation had been made for their coming. They spent two days in Washington in conference

with representatives of the United States Office of Education, the United States Employment Service, and the Federal Committee on Apprenticeship Training. At the conclusion of their conference they prepared a preliminary report, later known as the Interim Report (16). They considered the function of occupational adjustment as three-fold: first, to counsel with the individual in the making of an occupational choice; second, to educate him for competence and effectiveness in the pursuit of his chosen occupation; and third, to help him to find employment in the field of his choice.

These three aspects of occupational adjustment are neither chronologically nor psychologically separate or sequential. Guidance does not cease when instruction begins, nor does initial placement write finis to the whole process. (4:200-1) On the contrary, vocational instruction is in itself a powerful influence in guidance and guidance very often leans heavily on instruction, whereas placement is many times but a prelude to the recognition of a need for further guidance and instruction.

The interim report represents the first systematic attempt to define or describe the problem of occupational adjustment as a whole. The report declares it is a function of the schools

to see that the individuals who come under their influence are given every opportunity to make wise choices of occupations. If they are

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to be really wise, these choices must be made in full cognizance, not only of the individual's capacity for achieving competence in his chosen occupation, but equally of his probable opportunities to apply his competence to the earning of a livelihood.

Following the report of the school superintendents, the Denver Board of Education recognized the desirability of providing an occupational adjustment service for Denver. In due time, Essert and Hinderman (7) were commissioned to make a survey of occupational education and adjustment, in a selected group of cities, having a population ranging from 100,000 to 1,000,000.

The purpose of the tour was to gain a first-hand knowledge of the nature and organization of the services, the problems of personnel cooperation and finances involved in operating the services, and the strength and limitations of the services in terms of their applicability to the Denver situation. Following the return of Essert and Hinderman to Denver, some specific recommendations for organizing, administering, and operating a comprehensive adjustment service were made to the board of education. The recommendations included: (1) a reorganization of the guidance programs in the junior high schools, the senior high schools, and the Emily Griffith Opportunity School (henceforth referred to as "the Opportunity School"); (2) the establishment of adequate testing and placement services in the Opportunity School; (3) occupational surveys; (4) enlargement of the senior high school

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extended exploration service; (5) organization of a community council to coordinate local activities of organizations providing adjustment services; (6) the extension of the vocational program for girls and women at the Opportunity School; (7) the development of training for the distributive occupations; (8) the development of training for the service occupations; and (9) utilization of occupational surveys to provide guidance information, curriculum information, and placement information.

Following the report and recommendations of Essert and Hinderman, the vocational department of the Denver Public Schools, the Adult Education Council, the Bureau of Business and Social Research, the University of Denver, the Opportunity School, the Colorado State Employment Service, the National Youth Administration of Colorado, and the Department of Education and Recreation of the Works Progress Administration, (6:1-8) joined in a cooperative effort to determine the magnitude of the youth problem in Denver. From a survey of youth conducted in the state of Maryland, (4:54-64) the American Council on Education discovered that

more than forty percent of the out-of-school and employable youth in that state had not obtained any full time employment within a year after leaving school. This high incidence of unemployment among our youth, coupled with the inevitable effects of their experiences during these years upon their social attitudes in the future, emphasizes the necessity of developing an effective youth program.



The purposes of the study were: first, to present information concerning the magnitude of the problem in Denver, its chief characteristics, its relative intensity in different sections of the city, and the relations thereto of juvenile delinquency and of dependency history of the family; second, to indicate the distribution of Denver youth according to activity status, pointing out differences in this regard between one section of the city and another; and third, to summarize the educational background of the out-of-school youth, together with the activity status of the different educational achievement groups.

The conclusions which drawn from the study clearly showed the need for a program of occupational adjustment in the fields of guidance, training and placement.

Administrators of the Colorado State Employment Service, the National Youth Administration, and the Denver Public Schools met frequently to devise a cooperative arrangement for a junior placement service for Denver. (14) These plans were in keeping with the report of the superintendents who made the study of occupational adjustment services, and with the subsequent findings of the survey tour made by Essert and Hinderman. On February 1, 1939, the Occupational Adjustment Service was inaugurated at the Opportunity School, under the joint sponsorship of the Denver Public Schools, the

Colorado Employment Service, and the National Youth Administration of Colorado, to provide a coordinated program of guidance, training and placement.

The Opportunity School has provided vocational training services for more than twenty-five years. However, a glance at the courses offered, prior to January 1, 1938, would show that the fields of trade and industry, and commercial work, comprised the greater part of the vocational program.

On January 1, 1938, the board of education, in accordance with the recommendations of Essert and Hinderman, (7) appointed four coordinators to the vocational department of the Opportunity School to develop new vocational courses and to improve the existing courses, in the fields of trade and industrial occupations, distributive occupations, and service occupations. In order to provide reliable basic information relative to employment possibilities in the four major fields (8) -- trades and industries, distribution, service, and clerical and commercial -- and to establish training needs in these fields a number of surveys were started according to plans devised by Essert and Hinderman. The findings of the surveys enabled the administration to organize a few new classes, reorganize some existing ones, and to discontinue one which no longer met the needs of industry; for example, it was found that the field of telegraphy no longer provided jobs for new

workers, because technological changes (5:117-18) had reduced employment for Morse operators. Reliable guidance data were made available to counselors, who for the first time in the history of the school were able to counsel wisely regarding occupational choices in a few fields.

Since the Occupational Adjustment Service is definitely concerned with young people who leave school, it was felt that the service should extend into the senior high schools. To accomplish this, a coordinator for each senior high school was selected to counsel drop-outs and graduates entering the labor market -- to induce them to register for placement at the Occupational Adjustment Service, and to acquaint them with the opportunities made available by the adjustment service. Each coordinator spent three days learning about the use of employment forms, methods of registration, the function of the guidance and testing section, and how tests are used and applied to the total counseling procedure. Field visits were taken with Occupational Adjustment Service counselors in order to gain an idea of the nature of employer visits. The operation of the vocational program, including coordination and its relationship to the large problem of occupational adjustment, was presented by the vocational coordinators and the principal of the Opportunity School.

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After a few months it was apparent that the high school coordinator did not have sufficient time to bring about satisfactory working relationship between the Occupational Adjustment Service and the high school.

About November 1, 1939, a vocational adjustment service was established at South High School, under the direction of a person employed by the Adult Education Council. His assignment was to work on a full time basis with the drop-outs and graduates, and to assist all those who anticipated leaving school. The duties of this coordinator were to see that the student was registered at the Occupational Adjustment Service, to assist individuals in making their vocational plans, and to contact community business firms in distributive and service fields, for the purpose of obtaining part-time and exploratory jobs.

A study of all operations over a year disclosed some significant weaknesses in the program. It was apparent that efforts to extend the benefits of the Occupational Adjustment Service to the high school drop-outs and graduates had produced quite unsatisfactory results. The liberation of a teacher in each high school for an hour or two a day for the coordination of the adjustment service with the high school youth did not produce successful results, because it was not possible, in the time provided for the high school teacher, to go out into the community and make

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contacts with parents, employers and community agencies.

The efforts of the full time worker, provided by the Adult Education Council to supplement the work of the teacher, were of little avail in bringing about a solution of the problem. This effectiveness in all probability resulted from a lack of a basic understanding of occupational adjustment.

An evaluation of the occupational surveys revealed the advantages of proceeding systematically to provide reliable occupational information; however, the method and data collecting devices in use were not producing satisfactory results. The number of surveys completed could hardly justify the amount of time and personnel required. It was found that to be useful occupational information must be up-to-date. Its reliability decreases in proportion to its age.

The program of occupational adjustment was more satisfactory than the services that had been offered previous to its inauguration. The time and personnel were used to the fullest extent. These good results were obtained by the use of scientific methods, and it was decided that further research was necessary to devise "A Plan of Implementation for the Denver Occupational Adjustment Service." By implementation is meant the investigation and development of devices needed to relate the adjustment service to the Public Senior High Schools on the one hand, and to the indus-

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tries and business establishments of Denver on the other. The study is limited to School District No. I of the City and County of Denver, and to businesses in the City of Denver.

The Denver Occupational Service comprises specialized vocational guidance, training, and placement.

A beginning worker is any person, who has not worked at a given occupation, regardless of his age. However the prevailing age range of the majority of persons for whom the services is intended is from 16 to 25.

Surveys are to be made primarily in the fields for which the Opportunity School has vocational courses organized, and they are planned to obtain guidance, placement, and curriculum revision data.

Previous research contributes little to the solution of the problem which is indicated in this study, and which constitutes a part of the larger problem of social and economic adjustment. The solution of the problem depends upon the answers to the following questions:

1. How many pupils over 16 years of age have dropped out of the Denver Public High Schools annually from June 1, 1938, through June, 1940?

2. How many high school graduates have entered the labor market annually from June 1, 1938,

through June 1, 1940?

3. What are the vocational plans of the drop-outs and graduates, and what assistance do they need to enter the labor market in 1940-1941?

4. What personnel is available in the high schools to coordinate the occupational adjustment activities of the high school drop-outs and graduates who enter the labor market?

5. What assistance is given to high school drop-outs and graduates who enter the labor market?

6. What organization, plan of procedure, and devices, can be inaugurated to assist high school graduates and drop-outs in making use of the Occupational Adjustment Service?

7. Who are the employers in the community who can be served?

8. What personnel of the Emily Griffith Opportunity School should make the initial interviews?

9. What tentative system of circuits for making industrial and business interviews should be established to provide information on vocational guidance, vocational training, and placement needs?

10. What procedures should be followed by the interviewers in securing the following information:

- (a) Technical changes
- (b) Trends in employment
- (c) Needs for workers

- (d) Present sources of workers
- (e) Employee training needs
- (f) Age requirements

11. What should be the schedule for inter-  
viewers?

12. What permanent system of circuits for  
making interviews should be established, and what  
personnel should do the interviewing?

13. What recommendations should be made?

An investigation of the research literature,  
reported in the following chapter, has revealed  
information that is pertinent to the problems presented  
above.



Chapter II  
REVIEW OF LITERATURE

It is an accepted fact that a large majority of people have to earn a living in order to obtain the things they enjoy and need in life. This fact emphasizes the need for assisting individuals in making adequate adjustments to conditions as they are, and for making readjustments that will result in social and economic improvement.

A review of research literature was made to find information that had a bearing on the subordinate questions of this study.

The research findings that relate to questions A, (How many pupils over 16 years of age have dropped out of the Denver Public Senior High Schools annually from June 1, 1938, through June 1, 1940?), B, (How many pupils have entered the labor market annually from June 1, 1938, through June 1, 1940?), and C, (What are the vocational plans of the graduates and drop-outs, and what assistance do they need to enter the labor market?) follow.

McNally's study (15:1-80), The Preparation of Denver Youth for the Labor Market, was undertaken during the summer of 1938 for the purpose of determining what

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the schools can do to help youth in solving beginning labor market problems. The remedies were sought through an analysis of the difficulties and problems which youth already in the labor market had experienced.

Data were obtained from 5,845 youth, ranging in age from 17 to 25 years; these youth were personally interviewed. This number comprised approximately 50 per cent of all of the eighth grade graduates, of both the public and parochial schools, for the years 1929, 1931, and 1933. These youth were asked questions concerning the amount of education they received, why they left school, and other questions concerning labor market experiences from the time they first left school and started seeking work until they were interviewed for this study.

A few of the outstanding findings and recommendations of the study (15:74) are:

1. Of the number interviewed, 83 per cent had at some time been in the labor market. This large percentage suggests the necessity for an educational program by which youth could be prepared for the labor market.

2. Fifty-four per cent gave lack of funds as their reason for leaving school. This means that, the youth may have left school because their financial support was needed at home, or because they were unable to keep socially abreast of the pupils in school. Thirty-two per cent answered that they left school because they had no desire for further education.

3. The average age at which youth entered the labor market was 18 years. The majority of jobs were obtained either through personal application or friends. Sixty percent stated

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that their difficulty in securing employment was in securing employment was in finding job openings; the second most important difficulty was experience.

4. The two occupations in which more than 70 per cent of the youth are employed, are clerks and kindred workers, and semi-skilled workers. Forty-five per cent of the youth left the labor market altogether, having failed to find employment.

5. Apparently little relationship exists between the amount of education a youth receives, and the progress he makes in his work, as measured by weekly earnings. Likewise, the amount of education the student has does not affect him in his adjustment in the labor market, nor does it help determine the kind of job he gets. This is a definite challenge to the present educational program of the schools.

Recommendations by which the schools may prepare youth more adequately for the labor market are indicated below: (15:75)

1. The characteristics and needs of youth vary between one section of the city and another. Therefore, the schools should include phases of occupational guidance and training in their educational programs that are designed to meet the needs of the youth within their districts.

2. Since two thirds of the youth graduate from high school, the major part of the preparation of youth for the labor market should be offered in the senior high school curriculum. But special guidance provision should also be made for the youth who leave junior high school, and the tenth and eleventh grades in senior high school, so that they, too, will be prepared for their entry into the labor market.

3. Approximately a third of the youth stated that they left school because they had no desire for further education. To enable pupils to overcome this attitude, a combination of curriculum modifications and more careful occupational guidance would seem advisable.

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4. The schools should offer vocational training for the semi-skilled occupations, since the vast majority of both youth and adults are employed in jobs requiring work of a semi-skilled nature. The training offered for these occupations should consist both of the short-unit type, which a youth learns to do a given job within a comparatively short time, and of the pattern type, in which youth are trained for a number of kinds of work involved in a given industry.

5. Since almost half of the youth in the labor market are employed as clerks and kindred workers, and since many of the youth expressed a desire for elementary clerical training, it would seem advisable to investigate the possible advantages to be derived from offering general clerical training at the junior and senior high school levels.

6. Youth should be taught the opportunities which various occupations offer in order to help them choose the type of work they wish to follow, and to enable them to better themselves in their employment if they have a chance.

7. In order to overcome youths' handicap of inexperience in securing a job, it would be advisable for the schools to keep a work history for each student.

8. Youth said they had no difficulty of landing jobs if they only know where to find them.

This situation is a challenge to the Occupational Adjustment Service to locate jobs and to guide the out-of-school youth into the occupations for which they are best suited. These findings suggest methods of obtaining data on high school drop-outs and graduates who enter the labor market and suggest the need for the present study.

The research findings that relate to questions A (How many pupils over 16 years of age have dropped out of the Denver Public Senior High Schools annually from June 1, 1938, through June 1, 1940?) and B (How many students have entered the labor market annually from June 1, 1938, through June 1, 1940?) follow:

The Youth Survey Committee of the Adult Education Council of Denver made a survey of the Youth Problem in Denver. (1:1-8) The study pertained to youth 16 to 21 years of age. The department of census and attendance maintains an active alphabetical card file of all persons 16 to 21 years of age who have a record of attendance in the Denver Public or Parochial Schools. On or about April 10 of each year the cards of those who have attained the age of 21 during the preceding twelve months are withdrawn from the file. The study here reported is based on a sample of the city's youth obtained by taking from this card file the names of all persons, 16 years old or over on September 1, 1937, appearing on the first five per cent of the cards in each letter of the alphabet. Age distributions were compiled according to the age on the last birthday prior to April 10, 1938.

The conclusions drawn from the Youth Survey Committee were summarized briefly as follows: (1:8)

- 1. The number of youth 16 to 21 years of age in Denver may be conservatively estimated to total 28,750. Of this number 44 per cent

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or 12,650 were working or seeking work during the early months of 1938. The number in this labor group who did not have full time employment was 6,850, or almost 24 per cent of all the youth 16 to 21 years of age in the city.

2. Of the youth 16 and 17 years old, about one-fifth were in the labor market. Whether these people had full-time employment or not and comparatively few of them had such employment -- it may be argued that practically all of them should have been kept in school.

3. In contrast to the general average of 24 per cent who were not making satisfactory use of their time, more than half of the youth in some of the districts along the Platte River fell in this category. This high incidence of unemployment or partial unemployment is found for the most part in the areas in which the problems of juvenile delinquency and of relief are greatest.

4. Only 46 per cent of the youth no longer in attendance in the secondary schools were high school graduates; and only 60 per cent had gone beyond junior high. Substantially these proportions obtained also for the labor market group.

5. About one-third of the unemployed and of the part-time employed did not go beyond the eighth grade, and about two-thirds dropped out of school before graduating from senior high. Of the full-time employed, on the other hand, about three-fifths were high school graduates. Because of the selectivity inherent in our educational system, it should be pointed out that the difference in the scholastic training of these groups does not necessarily account for the difference in employment status. In the development of an effective program for the guidance, training and placement of out-of-school youth, however, consideration must be given to the educational background of the unemployed and of the part-time employed. In other words, such a program of occupational adjustment must prepare them for the kind of work they are capable of doing. In the river bottom areas, where the need is the greatest, the bulk of the out-of-school youth have no more than eighth or ninth grade training.

6. The high degree of concentration of the youth problems in certain areas of the city suggests the necessity for a program, geared to the attainments of the youth concerned, which will focus attention upon the needs of those areas. A long-range program designed to meet the needs of the bulk of youth in a given area would appear to be workable. Finally information concerning the availability of jobs of the various kinds is needed as a basis for wise guidance.

The results and findings of the above research serve to establish further the need for the present study, but at the same time, they offer a partial solution to subordinate question C, relative to a method of reaching the drop-outs. Research findings that relate directly to the problem involved in the present study are contained in the Report of Occupational Survey Tour with Recommendations for Extending and Coordinating Adjustment Services in Denver, by Paul L. Essert and Roy A. Hinderman (7).

The Denver Board of Education and the National Occupational Conference made possible a survey of occupational education and adjustment in a selected list of cities of 100,000 to 1,000,000 inhabitants. The city school systems which were studied each represented the development of a special feature of the whole problem.

The purpose of the tour (7:3) of cities which are providing some outstanding occupational adjustment services for youth and adults was to gain a first hand knowledge of the nature and organization of the services; the problems of personnel, cooperation and finances involved in operating the services; and the strength and limitations of the services in terms of their applicability to the Denver situation.

Occupational adjustment is commonly thought to include the areas of guidance, training, placement and follow-up.

An analysis of guidance and counseling reveals a need for more knowledge about the following: Methods of making the changes in guidance, training and placement practices which are shown to be necessary as a result of occupational surveys; the function of guidance programs in a comprehensive adjustment service; the outstanding characteristics of guidance organizations in cosmopolitan secondary schools and in vocational schools; and the best methods of reaching out-of-school youth and adults with occupational information and counsel.

Careful consideration of occupational training developments reveals the need for information about: continuation education programs; recent extensive vocational education developments under public auspices; the development of training programs for the distributive occupations.

A review of placement and follow-up services indicate the needs for more information about: the best methods, plans of organization and functioning relationship for prenticeship education; the principles and procedures of successful employer-employee relations; the methods, plans of organizations and working relationship of effective Junior Placement Services.

#### Occupational Adjustment Problem

1. The youth problem -- Exploration, training, and induction. Who are they and where are they?
2. The adult problem -- Counsel and assistance on: Improvement, readjustment, retraining, and placement.
3. Vocational education -- What services are needed? How can they be supplied? Whose responsibility are they?
4. Placement -- What services are needed? How can they be supplied? Whose responsibility are they?



## Recommendations for Adjustment Service

As a result of the survey tour of leading cities in which guidance, training, and placement services are being offered, and as a result of a careful study of these important phases of educators; we have concluded that there are some definite limitations in the local adjustment program. To bring to Denver youth a complete service in these three fields will require considerable planning, some major reorganization, some extensions and some new enterprises.

### Recommendations

Guidance: The Senior High School level.

The objective of the adjustment service in the senior high school is occupational orientation. Specific attention is focused on assisting pupils to make more adequate adjustments in the world of work or of college.

#### Guidance, Twelfth Grade Specific Objective

The specific objective of the twelfth grade is to articulate the school program with the world of work to assist pupils in reaching definite occupational decisions, to aid individuals in perfecting future plans and in making a successful beginning on them.

The introduction of the guidance program would involve the selection and development of core counselors, the organization of specific adjustment content as one of the central features of a core program that is required of all pupils.

### The Occupational Survey

Any guidance program which proposes to offer satisfactory occupational adjustment must make frequent if not continuous occupational surveys. In repeated instances, throughout the survey tour, industrial leaders, personnel managers and vocational educators have emphasized this as one of the most significant types of research that could be carried on by the public schools.

#### A. Guidance: The Vocational Training Period

The objective of the guidance program is to provide service to the full or part-time worker in avoiding waste of time, disillusionment and failure in attaining emotional stability in his work, and in adopting himself to changes due to technological advances: It seeks further to aid him to become versatile enough to shift rapidly from one task to another in his chosen occupation.

But in addition to the wise selection of his occupation, we want him to have assurance of getting a job; we want him to understand what the actual opportunities are for advancement and to feel that he can always reach back to the educational program for assistance in overcoming his limitations.

#### B. Guidance for Trade Preparatory Students

Many pupils who withdraw from high schools, either by graduation or drop-out, have followed the program of guidance for this period, but have not as yet arrived at an occupational choice. It becomes the duty of the counselors of the high school and the vocational school to complete the features of the program that the pupil has missed.

The employment counselor should promote the interest and desires of these pupils in the placement office and see that part-time placements are made.

#### C. Guidance for Part-Time Working

The placement counselor should compare the placements of the part-time worker with his counseling record of strength and weaknesses and help him plan an advisable course. The student may be in the right type of work, but might need assistance in selecting courses which would help him most; on the other hand he may be in the wrong type for work and could be placed better.

The Denver plan at present has four coordinators, one in the apprenticeship field, one in the distributive occupations, one in the service occupations and one in women's work. The coordinators should

function in cooperation with the employment counselor to bring about the following adjustments of the part-time worker: (1) Placement or replacement in the part-time job most closely related to the student interests and capacities, and (2) development of a training program that arises from occupational needs.

#### D. Guidance for Full-Time Workers

Careful individual counseling is needed by many evening school students to determine the courses which would be most helpful to them. Instructors should do a great deal of this counseling. To do this however, it is necessary for the teacher to be fully informed of the opportunities within the evening school. The head counselor should be responsible for providing such guidance information in mimeographed or printed form. The coordinators should provide various means of evening school individual counseling.

### TRAINING

#### Summary of Training Program Recommendations

In order to provide an occupational training program which would contribute to the well-being and security of the industrial state, and would give a broad training to all workers at all levels of work including trade preparation, upgrading, and retraining, our recommendations simply up and carry forward the fundamental policy embodied in the Emily Griffith Opportunity School.

#### Placement

An adequate employment department in public schools is one which provide free placement service to all citizens who desire employment as a result of guidance or training. It should act as a clearing center for all senior high schools, vocational schools, continuation schools, trade extension and other public educational agencies in Denver.

The basis of the placement service should be the cooperative working of the coordinators with the employment counselor and in turn the employment counselor should aid the coordinators in testing, selection, and evaluating the applicant. The employment counselor should also be

responsible for coordinating and making available a uniform system of placement records. He should develop employment registrations.

These findings suggest the need of implementing the Occupational Adjustment Service.

The research findings that relate to questions A (How many pupils over 16 years of age have dropped out of the Denver Public Senior High Schools annually from June 1, 1938, through June 1, 1940?), and B (How many high school graduates have entered the labor market annually from June 1, 1938, through June 1, 1940?); follow:

The Research Division of the Works Progress Administration (21:1-5), early in 1939, published a preliminary report of the survey of youth in the labor market, a survey of his characteristics and economic problems. The survey was conducted during the fall and summer of 1938 in Binghamton, New York; Birmingham, Alabama; Duluth, Minnesota; Saint Louis, Missouri; San Francisco, California; Seattle, Washington; and Denver, Colorado.

The survey approaches the problem from an unusual point of view. It examines not only the situation at the time of the inquiry, but also something which is of more universal interest and applicability -- the dynamic process of youth's transition from the school to the job. This opens up an entirely new field -- the changing problems of youth as they attempt

the metamorphosis from wards of society in the schools to wage earners and producers of wealth in shops, factories, and offices.

Although the major task of youth is to make this transition, to exchange the role of student for the role of worker, the process of the transition itself has rarely, if ever, been studied. Many studies have approached the problem indirectly and investigated aspects of it, but none has been focused primarily on the transition of youth from school to industry. Attention has been given to the age at which youth leaves school, their reasons for leaving, and the extent of their unemployment at a particular time; but the whole series of experiences of youth subsequent to leaving school has not been adequately recorded. The National Youth Administration, confronted with the practical problem of assisting young people through the period of transition, therefore, requested the Division of Research of the Works Progress Administration to undertake a survey which would record these experiences and cast new light on this phase of the problem. The results of the survey are given below: (21)

Table A.--YEARS OF SCHOOL COMPLETED BY YOUTH, AND OCCUPATIONS OF FATHERS

Occupation of Father	No. of Youth	Total	Years of School Completed by Youth							
			8	9	10	11	12	13-15	16	or more
All occupa- tions	29,966	100	11	8	10	10	44	14	3	
Professional persons	1,323	100	2	2	3	5	36	41	11	
Proprietors, managers, and officials including farmers	5,756	100	7	5	8	8	44	23	5	
Clerks and kindred workers	4,064	100	4	4	6	9	50	23	4	
Skilled workers and foremen	6,929	100	11	9	11	11	47	9	2	
Semi-skilled workers	4,809	100	16	10	13	10	44	6	1	
Unskilled workers	2,470	100	18	12	15	11	39	5	5	
Servant classes	965	100	10	11	14	11	43	10	1	
*Father not family head	3,539	100	14	9	12	11	41	10	3	
Not reported	111	100	15	11	14	12	40	8	0	

\* Father not in family for 10 years or more.

Table B.--HOW YOUTH LEARNED OF JOBS

How Learned of Jobs	Both Sexes	Male	Female
Total jobs on which source of information was known	78,196	43,671	34,525
Percentage Distribution			
Total	100	100	100
Personal application	23	24	22
Friend	23	24	22
Father	5	8	3
Other Relatives	9	9	9
Former Employee	17	16	17
Offered Job	2	2	2
School employment Office	4	2	6
Employment Agency	4	3	6
Union	1	2	*
Newspaper	2	2	4
Government Jobs	1	1	*
Continued job held while in school	2	2	1
Other	1	*	1

\*Less than 5%

Table C.--SPECIAL DIFFICULTIES IN FINDING JOBS

Special Difficulties	Both Sexes	Male	Female
Total youth in labor market at any time	25,895*	12,794	13,101
Reporting difficulty	7,997	3,613	4,384
Not reporting difficulty	17,898	9,181	8,717
Percentage Distribution			
Total youth reporting difficulties	100	100	100
Lack of special training	18	21	15
Inexperience	55	44	63
Lack of general education	7	9	6
Not a union member	4	8	1
Physical handicap	3	3	3
Other difficulties	13	15	12

\*Excludes 4,073 youths who had never worked or sought work at time of interview.



Table D.--INTERCITY DIFFERENCES IN THE EDUCATION, UNEMPLOYMENT, AND EARNINGS OF YOUTH

	Avr. weekly earnings of employed youth	% Finished High Sch.	% quit for financial reasons	% labor mkt. youth entered labor mkt. at 17 or younger	% lbr. mkt. youth continuing employment at private jobs of 15 hrs. or more per week	% lbr. mkt. youth currently unemployed
All Cities	\$17.19	62	48	31	20	20
Binghamton	16.99	52	46	35	17	17
Birmingham, White	16.14	60	50	31	22	22
Birmingham, Negro	7.91	46	71	11	31	31
Denver	16.59	67	51	44	16	16
Duluth	15.61	68	44	24	26	26
St. Louis	16.32	43	50	30	19	19
San Francisco*	18.57	80	48	31	22	22
Seattle*	20.06	69	38	28	19	19

\*Figures are to be reversed.

The research findings that relate to question J (What procedures should be followed by the interviewers in securing information on (a) technical changes, (b) trends in employment, and (c) need for workers?) follow:

The United States National Youth Administration of Georgia (19) conducted an occupational survey in the city of Savannah during August and September, 1938. The survey covered approximately 15,000 workers, representing 211 occupations.

The main objective of the survey was to supply occupational information for youth in Georgia without knowing the actual number and occupational classification of jobs that existed. The survey was not a job finding service. It was designed to assist young people, both in school and out, to find themselves. To realize this objective the survey endeavored to present as clearly as possible the objective realities into which the youth will have to fit himself after he has finished his schooling. NYA has attempted to take a step in the direction of answering other questions which an occupational survey, intelligently conceived, should answer. Such questions are of mutual interest to employer, labor, and educators.

1. What are the immediate short range occupational opportunities over a period of from one to ten years?

2. What are the long range occupational opportunities?

Necessarily involved in these two broad questions are several others:

3. What types of industry are expanding?

4. What types of industry are contracting?

5. Within specific industries, which occupations are disappearing and what new occupations are in process of development?

The findings suggest methods and forms to be used in the interviewing procedures.

Questions A, B, and J have been partially answered, and complete answers will be sought to all of the unanswered questions by methods and procedures indicated in Chapter III.

The research findings that relate to question J (What procedures should be followed by the interviewers in securing information on (b) trends in employment, (c) need for workers, (e) employee training needs, (f) age requirements, and (g) semi-skilled payroll jobs open to beginners?) follow:

House (10) conducted an occupational survey in Kansas City in 1936 to determine what occupational information should be available for teaching vocational guidance to the youth in that city. He concluded that there were 23 different kinds of jobs in the meat packing industry and that only six of these were checked

frequently as beginning jobs. The six that were checked most often were box stenciler, neat worker, checker, lard packer, salter, and wrapper. He concluded that only a small amount of preliminary training was necessary for these jobs. The semiskilled jobs were not available to youth under 21 years of age. Thirty-five different kinds of jobs were open to youth in the public utility field but, again, only six of seven of these jobs were available to the beginner. They were stock room clerk, meter reader, meter checker, janitor, ditch digger, and auto mechanic. He carried his study into other industries and reached the same conclusion, that there were relatively few jobs for the beginner.

These findings will serve as a guide in securing necessary data.

The research findings that relate to Question J (What procedures should be followed by the interviewers in securing the information on (c) need for workers, (e) employee training needs, (f) age requirements, and (g) semi-skilled payroll jobs open to beginners?) follow:

Norton (17) reports an inquiry into the character and cost of Public Education in the state of New York was made in 1926 under the direction of a special committee composed of John L. O'Brian, William J. Wallen, and Owen D. Young, chairman. They sought to find out what the educational systems were accomplishing

-- how well the programs of education matched present day needs; what the costs of the programs were; where and what they should be, and to assist the regents in considering the present needs and problems of the school system, and policies of the state.

Norton (17:10) concluded that from a social-economic classification, skilled workers in the manual labor class, including those skilled and semi-skilled, were increasing more rapidly than the unskilled worker.

Norton (17:11) stated that some authorities believe the relative importance of highly skilled handicraft, because of mechanization, is giving way to the semi-skilled workman and machine operator.

Norton (17:12) further contended that the majority of workers perform semi-skilled jobs, as was indicated by a study in Minnesota in which Koepke reported, as a result of a survey of 85 different manufacturing plants representing 33 different industries, that 72 per cent of all the operations required a training period of less than nine months.

Norton (17:180) further concluded that, in the state of New York, training facilities for the semi-skilled workers had been practically ignored, only a very small number of schools were making the least attempt to provide training for the semi-skilled occupations. The existing program was directed toward the training of the skilled worker, thus denying training

to that large group that does not require or could not us highly skilled training, but who would benefit materially by vocational training suited to their needs.

Norton (17:177) pointed out that a few schools are developing a program within the general high school to provide for certain students who lack intelligence, interest, aptitudes, or other factors which contribute to satisfactory progress in their academic work. This is in sharp contrast to the theory of many educators who believe such persons should be placed in some kind of vocational school.

Norton (17:181) concluded that if vocational training were made available to all classes of workers, from unskilled to highly skilled, it would be more consistent with our belief in democracy. In the early days, proponents of vocational education were profuse in their condemnation of academic educators for their failure to do a job which should have been done. If vocational courses attempt to become exclusive and fail to meet the needs of classes of pupils who need and desire vocational training, the vocational educators will be guilty of the very charge they formerly leveled against general educators. Vocational education should be consistent with the demands of modern economy, which is not an economy of highly skilled crafts alone, but an economic structure in which all forms and types

are needed. To neglect the large group that does not need or cannot assimilate highly skilled pre-employment training is today unwise, and inconsistent with modern economic life.

Norton (17:191) reported that a conference, under the auspices of the American Youth Commission was held in New York City during the summer of 1936 to discuss the problems concerning the education and employment of youth. Representatives of the following organizations were present: United States Department of Commerce, National Youth Administration, American Association of Social Workers, National Conference of Social Workers, Community Chests and Councils, American Federation of Labor, National Association of Manufacturers, National Industrial Conference Board, and the United States Chamber of Commerce. At the conclusion of a 2-day conference a sub-committee issued a report from which the following excerpt is taken. (17)

The schools may legitimately provide certain young persons with direct training in those skills or operations which are common to a large number of occupations and vocations. However, vocational education for a specific job should rarely, if ever, be undertaken by the public school.

The report recommends that initial training for future workers should be in the nature of a general training program which would permit the pupil to make his initial adjustment, and further aid in his adaptation to changing conditions.

Norton (17:154) further recommended that the program be made flexible in course offerings and content requirements to meet changing needs.

These findings will help in securing data in relation to beginning workers.

The research findings that relate to Questions A (How many pupils over 16 years of age have dropped out of the Denver Public Senior High School annually from June 1, 1938, through June 1, 1940?), and B (How many students have entered the labor market annually from June 1, 1938, through June 1, 1940?) follow:

The survey of Denver's high school graduates for the years 1929, 1933, and 1934 (6) is reported in the University of Denver Business Review, Volume 5, Number 7, for September, 1929. The report was on graduates in the years 1929 and 1933, showing their status with regard to college entrance, employment, and other details during the year immediately following graduation.

In order to determine the more recent trends, including effects of economic conditions on college attendance and employment during the intervening years, this project attempted to secure information, on a comprehensive basis, on the 1929 graduates the sixth year after graduation, on the 1933 graduates the second year after graduation, and on a new group, the 1934



graduates, the first year after their graduation.

Table E.--GRADUATES REPORTING CLASSIFIED BY SEX

	1929		1933		1934	
	No.	%	No.	%	No.	%
Boys	451	42.0	912	47.3	979	48.7
Girls	623	58.0	1,016	62.7	1,029	51.3

Table F indicates the number of boys and girls in each of the three graduating classes. It will be noted that in 1929 the girls comprised almost 60 percent of the class, while in 1934 the class was evenly divided; furthermore, the attendance of the boys nearly doubled from 1929 to 1934. This was due, undoubtedly, to both lack of employment and a recognized need for more education.

Table F.--HIGH SCHOOL GRADUATES ENTERING COLLEGE

	1929		1933		1934	
	No.	%	No.	%	No.	%
Boys	290	64.3	419	45.9	358	36.6
Girls	283	45.4	307	30.2	323	31.4

An examination of the tables indicates there is a marked decrease in the percentage of high school graduates who enter college. With less than half of the high school graduates entering college, the college preparatory function, though still highly important, is no longer the dominant objective in the modern secondary schools.

Table G.--ALL EMPLOYED HIGH SCHOOL GRADUATES (1929,  
1933, AND 1939) CLASSIFIED ACCORDING TO OCCUPATIONS,  
AS OF APRIL 1, 1935

OCCUPATION	NUMBER
Army and Navy	63
Artists	4
Bakers	6
Beauty Operators	10
Billing and Bookkeeping (Machine Operators)	8
Bookkeepers and Accountants	75
Calculating Machine Operators	17
Cashiers	26
Chauffeurs	3
Dictating Machine Operators	2
Doctor Assistants	19
Domestic Help	60
Elevator Pilots	13
Entertainers	12
Laundry Help	2
Librarians	4
Machinists	5
Mechanics	26
Messengers	37
Miners	6
Nurses	6
Office Assistants	14
Owners	28
Painters	12
Paper Carriers	15
Porters and Bell Boys	13
Professional Help	50
Salesladies	108
Salesmen	206
Seamstresses	2
Secretaries	40
Service Station Attendants	35
Shipping Clerks	26
Skilled Laborers	85
Social Service Workers	12
Soda Fountain Help	17
Stenographers	188
Stock Clerks	28
Teachers	66
Telephone Operators	15
Truck Drivers	53
Typists	26

Table G.--ALL EMPLOYED HIGH SCHOOL GRADUATES (1929, 1933, AND 1934) CLASSIFIED ACCORDING TO OCCUPATIONS, AS OF APRIL 1, 1935--Continued

OCCUPATION	NUMBER
Ushers	13
Waiters	7
Waitresses	19
Unskilled Laborers	150
Wrappers	5
Miscellaneous	42
	2,001

The largest single occupational group is in the sales field with 14.69 percent for both salesmen and saleswomen. General office work is second with 13.89 percent and the secretarial group (stenographers, secretaries, and typists) third with 12.69 percent.

Table H.--THE UNEMPLOYED GROUPS

	1929	1933	1934	TOTALS
Married women	190	141	78	409
Women in college	...	250	300	550
Men in college	...	300	320	620
Single women (Not seeking work)	50	110	130	290
Number not ready for employment	240	801	828	1,869
Men open for employment	124	172	262	558
Women open for employment	83	194	305	582
Total reported unemployed	447	1,167	1,395	3,009

A major field for girls is the stenographic. General office work and the sales field attract many from both sexes.

The employment records indicate that the high school stenographic courses serve their purpose effectively, but perhaps are over supplying the market for secretarial workers. The increased number of unemployed in this group for 1934 may mean that businessmen are demanding more maturity and training than formerly.

Both the general office and sales occupations offer opportunity for a wide range of talents and abilities, from routine clerical jobs to junior executive positions. Just what schools can or may do, in the way of guidance or education on a pre-vocational or vocational basis, to assist high school graduates who enter these fields, is of increasing concern to school administrators. Doubtlessly, one of the first prerequisites is a better job analysis of what is required on the various levels of employment in general office work and sales positions.

Drop-Out Students

As a supplementary feature in connection with this study of high school graduates, an attempt was made to trace a list of 450 pupils who had dropped out of school since 1931. Definite returns were secured from 245.

Grades In Which High School Drop-Outs Left School

	Boys		Girls		Totals
	Emp.	Unemp.	Emp.	Unemp.	
9th Grade	10	5	2	2	19
10th Grade	38	34	11	30	113
11th Grade	23	22	8	15	68
12th Grade	16	8	...	11	35
Grade not reported	2	3	1	4	10
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	89	72	22	62	245

Of the 161 boys reporting, 34 had taken some supplementary work, 15 of them in the Opportunity School. Of the 84 girls, 15 had undertaken supplementary work, 9 in the Opportunity School and 6 in business schools. It appears that pupils who drop out of High Schools do not continue their education in the institution to any large extent.

The positions secured by these drop-outs were largely of the routine type. Salaries for both boys and girls were somewhat under the median.

The research findings that relate to Question A (How many pupils over 16 years of age have dropped out of the Denver Public Senior High School annually

from June 1, 1938, through June 1, 1940?) and B (How many from June 1, 1938, through June 1, 1940, have entered the labor market annually?) follow:

The research division of the Works Progress Administration published in February, 1939, a revised preliminary report (20) of the findings of a survey of youth, in the labor market, to determine by direct questioning of young people themselves just what has happened to them from the time they left school to the date of the interview. The survey was started in June, 1938, and has been carried on at Binghamton, New York; Birmingham, Alabama; Duluth, Minnesota; Saint Louis, Missouri; San Francisco, California; Seattle, Washington; and Denver, Colorado.

In the Denver survey, those interviewed were selected from youths who graduated from the eighth grade in public and diocesan schools in Denver in January and June of the years 1929, 1931, and 1933. A total of 5,845 boys and girls representing nearly 50 percent of those graduated, were selected for interviews. The ages of the young men and young women at the time of the interview ranged from 18 to 25 years.

Of the total youths interviewed or traced, about 12 percent were still in full-time school, and about 14 percent were in military service of some kind. Only 15 of those contacted refused to give information.

Of the total number in the sample, about 70 percent were contacted personally, and another 10 percent through questionnaires, making a total coverage of 80 percent.

Youth in the labor market includes those who have left full-time school, those employed either full-time or part-time, and those who are actively and seriously attempting to find remunerative employment. Those not considered to be in the labor market at the time of the interview include youths in full-time school, housewives not seeking work, those employed by their parents without pay, those unable to work because of serious illness or physical handicaps, and other persons not actively seeking work.

Of those interviewed: 83 percent had been in the labor market at some time; 17 percent had never entered the labor market.

At the time of the interview: 66 percent were in the labor market; 34 percent were not in the labor market.

Of the 34 percent not in the labor market: 36 percent were attending full-time school; 43 percent were housewives; 21 percent were ill or otherwise occupied.

Of the 66 percent in the labor market: 84 percent had jobs in private employment; 16 percent were seeking work.



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The number of hours worked per week range from under 15 hours to 80 hours and over. The average number of hours worked per week is 45. About 22 percent of those in private industry work 50 hours or more per week.

The average weekly wage of those interviewed is about \$16.50. Lowest earnings go to those living along the Platte River, and just east of it from about West Mississippi Avenue to the stockyards and including the colored section to those living in Barnum and to those living in a district bounded by Cherry Creek, Colorado Boulevard, 6th Avenue, and University Boulevard.

The average age at which youth entered the labor market was found to be 18 years. Here again, those who entered the labor market earliest were concentrated along the east side of the Platte, from Englewood to Globeville in the Barnum section, and in the Italian quarter. Those in the Jewish Washington Park, Capitol Hill, Country Club, Montclair and Park Hill section enter at a later age.

Nearly 70 percent got some kind of a job immediately upon entering the labor market. Some did not land a job for many months. Many never had a job of any kind.

Of those originally in the labor market one-fifth had left. Some returned to school; some girls got married. Only about one-fourth have had steady

employment.

Of approximately 10,000 jobs, the greatest number were landed through personal applications. The second largest number were obtained through friends. Former employers helped in about 14 percent of the cases and parents contributed about 6 percent. Employment agencies the same. Military and Civil Service took only a few, and a few were given full-time work with firms for whom they had worked part-time while in school.

Difficulties in securing jobs were varied. Nearly two-thirds of those interviewed said they had no trouble landing the job if they could just find an opening. More than one third blamed inexperience, lack of special training, or lack of general education for failure to get the job after they had located one. Inexperience was blamed in half of these cases, the other two reasons rating about 50-50 in the other half of the cases.

The three predominant classes of jobs are in the order named: clerical workers, semi-skilled or unskilled labor, and servants, in ratios of about 5:3:1.

The two reasons most frequently given for leaving school were lack of financing and no desire for further education. About one-half of those who had left school quit because of lack of funds with which to

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dress and to keep socially abreast of others in their classes. About 3 percent said they preferred to work. Some were needed at home; some wished to gain practical experience. Others left because of illness; some left to get married. Only a few were vague as to the reason.

The findings suggest methods of obtaining data on high school drop-outs.

The research findings that relate to Question J (What procedures should be used by the interviewers in securing information on (c) needs for workers, (e) employee training needs, (f) age requirements, and (g) on semi-skilled payroll jobs open to beginners?) follow:

Frankson (8) concluded that a slow turnover is reported for most of the semi-skilled jobs. In 86 of 119 different jobs the turnover was slow; in 30 jobs medium and in only 5 jobs was it rapid. He further concluded that industry does not require its semi-skilled workers to have a great deal of technical knowledge, the only requirement being that the workers know the materials, supplies, and equipment with which they came in contact in the job.

Ability to read blueprints was needed by the carpenters (rough), chiselers, metal spinners, roofers, sign constructors, slaters, and yardmen.

The use of technical instruments is seldom required of semi-skilled workers; however, in grinding

castings to a fine degree of accuracy, some firms required this ability.

Mental requirements of semi-skilled workers.--

Knowledge of reading, writing, spelling, and mathematics was frequently considered necessary in skilled work. Although the mental requirements are rather high, the educational requirements are comparatively low. Only 30 jobs required a grade school education and only 15 required a high school education. One job required technical training, but in no cases is a college education expected.

Industry tends to train semi-skilled workers for only one job. There are 119 pay-roll jobs in the semi-skilled mechanical operations of Monroe, Michigan. Eighty-one of these jobs require the worker to do but one operation. Thirty-two of these jobs require him to do two operations. Four perform three jobs.

These findings will serve as a guide in securing necessary data.

The review of research did not reveal complete answers to any of the subordinate questions. It did, however, offer partial solutions to subordinate questions A, B, C, and J, by providing forms, techniques, and comparative data. The complete answers to the subordinate questions will be found by following the methods described in the following chapter.

### Chapter III

#### METHODS AND MATERIALS

The problem of implementing the Occupational Adjustment Service was divided into two major parts. The first of these was the establishment of a working relationship between the Service and the Denver Public High Schools.

Information was needed on the number of withdrawals, including drop-outs and graduates, from the high schools; on the number of withdrawals who entered the labor market; on the number of withdrawals who contacted the Occupational Adjustment Service for assistance; on the vocational plans of the withdrawals; and on personnel available in the high schools for assisting drop-outs and graduates.

#### SOURCES OF DATA FOR PART I

The source that was used for obtaining data on high school withdrawals was the record of the Census and Attendance Department of the Denver Public Schools. Compilations were made from accurate data submitted monthly by the senior high school principals.

The sources that were used for obtaining data on the number of withdrawals who entered the labor market, became married, or took special training below

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college grade, were the official records of the five Denver high schools.

The registration cards of the Occupational Adjustment Service and the registration cards of the school became the sources for the number of withdrawals who contacted the Occupational Adjustment Service for assistance.

The sources that were used from which to secure the data on the vocational plans for withdrawals were the personal statements of the students as recorded on their registration cards.

The source that was used from which to secure the data on personnel available for occupational coordination in the high schools was the record in the office of the Assistant Superintendent in charge of secondary education. This record was made legal by authorization of the board of education.

The second part of this problem was the establishment of a working relationship between the Service and the Denver employers.

Information was needed on employers in the community who could be served; on personnel of the Opportunity School available for making continuous industrial contacts; and on vocational guidance, curriculum modification, and current placement opportunities.

SOURCES OF DATA IN PART II

The source that was used for securing the data on the employers in the community was the telephone directory. Since every employer of any importance has a business telephone, and since a new directory, containing up-to-date listings, is published every six months, this source is considered valid.

The source that was used for determining the personnel available for carrying on the industrial contact program was the record of vocational employees maintained in the office of the Director of Vocational Education and Research. This record is made legal by authorization of the Board of Education.

The source of the data on guidance, curriculum and placement, were the employers of officials designated by them.

METHODS

Two methods were used in gathering data. Transcriptions were made of the records of graduates and drop-outs, and of the classified section of the telephone directory. These transcriptions were verified for accuracy in all cases. The second method was the personal interview. This method was used to obtain information concerning the vocational plans of withdrawals.

The personal interview method was used to obtain data for vocational guidance, including (a) technical changes, (b) trends in employment, (c) needs for workers, (d) present source of workers, (e) employee training needs, and (f) age requirements.

The data were secured in every instance directly from the employer or a person with authority to assist the interviewer. In many cases several interviews were necessary because of the amount of time needed by the employer to collect and assemble the required information.

Three devices were used to supplement and direct interviews. The registration card of the Occupational Adjustment Service was used as a guide to the first interview with youth who sought assistance. This card appears herewith.

Items on this form were chosen and organized in keeping with the requirements of the research division of the United States Employment Service.

The registration card of the Opportunity School is useful to the registrar in obtaining information that enables him to help youth make a wise selection of a vocational training program. A sample of this card is presented herewith. The items were chosen and organized by the Department of Research and Vocational Education of the Denver Public Schools.



**PRINT YOUR NAME AND ADDRESS**

Last name \_\_\_\_\_ First name \_\_\_\_\_ Middle name \_\_\_\_\_

**DO NOT WRITE IN THIS BLOCK**

Educ. \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Local address \_\_\_\_\_

**EMPLOYMENT RECORD**

				Renewal Dates
Employer—Last regular job	Position held and duties		Lenth of employment	
Address			Date left	
Kind of business	Under whom did you work?	Reason for leaving	Rate of pay	
Employer	Position held and duties		Length of employment	
Address			Date left	
Kind of business	Under whom did you work?	Reason for leaving	Rate of pay	
Employer	Position held and duties		Length of employment	
Address			Date left	
Kind of business	Under whom did you work?	Reason for leaving	Rate of pay	
What other kinds of working experience have you had?				

DO NOT WRITE BELOW THIS LINE

PRINT YOUR NAME AND ADDRESS

DO NOT WRITE IN THIS BLOCK

Last name			First name			Middle name			Educ.	Age	Date									
Local address						Telephone No.			W M N F O	Ind. Code	Div.	Classification								
									Unemp.	Occ. code										
									Previously employed Yes No	Yrs. U. S. Yrs. city	Citizen									
Where were you born? City			State or country			When were you born? Month Day Year			Parents' nationality			Check religion: Catholic Jewish Protestant			Kind of work wanted: Check Permanent Full-time Temporary Part-time					
Height ft. in.		Check health: Good Below av'ge Excellent Poor		Check: Are you Single Widowed Divorced Married Separated			Give number of de- pendents, if any' Total Partial			Check: Do you live at home? With other rela- tives? Or board?			Do you own an auto? Have a driver's license?							
State father's name			What is father's usual occupation?						State mother's occupation, if any			How many brothers and Older sisters have you? Younger								
Can you type? How many words a minute?			Do you know shorthand? How many words a minute?			What office machines can you operate?														
What factory machines can you operate?						Can you read blueprints? Can you read micrometers?			State drafting experience, if any											
Have you done practical nursing?			Have you taken care of children?			Have you served meals?			Have you done laundry work? Hand? Machine?											
What size uniform do you wear?			Do you own a uniform?			Have you cooked? In full charge? Ass't?			Can you live at the place where you work?											
Name brothers and sisters over 16 1			Occupation			Name brothers and sisters over 16 3			Occupation											
2						4														

EDUCATIONAL RECORD

Circle highest grade completed	Name of last grammar or high school attended					Date left	Age left	Reason for leaving			
	Grammar or grade school 1 2 3 4 5 6 7 8					What course did you take?			Names of teachers who knew you best		
High school 1 2 3 4	Subjects liked best					Subjects liked least					
	College Grad. study 1 2 3 4 1 2 3 4								List below any vocational subjects (stenography, woodshop, etc.) you have studied		
What languages, besides English, do you Speak? Read? Write?		Name of school			Subjects			Number of semesters			
Are you willing to leave the city?											
State physical handicaps											

Extra-curricular activities (sports, school paper, etc.) and special honors:

Name of college		Course	Years completed	Degree	Date left	Reason
Name of evening school			Course or subjects			Months
Further school plans				Hobbies		

RACE B W Y	LAST NAME	FIRST	SECOND (IN FULL)	SCHOOL
ADDRESS WHERE PUPIL LIVES				EMILY GRIFFITH OPPORTUNITY SCHOOL
LEGAL ADDRESS OF PARENT			TELEPHONE	DATE OF ENTRANCE MONTH DAY YEAR
NAME OF FATHER		OCCUPATION OF FATHER		GRADE
OCCUPATION OF FATHER		PLACE EMPLOYED		DATE OF BIRTH MONTH DAY YEAR
NAME OF MOTHER		OCCUPATION OF MOTHER		ROOM NUMBER
OCCUPATION OF MOTHER		PLACE EMPLOYED		AUTHORITY FOR BIRTHDATE (CHECK ONLY ON FIRST ENROLLMENT IN D.P.S.) BIRTH CTF... BUREAU OF VITAL STATISTICS... BAPT. RECORD... HOSP. RECORD... BIBLE... PASSPORT... INSURANCE... PARENT'S OATH... OTHERS:
CHECK: DEAD	MOTHER..... FATHER.....	PARENTS SEPARATED.....	REMARRIED	MOTHER..... FATHER.....
PUPIL LIVES WITH—CHECK—BOTH PARENTS... FATHER... MOTHER... GRANDPARENTS... UNCLE... AUNT... BROTHER... SISTER... GUARDIAN... BOARDS... WORKS... MARRIED...		PREPARING FOR COLLEGE YES... NO...		
NAME OF PERSON WITH WHOM PUPIL LIVES (IF NOT PARENT)				
LAST SCHOOL ATTENDED		CITY	STATE	DATE OF WITHDRAWAL
IF PUPIL HAS PREVIOUSLY ATTENDED DENVER PUBLIC SCHOOLS, STATE WHICH ONE.		WHEN?	GRADE	
EMPLOYED WHERE? CHECK TYPE: FULL TIME... PART TIME...				

**SCHOOL ENROLLMENT RECORD—BOYS**  
EMILY GRIFFITH OPPORTUNITY DAY SCHOOL

DENVER PUBLIC SCHOOLS

(IMPORTANT—OVER)

FORM 2231 DSP 8-40-1M D-433-25717

RACE B W Y	LAST NAME	FIRST	SECOND (IN FULL)	SCHOOL	BLOCK
ADDRESS WHERE PUPIL LIVES				EMILY GRIFFITH OPPORTUNITY SCHOOL	(DO NOT WRITE ABOVE.)
LEGAL ADDRESS OF PARENT			TELEPHONE	DATE OF ENTRANCE MONTH DAY YEAR	GRADE
NAME OF FATHER		OCCUPATION OF FATHER		DATE OF BIRTH MONTH DAY YEAR	ROOM NUMBER
OCCUPATION OF FATHER		PLACE EMPLOYED		AUTHORITY FOR BIRTHDATE (CHECK ONLY ON FIRST ENROLLMENT IN D.P.S.) BIRTH CTF... BUREAU OF VITAL STATISTICS... BAPT. RECORD... HOSP. RECORD... BIBLE... PASSPORT... INSURANCE... PARENT'S OATH... OTHERS:	
NAME OF MOTHER		OCCUPATION OF MOTHER		PLACE OF BIRTH CITY STATE	
OCCUPATION OF MOTHER		PLACE EMPLOYED		CHILD	
CHECK: DEAD	MOTHER..... FATHER.....	PARENTS SEPARATED.....	REMARRIED	MOTHER..... FATHER.....	FATHER
PUPIL LIVES WITH—CHECK—BOTH PARENTS... FATHER... MOTHER... GRANDPARENTS... UNCLE... AUNT... BROTHER... SISTER... GUARDIAN... BOARDS... WORKS... MARRIED...		PREPARING FOR COLLEGE YES... NO...			
NAME OF PERSON WITH WHOM PUPIL LIVES (IF NOT PARENT)					
LAST SCHOOL ATTENDED		CITY	STATE	DATE OF WITHDRAWAL	
IF PUPIL HAS PREVIOUSLY ATTENDED DENVER PUBLIC SCHOOLS, STATE WHICH ONE.		WHEN?	GRADE		
EMPLOYED WHERE? CHECK TYPE: FULL TIME... PART TIME...					
LANGUAGES SPOKEN IN THE HOME ENGLISH..... (CHECK IF SPOKEN.) OTHERS:					

**REGISTRATION CARD—BOYS**  
EMILY GRIFFITH OPPORTUNITY DAY SCHOOL

DENVER PUBLIC SCHOOLS

(IMPORTANT—OVER)

FORM 2231 DSP 8-40-1M D-433-25717

TO BE FILLED OUT FOR THE DEPARTMENT OF CENSUS AND ATTENDANCE

**Form 2.--Registration card--boys, Denver Opportunity School**

The continuous contact form was used to obtain current vocational guidance information, basic data on curriculum modification, and a knowledge of existing employment needs.

A photostatic copy of the form first designed for the above purposes is given herewith. The items appearing in it were chosen from a similar form used by the National Youth Administration in securing data for the Occupational Outlook For Georgia Youth (19:158).

The revised continuous contact form for gathering guidance, training, and placement data appears on an accompanying page. The revised form was drawn up after the coordinators made a number of employer contacts and concluded that changes were necessary.

PROCEDURES -- PART I

Answers were secured to the subordinate questions according to the following procedures.

Step 1. The permanent records of the five public senior high schools were reviewed for information concerning the number of pupils over 16 years of age who had dropped out or graduated, and for information concerning the number of graduates who had entered the labor market. The data were recorded on forms 1 and 2.

Step 2. Students registering with the Occupational Adjustment Service were required to fill out a

Form 3.---Continuous contact card, Denver Public Schools  
original form #

File No \_\_\_\_\_ Establishment \_\_\_\_\_ Type: \_\_\_\_\_  
 Interviewer \_\_\_\_\_ Address \_\_\_\_\_  
 Date \_\_\_\_\_ Name and Position of Person Interviewed \_\_\_\_\_

OCCUPATION Classify and Name	NUMBER of EMPLOYEES		AGE REQUIREMENT		LABOR TURNOVER (Last 6 Months)				COMPENSATION and HOURS		EDUCATION and TRAINING REQ'd of NEW EMPLOYEES				
	Male	Female	Min	Max	No Drop	Reasons	No New Emp Hired	Source of Worker	No. Promoted	Wages per Week	Hours per Week	No. yrs Formal Ed	No. yrs Tech Ed	No. yrs App.	Approx Company Cost of Training New Workers

Would you be interested in having a class organized for your employees \_\_\_\_\_ What kind \_\_\_\_\_  
 Is employment Seasonal \_\_\_\_\_ Peak Season \_\_\_\_\_ Slack Season \_\_\_\_\_  
 What kind of workers do you have difficulty in obtaining \_\_\_\_\_  
 Do you have any suggestions for improving present Courses \_\_\_\_\_  
 Technical Changes: \_\_\_\_\_ Do you need an employee at the present time. \_\_\_\_\_  
 (a) New Processes \_\_\_\_\_ What should he be able to do \_\_\_\_\_  
 (b) New Services \_\_\_\_\_ Educational Requirements \_\_\_\_\_  
 (c) New Inventions \_\_\_\_\_ Personal Qualifications \_\_\_\_\_  
 Will you need an employee in near future \_\_\_\_\_ Part time \_\_\_\_\_  
 Full time \_\_\_\_\_

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Form 4.--Occupational adjustment record, Denver Public Schools "revised form"

FIRM NAME	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
ADDRESS	PHONE			TYPE OF BUSINESS					INDUSTRIAL CODE			

**DENVER PUBLIC SCHOOLS—OCCUPATIONAL ADJUSTMENT RECORD**

EMPLOYING HEADS	DEPT.	MIN. EMP.	MAX. EMP.	OCCUPATIONS	SPECIAL REQUIREMENTS

IF INDIVIDUAL DEPARTMENTS OF A FIRM HAVE SEPARATE GUIDANCE PROBLEMS, USE A SEPARATE FORM FOR EACH DEPARTMENT.

Form 5

EAST HIGH SCHOOL  
 Students  
 Entering Labor Market

	1938-39	1939-40	1940-41
Drop-Outs			
Graduates			
Total			

Form 6

SUMMARY  
 of  
 All Senior High School Students  
 Entering Labor Market

	1938-39	1939-40	1940-41
Drop-Outs			
Graduates			
Total			

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registration card. In this manner vocational plans and assistance needed to enter the labor market were ascertained.

Step 3. The following coordinators were selected to assist the Occupational Adjustment Activities of the high school drop-outs and graduates who enter the labor market:

North High School	---	Miss Dawson
East High School	---	Mr. Boyd
South High School	---	Mr. Jorgensen
West High School	---	Mr. Morris
Manual High School	---	Mr. Heywood

#### PROCEDURES -- PART II

Step 1. A list of employers and their addresses were classified according to the four major vocational departments of the Opportunity School.

Step 2. The four coordinators of the Opportunity School--Mrs. Burg, Women's Occupations; Mr. Pollard, Trades and Industry; Mr. Snow, Distributive Occupations; Mr. Brierly, Service Occupations; and Mr. Hays, Supervisor of the Employment Service were selected to make the initial employer interviews.

Step 3. The cards from Step 1 were assigned to the personnel listed in Step 2. A map of the city



was blocked off into districts, and the cards for each coordinator were grouped according to districts, and marked with an identifying color. This tentative plan made it necessary for the interviewers to visit ten employers on their circuits and secure the information indicated on Form 3.

Step 4. Through the conference procedure, strengths and limitations of the tentative plan were determined.

Plans were revised and data were gathered.

Step 5. Results were evaluated to determine the effectiveness of the program of implementation.

The findings resulting from the steps just described are reported in Chapter IV.

Chapter IV

FINDINGS

The program of implementation for the Denver Occupational Adjustment Service was based upon research findings. The procedures described in Chapter III were followed in applying the methods to the sources to gain information that was needed to answer the questions in the problem analysis.

The information presented in this chapter is discussed in relation to the subordinate questions of this problem in Chapter V.

The number of high school graduates and drop-outs for the school years 1938-39, 1939-40, and 1940-41, are recorded in Table 1.

During 1940-41 school year, twenty-four hundred and seventeen students withdrew from the five Denver senior high schools. This number exceeded by more than 500 the withdrawals during the two previous school years.

The number of graduates for the school year of 1940-41 was 2749, as compared with 2748 for 1939-40, and 2809 for the 1938-39 school year.

Table 1.--NUMBER OF HIGH SCHOOL GRADUATES AND DROP-OUTS

High School	YEAR					
	1938 - 1939		1939 - 1940		1940 - 1941	
	Drop-Outs	Graduates	Drop-Outs	Graduates	Drop-Outs	Graduates
North	375	620	302	601	452	597
East	432	804	394	764	456	762
South	336	661	313	661	436	685
West	505	428	549	433	680	407
Manual	258	296	282	289	393	298
TOTAL	1906	2809	1840	2748	2417	2749

Table 2 , which follows, shows the total number of students registered in the Day and Evening School Classes, of the Opportunity School, for a ten year period from 1931-32 through 1940-41.

The total enrollment figure of 14,548 for 1940-41 exceeded the total figure of 13,026 for 1938-39 by 1522. In addition to the 14,548 students enrolled in the regular program during 1940-41, 1516 students were enrolled in defense training classes, operated by the Opportunity School.

Table 2.--TOTAL REGISTRATIONS IN THE DAY AND EVENING CLASSES OF THE EMILY GRIFFITH OPPORTUNITY SCHOOL\*

(1930-1941)

1940-1941 . . . . .	1,516**
1940-1941 . . . . .	14,546
1939-1940 . . . . .	12,548
1938-1939 . . . . .	13,026
1937-1938 . . . . .	11,806
1936-1937 . . . . .	9,404
1935-1936 . . . . .	8,835
1934-1935 . . . . .	8,459
1933-1934 . . . . .	8,456
1932-1933 . . . . .	8,670
1931-1932 . . . . .	9,007

\*Compiled from annual statistical reports.

\*\*Compiled from annual defense training report.

The number of people, including high school graduates and drop-outs, who were referred to Guidance and Testing Section of the Occupational Adjustment Service are shown in Table 3.

The total number of persons tested during the first six months of 1941 was 3150; 962 for the year 1940; and 273 for the last seven months of 1939.

The total number of persons tested during the first six months of 1941 was 3150. During the entire year of 1940, 942 were tested, and 273 took tests during the last seven months of 1939.

TABLE 3.--NUMBER OF INDIVIDUALS WHO USED THE SERVICES OF THE TESTING AND GUIDANCE DIVISION OF THE OCCUPATIONAL ADJUSTMENT SERVICE

	1939	1940	1941
January		18	386
February		72	176
March		101	296
April		49	408
May		28	582
June	12	56	1302
July	16	38	
August	26	36	
September	22	98	
October	12	258	
November	55	108	
December	8	100	



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The number of high school graduates and drop-outs that registered for training at the Opportunity School are shown in Table 4.

The total number registered for the first six months of 1939 was 122, as compared with 92 registrations during the first six months of 1940, and 261 for the first six months of 1941.

The total number of high school graduates and drop-outs registering for the period beginning June 1, 1939, and ending June 1, 1940, was 284, as compared with a total of 563 for the period beginning June 1, 1940, and ending June 1, 1941.

Table 4.--THE NUMBER OF HIGH SCHOOL GRADUATES AND DROP-OUTS THAT REGISTERED FOR TRAINING AT THE OPPORTUNITY SCHOOL, 1939, 1940, 1941

	North	East	South	West	Manual	Total
<u>1939</u>						
Jan.	12	10	10	6	6	44
Feb.	8	4	6	6	2	26
Mar.	7	10	6	4	6	33
Apr.	4	4	1	2	3	14
May	2	1	2	0	0	5
June	-	-	-	-	-	-
July	-	-	-	-	-	-
Aug.	-	-	-	-	-	-
Sept.	44	10	12	39	25	130
Oct.	11	6	5	7	3	32
Nov.	2	3	4	3	1	13
Dec.	4	1	0	0	2	7
<u>1940</u>						
Jan.	14	14	12	9	4	49
Feb.	6	3	2	5	1	17
Mar.	4	8	6	1	3	22
Apr.	3	3	3	2	0	11
May	1	1	1	0	0	3
June	-	-	-	-	-	-
July	-	-	-	-	-	-
Aug.	-	-	-	-	-	-
Sept.	35	18	44	30	33	160
Oct.	13	15	26	6	5	65
Nov.	7	10	24	10	7	58
Dec.	3	2	5	5	4	19
<u>1941</u>						
Jan.	10	29	27	7	3	76
Feb.	6	16	20	9	7	58
Mar.	5	20	21	6	4	56
Apr.	4	19	25	2	2	52
May	3	6	8	0	2	19
June	-	-	-	-	-	-

Table 5, which follows, shows the number of high school graduates and drop-outs who secured jobs through the assistance of the Occupational Adjustment Service.

The total number of placements for the period beginning June 1, 1939, and ending June 1, 1940, was 210, as compared with 699 for the period beginning June 1, 1940 and ending June 1, 1941.

Table 5.--THE NUMBER OF HIGH SCHOOL GRADUATES AND DROP-OUTS THAT SECURED JOBS THROUGH THE OCCUPATIONAL ADJUSTMENT SERVICE DURING 1939, 1940, AND 1941

	North	East	South	West	Manual	Total
<u>1939</u>						
Jan.	1	1	0	1	3	6
Feb.	1	0	5	3	2	11
Mar.	3	3	2	0	1	9
Apr.	4	2	7	3	0	16
May	9	6	9	2	0	26
June	6	9	1	12	1	29
July	2	0	5	10	2	19
Aug.	1	3	5	2	0	11
Sept.	3	4	5	5	0	17
Oct.	3	5	2	0	0	10
Nov.	3	0	2	5	0	10
Dec.	3	2	0	0	5	10
<u>1940</u>						
Jan.	12	2	2	3	9	28
Feb.	5	3	3	3	2	16
Mar.	9	6	1	3	0	19
Apr.	3	1	13	3	5	25
May	3	2	5	4	2	16
June	15	4	16	14	9	58
July	5	5	6	6	5	27
Aug.	7	3	5	6	3	24
Sept.	18	17	15	14	14	78
Oct.	5	6	10	5	2	26
Nov.	8	2	20	9	3	42
Dec.	3	5	14	21	5	48
<u>1941</u>						
Jan.	19	19	15	18	18	89
Feb.	15	19	16	15	18	83
Mar.	10	19	16	19	13	77
Apr.	16	12	14	16	18	76
May	19	11	18	12	11	71
June						

The number of high school graduates and drop-outs that registered with the occupational adjustment service is shown in Table 6, which follows.

The total number of registrants from the senior high schools was 550 in 1939; 754 in 1940; and 1029 for the first six months of 1941.

Table 6.--THE NUMBER OF HIGH SCHOOL GRADUATES AND DROP-OUTS THAT REGISTERED IN THE OCCUPATIONAL ADJUSTMENT SERVICE: 1939, 1940, 1941

	North	East	South	West	Manual	Total
<u>1939</u>						
Jan.	1	0	0	7	5	13
Feb.	9	3	3	6	6	27
Mar.	8	3	3	3	6	23
Apr.	74	6	15	1	3	99
May	51	3	1	6	3	64
June	22	16	24	24	9	95
July	7	6	21	23	10	77
Aug.	10	6	6	6	4	32
Sept.	9	6	9	10	5	39
Oct.	6	12	5	3	3	29
Nov.	3	3	6	5	2	19
Dec.	3	5	10	9	6	33
<u>1940</u>						
Jan.	12	3	5	8	21	49
Feb.	7	12	8	8	3	38
Mar.	10	6	8	10	6	40
Apr.	14	6	9	6	3	38
May	20	3	5	12	8	48
June	64	14	45	45	48	216
July	30	16	16	30	16	108
Aug.	18	6	24	15	9	72
Sept.	35	10	27	24	5	103
Oct.	6	3	25	12	5	51
Nov.	18	3	24	3	3	51
Dec.	5	3	23	6	3	40
<u>1941</u>						
Jan.	24	6	30	5	12	87
Feb.	18	18	25	8	9	78
Mar.	12	19	25	13	15	84
Apr.	15	12	24	14	11	86
May	102	85	91	42	99	419
June	114	58	74	69	60	375

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There were 1432 day students in average attendance at the Opportunity School during the month of September, 1939. During the same month of 1940 there were 1660 students in average attendance.

In November, 1939, there were 1280 students in average attendance, as compared to 1638 students in November, 1940.

The number of day students in average attendance during April, 1940, was 873 as compared to 1341 students in average attendance in April, 1941.

The average attendance of day students in June, 1940, was 757, as compared to an average attendance of 1193 for June, 1941.

Table 8A, which follows, shows the average monthly attendance of day students, in the Emily Griffith Opportunity School for the school year 1939-40.

Table 8B, (same as above except for the school year 1940-41).

Table 8A.—DAY STUDENTS IN AVERAGE MONTHLY ATTENDANCE IN THE EMILY GRIFFITH OPPORTUNITY SCHOOL FOR THE SCHOOL YEAR 1939-1940.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I.	310	298	264	221	206	287	209	180	165	160
II.	161	143	126	121	118	131	119	104	108	101
III.	121	118	203	226	98	86	71	70	65	52
IV.	415	400	325	306	298	408	330	275	240	226
V.	425	401	362	300	326	300	266	244	251	218
TOTAL	1432	1360	1280	1174	1046	1212	995	873	829	757

Table 8B.—DAY STUDENTS IN AVERAGE MONTHLY ATTENDANCE IN THE EMILY GRIFFITH OPPORTUNITY SCHOOL FOR THE SCHOOL YEAR 1940-1941.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I.	391	375	362	325	336	321	318	306	298	267
II.	180	176	166	173	159	162	151	144	139	128
III.	140	116	260	249	202	198	188	180	165	151
IV.	508	488	475	452	444	500	486	460	441	426
V.	441	368	375	298	346	318	243	251	248	221
TOTAL	1660	1523	1638	1497	1487	1499	1386	1341	1291	1193



The number of evening students in average monthly attendance at the Opportunity School for the school years 1939-40 and 1940-41 are shown in Table No. 8C and 8D.

In September, 1939, there were 1,921 evening students in average attendance, as compared to 1,917 students in September, 1940.

In April, 1940, following the spring vacation, there were 894 students in average attendance, as compared to 1457 students in April, 1941.

Table 8C.—EVENING STUDENTS IN AVERAGE MONTHLY ATTENDANCE IN THE EMILY GRIFFITH OPPORTUNITY SCHOOL FOR THE SCHOOL YEAR 1939-1940.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I.	531	502	426	358	260	490	326	210	195	185
II.	395	365	291	226	191	352	208	146	131	125
III.	195	188	164	142	108	175	162	110	98	93
IV.	460	442	316	281	220	385	321	248	230	218
V.	330	301	266	210	175	316	212	180	161	151
TOTAL	1921	1798	1463	1217	954	1718	1229	894	815	772

Table 8D.—EVENING STUDENTS IN AVERAGE MONTHLY ATTENDANCE IN THE EMILY GRIFFITH OPPORTUNITY SCHOOL FOR THE SCHOOL YEAR 1940-1941.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
I.	528	486	475	440	385	546	428	406	342	325
II.	386	375	391	375	366	412	388	346	302	298
III.	226	220	188	189	175	210	198	186	164	153
IV.	475	426	410	325	300	425	416	398	375	352
V.	302	296	199	184	166	288	199	121	103	99
TOTAL	1917	1803	1663	1513	1392	1881	1629	1457	1286	1227

AUTOMOTIVE EQUIPMENT AND SERVICE

Tables No. 9 and 11, which follow, lists the names and addresses of the automobile firms.

Fourteen firms were interested in a motor tune-up extension class for their employees.

Twelve firms would like to have a body and fender class for beginning workers.

Tables No. 10 and 12, which follow, list the beginning and experienced jobs and the total number employed in the equipment and service fields of the automotive industry. The jobs open to beginners are for mechanics, car washers, service attendants, greasers, delivery boys, stock room attendants, salesmen, and office workers.

Table 9

## AUTOMOBILE EQUIPMENT

<u>Name</u>	<u>Address</u>	<u>Code</u>
Accessory Suply Co.	821 Acoma	T.I.-II
Auto Equipment Co.	14th & Lawrence	T.I.-II
Bearing Equipment Co.	1107 Bdway.	T.I.-II
Brown Btry. & Elec. Co.	1343 Acoma	T.I.-II
Bruhn Co.	1025 Bdwy	T.I.-II
Central Supply Co.	1171 Lincln	T.I.-II
Chapman Bros	1047 Bdwy.	T.I.-II
Colorado Auto Serv.	Englewood	T.I.-II
Denver Auto Parts Co.	2389 Bdwy	T.I.-II
Denver Gear & Parts Co.	1153 Bannock	T. I.-II
Ferrell Auto Suply Co.	Golden	T.I.-II
Foster Auto Suply Co.	1550 Bdwy	T.I.-II
Gamble-Skogmo Inc.	2439 Blake	T.I.-II
Gamble Stores	63 Bdwy	T.I.-II
Gerer Anderson Elec. Co.	931 Santa Fe Dr.	T.I.-II
Ideal Rad. & Body Co.	2015 Bdwy	T.I.-II
Jira Auto Supply Co.	600 14th	T.I.-II
Kahn's Used Car & Parts Co.	3600 Morisn rd.	T.I.-II
Killian Tom Inc.	1226 Bdwy	T.I.-II
Killin J.M.	775 Sherma	T.I.-II
Mace Auto Suply Co.	1960 Arap.	T.I.-II
Merrill Axle & Wheel Serv.	1230 Lincln	T.I.-II
Merrill Engrng Latrys.	1230 Lincln	T.I.-II
Motorcraft Prod Inc.	925 W. 5th Ave.	T.I.-II

Table 9

AUTOMOBILE EQUIPMENT (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Mountjoy Bros	1109 Bdwy.	T.I.-II
Quinn & McGill Mtr. Sply. Co.	437 Bdwy	T.I.-II
Rich C. Auto Parts Co.	2301 Lawrence	T.I.-II
Rocky Mtn. Auto Sply	1513 Boulder	T.I.-II
Silver Auto & Rad. Sply.Co.	1400 Chempa	T.I.-I
Silver Auto & Rad. Sply Co.	1429 Chempa	T.I.-II
Simplex Mtr. Parts Co.	776 B'dway.	T.I.-II
Spitzer Elec. Co.	43 W. 9th Ave.	T.I.-I
Sun Mfg. Co.	Colo. Bldg.	T.I.-II
Sweeney B.K. Elec. Co.	W 13th Ave & Bdwy	T.I.-II
Thompson & Co.	1707 Lawrence	T.I.-I
Timpte Bros	2300 Mkt.	T.I.-II
Vapodome Corp.	684 Fox	T.I.-II
Western Auto Sply Co.	1236 Bdwy 28 Bdwy	T.I.-II
Woeber Auto Body & Mfg. Co.	1350 11th	T.I.-II

Table 10

**GUIDANCE INFORMATION Automotive Equipment**  
(For Editor of Guidance Bulletin)

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
13 Owner Mgr.	10 Stock room	A.Shopmen	18	24	Benchwork
12 Mgrs.	9 Service Rep.	B.Gen.Office	18	26	Asstg.Bkkpr. & typists
1 Auditor	2 Shopmen				
60 Steno-Bkkprs.	9 Stenographers	C.Asst.Mech	18	26	Asstg.Mech.
11 Bookkeepers		D.Repairmen	18	24	Helpers
2 Cashiers		E.Counter Slsmn	18	25	Selling-stock
14 Gen.Office		F.Stock room	18	22	Stock-room Dts.
2 PBX Operators					
21 Repairmen					
3 Mechanics					
15 Salesmen					
1 Shipping clerk					

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS		NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Efficient, cooperative	Yes	H.S.	Application	7	None
B. Neatness, accuracy	No	H.S.	Opp.school	1	2
C.Efficiency, reliability	No	H.S.	Emp.Agency	1	5
D.Cooperative, willingness	No	H.S.	Home office	2	2
E.Personality, ambition	No	H.S.	News ads	2	3
F.Accuracy, cooperation	No	H.S.			2

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Exp. workers 3	None	None		24
Exp. Bkkprs 2				

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
None	None	Small office procedures	2 1	Shopmen Gen.Tr.

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
3	12

Table 11

*Table 11.*  
AUTOMOBILE SPEEDOMETERS-Service

<u>Name</u>	<u>Address</u>	<u>Code</u>
Auto Elec. Appliance Co.	1200 Acoma	T.I.-I
DeLuxe Speedometer & Rad. Serv.	1400 Speer Blvd.	T.I.-I
Spitzer Elec. Co.	43 W 9th Ave.	T.I.-I
Automotive Spring Serv.	637 W. Colfax	T.I.-I
Bear Frame & Axle Serv. Co.	1820 Lawrence	T.I.-I
Callaway Jack Inc.	1201 24th	T.I.-I
Colorado Brake Co.	1115 Bdwy	T.I.-I
Denver Frame & Axle Co.	934 Speer Blvd.	T.I.-I
Marshall Wheel Alignment Serv.	829 Bdwy.	T.I.-I

**Table 11**      **AUTOMOTIVE EQUIPMENT, AND SERVICE**

<u>Name</u>	<u>Address</u>	<u>Code</u>
Ace Garage	1235 Stout	T.I.-III
American Natl Garge.	1715 Lawrence	T.I.-III
B. & B. Auto Body Shop	Englewood	T.I.-III
Baldrige Frank Garage	1445 S. Bdwy	T.I.-III
Birchell Mtr. Tuning Co.	Acoma @ Speer Blvd	T.I.-III
Bradford's Garge	1205 Santa Fe Dr.	T.I.-III
Bruce F. S.	1922 Downing	T.I.-III
Butler Geo. Auto Serv.	505 E. Speer Blvd.	T.I.-III
Butto Auto Repr. Co.	1523 W. 33rd Ave.	T.I.-III
City Mkt. Garge.	1118 12th	T.I.-III
Colorado Auto & Rad. Co.	2033 Lawrence	T.I.-III
Colorado Auto Service	16 W. Hampden Ave.	T.I.-III
Corona Motors	1038 E. 6th Ave.	T.I.-III
Doc Cunningham Auto Ser.	741 Bdwy.	T.I.-III
Dunham Mtr. & Body Serv.	265 S. Bdwy.	T.I.-III
Englewood Auto Body Ser.	Englewood	T.I.-III
Eskuche Frank G.	2960 W. 38th Ave.	T.I.-III
Gallatin & Verlinden Auto Repr.	1322 Lincln.	T.I.-III
Garry Bros Auto Repr. Shop	1115 20th	T.I.-I
Gray Auto Serv.	421 E. Cedar Ave.	T.I.-III
Hank's Ser.	3815 E. 2d Ave.	T.I.-III
Hobart's Quality Garge.	2014 Welton	T.I.-III
Hungate's Auto Body Serv.	17 E. 8th Ave.	T.I.-III
Irvin Geo. Chevrolet Co.	2120 E. Colfax Ave.	T.I.-II
James Garge.	208 S. Bdwy.	T.I.-III



**Table 11**      **AUTOMOTIVE EQUIPMENT, AND SERVICE (Con't)**

<u>Name</u>	<u>Address</u>	<u>Code</u>
Jensen Auto Service	4390 W. 44th Ave.	T.I.-III
Joe & Andy	1322 Lincln.	T.I.-II
Kenz & Leslie Fort Serv.	1248 Acoma	T.I.-III
Kunkel's Garage	Westwood	T.I.-III
Ling & Kirk Auto Repr. Serv.	1354 Bannock	T.I.-III
Miston F. E.	774 S. Grant	T.I.-III
Mack Auto Body Serv.	Englewood	T.I.-III
Mack's Auto Repr. Ser.	415 S. Bannock	T.I.-III
Mack's Garage.	651 Sherman	T.I.-III
McKenzie Auto Serv	1320 Speer	T.I.-II
Mickey's Auto Serv	1344 Speer Blvd.	T.I.-III
Olson Motor Service	3222 Tejon	T.I.-II
Plaza Garage	1425 Court Pl.	T.I.-II
Porter & Bramwell	2075 S. Bdwy	T.I.-III
Pratt Bert	753 Sherrmn.	T.I.-III
Ray's Auto Repr Shop	3390 W. 38th Ave.	T.I.-II
Shirley Garage Inc.	1637 Lincln.	T.I.-II
Shorty's Garage	1220 E. 24th Ave.	T.I.-III
Silver Auto & Radio Suply Co.	1400 Champa	T.I.-I
Spero Auto Repr. Shop	2101 W. 44th Ave.	T.I.-III
Standard Mtr. Serv. Co.	3815 Fox	T.I.-III
Sweat L. F.	W. 28th Av.&N.Spr.B.	T.I.-III
Swehla's Automotive Serv.	1187 Stout	T.I.-III
Temple Garage	1775 Sherman	T.I.-III
Tomlin Garage	5208 W. 26th Ave.	T.I.-III

**Table 11**      **AUTOMOTIVE EQUIPMENT, AND SERVICE (Con't)**

<u>Name</u>	<u>Address</u>	<u>Code</u>
Tulloch Auto Serv.	538 Santa Fe Dr.	T.I.-III
University Pk. Garage	2030 S. Univ. Blvd.	T.I.-II
Wennerstrom David A.	671 Logan	T.I.-III
AUTOMOBILE SERVICE		
A. & K. Auto Wrks.	510 W. Colfax Ave.	T.I.-III
Automotive Serv. Co.	1324 Bdwy.	T.I.-III
Bear Frame & Axle Serv.	1820 Lawrence	T.I.-III
Brake Shop, The	1990 Bdwy	T.I.-III
Cable Auto Serv. Co.	1801 Lawrence	T.I.-III
Colorado Brake Co.	1115 Bdwy.	T.I.-III
Coons Les Auto Repr.	445 Bdwy.	T.I.-III
Davis Auto Top	3238 Downing	T.I.-III
Davis Homer A.	39 E. Fla Ave.	T.I.-III
Denver Motors Safety Serv.	1547 Clvlnd Pl.	T.I.-III
Dix Auto Serv.	808 S. Bdwy.	T.I.-III
Dominick Wm. Inc.	768 Lincln 2732 W. 29th Ave.	T.I.-III
Durcholz & Wheeler Serv. Garage	749 Gdwy.	T.I.-III
Federal Mtr. Pk. & Auto Serv.	1853 Calif.	T.I.-III
Groomer Roy Auto Paint Shop	2052 Wash.	T.I.-III
Hatch Grinding Co.	818 Bdwy.	T.I.-III
Henry's Auto & Truck Serv.	1301 Wint.	T.I.-III
Hitt & Hartman	445 Bdwy	T.I.-III
Hoaglin Motor Service	1555 Blake	T.I.-III
Hudson & Trplne. Athorzd. Serv.	1278 Bdwy	T.I.-I

Table 11

AUTOMOBILE SERVICE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Jerry's Rad Shop	1136 Speer Blvd.	T.I.-III
Kahre Auto Serv.	1200 20th	T.I.-III
Klode Painting Co.	2017 Lawrence	T.I.-II
Kusel's Ed. Buick Serv.	1536 Clvlnd. Pl.	T.I.-III
Littlefield Wells Inc.	1714 Lincln	T.I.-I
Lutz Auto Serv & Welding Co.	1300 Blake	T.I.-III
M. & S. Auto Serv.	2026 Arap.	T.I.-III
Madisen Serv. Sta.	3250 Champa	T.I.-III
Mosko J. & Son Auto Body Co.	1313 13th	T.I.-III

AUTOMOBILE RAD. SERVICE

Apex Auto Body & Radiator Co.	1004 Speer Bldv.	T.I.-III
Broadway Radiator Service	756 Broadway	T.I.-I
Brown Battery & Elec. Co.	1343 Acoma	T.I.-I
Calkins Auto Radiator Co.	3238 Downing	T.I.-II
Day Radiator Service Wholesale	2061 Champa	T.I.-II
Doerr Jack Auto Serv.	550 Santa Fe Dr.	T.I.-III
Eastern Auto Radiator & Body Serv.	1004 Speer Blvd.	T.I.-I
National Auto Body & Rad Co.	12 E. 8th Ave.	T.I.-II
Neveu W. H. Rad. Serv.	966 Acoma-Rear	T.I.-III
Newlander John	261 Bdwy.	T.I.-III

Table 12

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Motors - Service

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
6 Owners	37 Service men	A.Mechanics	18	25	Overhaul used cars
22 Mngrs.	17 Greasers				
224 Mechanics	13 Delivery	B.Washers	18	25	Wash cars
3 Day men	2 Testers	C.Stenographers	18	26	Take dictation
2 Night men	2 Stock room	D.Bookkeepers	18	26	Keep books
16 washers	9 Helpers	E.Service attend	18	25	Service cars
98 Office	2 Upholsterers	F.Greasers	18	30	Grease cars
23 Parts	2 Blacksmiths	G.Delivery boys	18	26	Deliver cars
30 Painting	3 Steel wrks.				
213 Sales	70 Unclassified				
34 Shop	150 Drivers				
35 Service Attend.	13 Woodworkers				
58 Body & fender	2 Trimmers				

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Mechanical Ability, clean	Yes	H.S.	Application 14	A. 10
B.Clean, Industrious	No	No	Emp.Agcy 4	B. 5
C.Accurate, Initiative	Yes	Yes	Paper ads 2	C. 10
D.Accurate, nice personality	Yes	Yes	Old.Emplys. 1	D. 8
E.Meet public, nice prsnlty.	No	Yes	Opp. school 6	E. 6
F.Willingness, Dependable	Yes	No		F. 5
G.Meet public, honesty	Yes	No		G. 3

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Good Salesmen 11				
Exp. workers 11	Summer 10	None		55
Parts men 2	Spring 1			
Specialized Mch. 1				

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
14	Motor tune up	more intensive	None	None
12	Body and fenders	training		

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
5	16

CLEANERS AND DYERS

Eleven out of a total of 261 cleaners and dyers were contacted. Table No. 13, which follows, gives a complete listing of all the cleaners and dyers and their addresses. The firms which were contacted are checked.

A list of the beginning and experienced jobs, and the number of persons employed, may be found in Table No. 14 , below.

The kinds of jobs open to beginners in the cleaning and dyeing industry are those of pressers, sewers, helpers, and bookkeepers. Employers prefer high school graduates with work experience. Fourteen beginning workers are needed annually, and seasonal workers are needed during the spring and summer months. Employers state that experienced spotters and cleaners are difficult to obtain. Eleven employers were interested in the inauguration of an apprenticeship training program for beginning workers. One worker was needed at the time the study was made.

Table 13

## CLEANERS &amp; DYERS

<u>Name</u>	<u>Address</u>	<u>Code</u>
A. B. C. Cleaners & Dyers	1250 E. Colfax Ave.	T.I.-II
Abalone Dry Cleaners	184 S. Penn	T.I.-III
Abbott's Clnrs. & Tlors.	1980 Bdwy.	T.I.-III
Abe, The Exprt.Tlor. & Clnr.	1863 Champa	T.I.-IV
Ace Clnrs. & Tlors.	2220 Downing	T.I.-III
Acoma Clnrs. & Dyers.	1148 Acoma St.	T.I.-III
Alameda Clnrs & Dyers	1124 E. Alameda	T.I.-III
Albee Cleaners	1608 E. 17th Ave.	T.I.-III
Alpine Cleaners	3309 Williams	T.I.-II
Amer. Art Clnrs & Dyers,	1213 E. 13th Ave.	T.I.-II
Amer. Cleaners & Dyers	2930 E. 6th Ave.	T.I.-II
Amer. Clnrs. & Dyers	(Rear of 2852 Welton St.	T.I.-II
A-1 Cleaners	1662 Welton St.	T.I.-II
Arap. Clnrs. & Dyers	2162 Arap. St.	T.I.-II
Arcade Cleaners & Dyers	739 E. 26th Ave.	T.I.-II
Art. Clnrs. & Tlors.	49 W. 11th Ave.	T.I.-II
Artcraft Cleaners	1641 Glenarm Pl.	T.I.-II
Artistic Clnrs. & Dyers	2636 E. 12th Ave.	T.I.-II
Atwood, Bill Tlors, & Clnrs.	1903 Champa	T.I.-III
B & M. Clnrs & Tlors.	246 Bdwy	T.I.-IV
Baker Clnr. & Dyer	316 E. 13th Ave.	T.I.-IV
Band Box Cleaners & Dyers, Inc.	3616 E. Colfax	T.I.-III
Bayaud Cleaners	104 S. Bdwy.	T.I.-IV
Berk, J. Cleaning & Tailoring	4410 Yates St.	T.I.-III
Berkley Dry Clnng & Lundry.	4370 Tennyson St.	T.I.-IV

Table 13

## CLEANERS &amp; DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Bet-R-Way Cleaners	Aurora	T.I.-IV
Beverly Flors & Clnrs.	383 S. Pearl	T.I.-III
Black to White Family Lndry.	2412 Curtis	T.I.-III
Blue Bird Tailors and Cleaners	3235 E. Colfax	T.I.-III
Bodefelt Dry Clnr & Dyer	328 Bdwy.	T.I.-III
Bon Ton Tailors & Cleaners	3509 W. 38th Ave.	T.I.-IV
Bondurant, Samuel A.	1112 E. 8th Ave.	T.I.-IV
Bonham Cleaners & Dyers	416 E. 7th Ave.	T.I.-IV
Boulevard Cleaners & Tailors	780 Colo. Blvd.	T.I.-III
Bower, Harold L.	2021 E. 28th Ave.	T.I.-III
Broadmoor Cleaners & Dyers	712 S. Pearl	T.I.-III
Broadway Cleaners & Dyers	302 S. Broadway.	T.I.-III
Brookman Tailor & Cleaners	435 E. 19th Ave.	T.I.-IV
Brown's Cleaning & Pressing Shop	718 Knox Court.	T.I.-III
Bungalow Cleaners & Dyers	2410 W. 32nd. Ave.	T.I.-III
Calif. Cleaners & Dyers	4112 Tejon St.	T. I.-III
Camelo Cleaners & Dyers	1110 E. 17th Ave.	T.I.-III
Campbell Cleaning & Dying	2536 Champe St.	T.I.-IV
Capital Dye & Cleaning Co.	814 W. 14th Ave.	T.I.-III
Carlisle Cleaning & Dying	2745 Downing St.	T.I.-III
Cash-Carry Cleaners	1401 Ogden St.	T.I.-III
Cent. Cleaners & Tailors	823 14th St.	T.I.-III
Champa Cleaners	1757 Champa	T.I.-IV
Champion Cleaners & Dyers	2735 E. 3rd Ave.	T.I.-III
Chesterfield Cleaners	3484 W. 38th Ave.	T.I.-III

**Table 13**

CLEANERS & DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Chicago Cleaners & Dyers	1340 E. 6th Ave.	T.I.-III
City Dry Cleaning Co.	3722 E. Colfax	T.I.-III
City Elite Laundry	2701 Lawrence St.	T.I.-I
Clay St. Cleaners & Dyers	3814 Clay St.	T.I.-III
Clean Cleaners	310 Elati St.	T.I.-IV
Clever Cleaners & Dyers	4347 E. Colfax	T.I.-II
Clove Leaf Cleaners	634 W. 4th Ave.	T.I.-III
Cohen, B. J.	1835 E. 28th Ave.	T.I.-IV
Colfax-Columbine Clnrs & Lndry.	2220 E. Colfax	T.I.-II
Do	1125 E. 9th Ave	T.I.-II
Do	4901 E. Colfax	T.I.-II
Do	1035 E. Colfax	T.I.-II
Do	408 E. Bayaud Ave.	T.I.-II
Do	2824 Colo. Blvd.	T.I.-II
Colo. Clothes Cleaners	1041 E. 17th Ave.	T.I.-III
Colo. Lace Curtain Clnrs.	4100 Fed. Blvd.	T.I.-II
Columbine Cleaners & Dyers	1333 E. 18th Ave.	T.I.-I
Columbine Laundry, Inc.	2000 Washington St.	T.I.-I
Community Cleaners & Dyers	321 - 14th St.	T.I.-II
Cosmopolitan Clnrs & Flors.	430 - 18th Ave.	T.I.-III
Cottage Cleaners	4911 Lowell Blvd.	T.I.-IV
Country Club Clnrs & Dyers	Tramway Bldg.	T.I.-IV
Crescent Laundry, Inc.	2315 W. 29th Ave.	T.I.-II
Crest Cleaners	1940 Welton St.	T.I.-III
Criterion Cleaners & Dyers	3640 Tennyson St.	T.I.-IV



Table 13

## CLEANERS &amp; DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Cunningham Cleaners & Dyers	1083 S. Pearl	T.I.-IV
Curt-Way Cleaners & Dyers	832 Santa Fe.	TI.-III
Custom Cleaners & Dyers	3107 E. 34th	T.I.-III
D. U. Dry Cleaners	2076 S. University Blvd.	T.I.-III
Denver Cleaners & Hatters	1661 Williams	T.I.-II
Deleware Tailors & Clnrs.	1267 Deleware	T.I.-III
DeLux Cleaners & Dyers	2802 Josephine St.	T.I.-III
Denver Steam Dye Works	1444 Larimer	T.I.-III
Dependable Clnrs. & Dyers	1753 S. Bdwy.	T.I.-III
DeVano, Madam Clnng & Dyng. Co.	200 E. 7th Ave.	T.I.-II
4 Do	416 E. Colfax	T.I.-II
Dexter's Cleaners & Dyers	4615 E. 23rd Ave.	T.I.-III
Dixie Cleaners & Dyers	3160 Tejon	T.I.-III
Draper Cleaners	1525 E. 35th Ave.	T.I.-III
Duchess Cleaners & Dyers	2936 E. Colfax Ave.	T.I.-IV
Dumon Cleaners & Tailors	828 14th St.	T.I.-II
Eagle Cleaners & Dyers	1080 S. Gaylord	T.I.-III
E. Evans Clnrs & Dyers	1221 E. Evans Ave.	T.I.-III
Eldorado Cleaners, Dyers & Flors.	84 Pennsylvania	T.I.-IV
Elmer's Cleaners	2018 E. 28th Ave.	T.I.-IV
Elyria Cleaners & Dyers	3729 Walnut St.	T.I.-III
Embassy Laundry & Cleaners	618 - 18th St.	T.I.-III
Empire Cleaners & Dyers	2434 E. 6th Ave.	T.I.-IV.
Empress Cleaners & Tailors	702 E. 7th Ave.	T.I.-IV

Table 13

CLEANERS & DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Enterprise Clning & Dyng. Co.	1449 Tremont	T.I.-III
Eson's Crystal Cleaners	5008 W. 29th Ave.	T.I.-III
Everlast Cleaners, Dyers & Hatters	3478 W. 32nd Ave.	T.I.-IV
Expert Cleaners & Dyers	1132 17th St.	T.I.-IV
Fashionable Flors & Clnrs.	3425 E. Colfax	T.I.-III
Federal Cleaners & Tailors	2905 W. 25th Ave.	T.I.-III
First Ave. Clnrs. & Flors.	15 E. 1st Ave.	T.I.-II
Flash Tailors & Cleaners,	934 - 17th St.	T.I.-III
Florida Cleaners	1450 S. Broadway	T.I.-IV.
Forty-Fourth Ave. Clnrs. & Dyers	3002 W. 44th Ave.	T.I.-III
Fowler Dry Cleaning Co.	2760 W. 32nd. Ave.	T.I.-III
Garden Pl. Cleaners & Dyers	4500 Logan St.	T.I.-IV
Gigantic Cleaners & Dyers	700 E. Colfax	T.I.-I
Do	2992 North Speer B.	T.I.-I
Do	2624 Welton St.	T.I.-I
Do	2901 E. Colfax Ave.	T.I.-I
Gillman Dry Cleaners	2418 E. Colfax	T.I.-III
Gilpin Cleaners & Tailors	1625 E. 25th Ave.	T.I.-IV
Gil's Cleaners	922 E. 11th Ave.	T.I.-III
Glenarm Tailors & Cleaners	1455 Glenarm Pl.	T.I.-III
Goldberg Cleaners & Dyers	1610 Monroe St.	T.I.-IV
Goodheart Indry. & Dry Clning.	387 Bdwy.	T.I.-I
Grant Tailors & Cleaners	304 E. Colfax	T.I.-III
Great Western Cleaners	3714 Walnut St.	T.I.-IV
Green Bros. Cleaners	2910 Irvine	T.I.-IV

Table 13

## CLEANERS &amp; DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Greenbaum Cleaners & Tailors	308 15th St.	T.I.-III
Grund Dry Cleaning Co.	E. 17th Ave. & Logn.	T.I.-III
H. S. Cleaners & Tailors	2028 E. Colfax	T.I.-III
Hanneck Clnrs, Dyers & Furriers	608 E. 6th Ave.	T.I.-III
Hessler, John	4600 E. Colfax	T.I.-III
Hi-Class Cleaners	1735 E. 31st Ave.	T.I.-III
Home Service Co.	845 Zuni St.	T.I.-III
Hub Cleaners & Tailors	1336 E. Colfax	T.I.-III
Ideal Cleaners & Tailors	1835 E. 28th Ave.	T.I.-III
Imperial Cleaners & Dyers	46 Bdwy	T.I.-III
Independent Clnrs. Dyers & Hatters	4118 E. Colfax	T.I.-III
Joyce Cleaners & Dyers	1306 S. Pearl	T.I.-III
Kearney Cleaners	6025 E. 22nd Ave.	T.I.-III
Keinon Cleaners & Dyers	2450 West 44th Ave.	T.I.-III
Kermits Cleaning Shope	1632 E. Evans	T.I.-III
Kested Curtain & Dry Clnng.Co.	418 E. Arizona	T.I.-III
Keystone Cleaners & Dyers	520 E. 17th Ave.	T.I.-IV
Kleanright Cleaners	2602 East 12th Ave.	T.I.-IV
Kleiman, A.	1466 York St.	T.I.-III
Kurtz & Menefee	2820 E. 17th Ave.	T.I.-IV
L.R. Tailors & Cleaners	3607 W. 32nd. Ave.	T.I.-IV
Lantz Sanitary Laundry Co.	17 Bdwy	T.I.-I
LaPierre Tailors & Cleaners	2003 E. 17th Ave.	T.I.-I
Lattan Cleaners & Dyers	634 E. 17th Ave.	T.I.-I
LaSalle Cleaners & Dyers	547 Clarkson	T.I.-III

Table 13

CLEANERS & DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Leader Cleaner & Tailors	2878 Colo. Blvd.	T.I.-III
Letman Cleaners & Dyers	208 E. 13th Ave.	T.I.-III
Lik-Nu Cleaners & Dyers	873 Santa Fe Dr.	T.I.-III
Mack, Cleaners & Tailors	1438 Curtis St.	T.I.-III
Madison Cleaners & Tailors	3504 E. 12th Ave.	T.I.-III
Mariana Cleaners & Dyers	737 E. Alameda	T.I.-III
Marshall Cleaners & Furriers	434 Clearkson	T.I.-III
Max, The Orig.Clnr.&Flor.	3415 Franklin St.	T.I.-III
Mayfair Cleaners & Dyers	4536 E. Colfax	T.I.-III
Mayflower Cleaner & Dyer	315 E. 17th Ave.	T.I.-III
McCracken Cleaners & Dyers	4914 W. 38th	T.I.-III
McLin Laundry	1950 Brdwy	T.I.-III
Medal Cleaners & Tailors	1523 S. Pearl.	T.I.-III
Metropole Cleaners	2133 Court Pl.	T.I.-III
Mode Cleaners	5608 Colfax	T.I.-III
Model Cleaners & Dyers	1317 Bdwy.	T.I.-III
Monarch Cleaners & Dyers	21 <sup>5</sup> E. 17th Avenue	T.I.-II
Mountain Cleaners & Tailors	337 E. Colfax	T.I.-I
Muller-Ray Cleaners, Dyrs. & Httrs.	1700 Humboldt.	T.I.-I
Munson Cleaners & Dyers	1320 E. 17th Ave.	T.I.-II
Mutual Cleaners & Dyers	600 E. 13th Ave.	T.I.III
My Valet Cleaners & Dyers	1703 Tremont	T.I.-II
Mathis Cleaners & Tailors	3533 E. Colfax	T.I.-III
New Fashion Cleaners & Dyers	530 E. Alameda	T.I.-III
New Method Cleaners & Dyers	Mn.Of.939 E. Colfax	T.I.-III

Table 13

## CLEANERS &amp; DYERS

<u>Name</u>	<u>Address</u>	<u>Code</u>
New Style Tlors & Clnrs.	3814 W. Colfax	T.I.-III
O.K. Cleaners & Dyers	4120 Tennyson St.	T.I.-III
O'Brien Bros-Cleaners & Dyers	17 E. 16th Ave.	T.I.-III
Pantorium Cleaners & Dyers Co.	1317 Brdwy.	T.I.-III
Paradice Cleaners & Dyers,	7235 E. Colfax	T.I.-II
Do	3242 E. Colfax	T.I.-II
Do	226 E. 20th Ave.	T.I.-II
Paragon Cleaners	3501 Tennyson	T.I.-III
Paramount Cleaners & Dyers	520 E. Colfax.	T.I.-III
Paris Tailors & Cleaners	2815 E. Colfax	T.I.-III
Parisian Cleaners & Hatters	5007 E. Colfax	T.I.-III
Park Cleaners & Tailors	1931 E. Kentucky Ave.	T.I.-III
Park Hill Cleaners & Tailors	4622 E. 23rd. Ave.	T.I.-III
Pat's Cleaners	2406 W. 44th Ave.	T.I.-III
Perfect Cleaners & Dyers	315 E. 6th Ave.	T.I.-III
Piercé Hand Lndry & Lace Curtn. Cln.	179 Filmore St.	T.I.-III
Pioneer Cleaners & Dyers	430 South Bdwy.	T.I.-III
Princess Dry Cleaning & Dyers	1138 E. 6th Ave.	T.I.-II
Progressive Cleaners & Tailors	2029 E. 13th Ave.	T.I.-III
Purity Cleaners & Dyers	1020 E. 9th Ave.	T.I.-III
Quality Tailors & Cleaners	915 E. 22nd Ave.	T.I.-II
Rainbow Cleaners & Dyers	2867 N. Speer Blvd.	T.I.-III
Do	235 E. 7th Ave.	T.I.-III
Reliable Cleaners	1433 Ogden St.	T.I.-III
Riskin, Sam	1448 Arap.	T.I.-III

Table 13

## CLEANERS &amp; DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Right Cleaners	1958 $\frac{1}{2}$ Bdwy.	T.I.-III
Roosvlt. Clnrs. & Flors.	3709 Williams	T.I.-III
Rosen, Harry	3223 W.Colfax Ave.	T.I.-III
Royal Clnng. & Dying Co.	2268 S. Bdwy.	T.I.-III
Safety Cleaners & Tailors	2220 Downing	T.I.-III
Safeway Cleaners & Dyers	3170 W. Alameda	T.I.-III
Santa Fe. Cleaners & Tailors	618 Santa Fe. Dr.	T.I.-III
Schaefer Dy Works	4347 E. Colfax	T.I.-III
Seckler Dry Cleaning Co.	1228 E. Colfax	T.I.-III
Select Cleaners & Dyers	1460 Welton St.	T.I.-III
Service Cleaners & Dyers	3422 E. 12th Ave.	T.I.-III
Shuster, H.	3546 W. Colfax Ave.	T.I.-III
Silver Dollar Cleaners & Dyers, .	1225 Santa Fe	T.I.-III
Silver State Dry Cleaning & Lndry.	Bdwy. & 25th	T.I.- I
Smart Cleaners & Dyers	2109 E. 17th Ave.	T.I.-II
Snappy Clners & Tailors	26 E. 20th	T.I.-III
Snow White Laundry & Cleaners	801 E. Colfax	T.I.-I
South Denver Clnrs. & Dyers	594 S. Bdwy.	T.I.-II
South Gaylord Clnrs.&Dyers	1025 S. Gaylord.	T.I.-II
Spotless Cleaners & Tailors	907 14th St.	T.I.-III
Square Cleaners & Tailors	1030 22nd Ave.E.	T.I.-III
St. Cleaners	146 S. Bdwy.	T.I.-III
Steel, Carl E.	69 Knox Court	T.I.-III
Streamline Cleaners	2656 S. Bdwy.	T.I.-III
Style Cleaners	3006 W. 23rd. Ave.	T.I.-III

Table 13

## CLEANERS &amp; DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Superlative Cleaners & Dyers	1205 E. 9th Ave.	T.I.-III
Suprema Cleaners	2315 Federal Blvd.	T.I.-III
Suprema Cleaners & Dyers	744 Santa Fe Dr.	T.I.-III
Tejon Cleaners & Tailors	3212 Tejon	T.I.-III
Tex. Tailor, Cleaners & Dyers.	3809 W. 32nd. Ave.	T.I.-III
Thurston Tailoring & pressng.Shop	21 E.1st Ave.	T.I.-III
Tours Cleaning & Dye Wrks.	109 E. Colfax	T.I.-II
Tramway Cleaners & Tailors,	Tramway Bldg.	T.I.-III
Triangle Cleaners & Dyers	1827 Park Ave.	T.I.-I
Turner's Cleaners & Dyers	1026 - 30th	T.I.-III
20th Ave. Clnrs. & Dyers	130 E. 20th Ave.	T.I.-II
U.S. Cleaners & Dyers	319 - 14th St.	T.I.-III
Uneeda Cleaners & Dyers	1077 S. Pearl	T.I.-III
Unique Cleaning & Pressing Serv.	1771 Humboldt.	T.I.-III
United Cleaners & Tailors Assn.	601 W. 11th Ave.	T.I.-II
Up-Town Cleaners	969 Santa Fe Dr.	T.I.-III
Vanguard Cleaning & Pressing Co.	1706 E. 6th Ave.	T.I.-III
Victor Cleaners	3010 W. 38th Ave.	T.I.-III
Vienna Cleaners & Dyers	1542 Bdwy	T.I.-II
Vienna Cleaners & Dyers	880 So. Pearl	T.I.-II
Virginia Cleaners & Dyers	2103 E. Virginia Ave.	T.I.-III
Vogue Cleaners & Dyers	2230 E. 34th Ave.	T.I.-III
Wardrobe Cleaning & Dying Wrks	735 E. 17th Ave.	T.I.-III
Washington Park Cleaners	1087 S. Gaylord	T.I.-III

Table 13

## CLEANERS &amp; DYERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
White House Cleaners	601 E. Alameda Ave.	T.I.-I
Do.	46 S. Bdwy	T.I.-I
Do.	631 E. Colfax	T.I.-I
Do	3500 E. Colfax	T.I.-I
Do	1308 E. Evans Ave.	T.I.-I
Do	1011 S. Gaylord	T.I.-I
Do	800 Kalamath	T.I.-I
Do	3939 Tennyson	T.I.-I
Do.	1739 Welton	T.I.-I
Do	1217 E. 6th Ave.	T.I.-I
Do	225 E. 13th Ave.	T.I.-I
Do	419 - 15th St.	T.I.-I
Do	4916 W. 29th Ave.	T.I.-I
Do	2863 Welton St.	T.I.-I
Wide-A-Wake Cleaners	416 E. 20th Ave.	T.I.-III
Winer, Joe	1811 Champa	T.I.-III
Wright Dry Cleaning Co.	425 E. 17th Ave.	T.I.-II
Your Cleaners & Dyers	3739 Tejon	T.I.-II



Table 14

## GUIDANCE INFORMATION

Cleaners & Dyers  
(For Editor of Guidance Bulletin)

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
13 Office mgrs. 3 Drivers 1 Licensed Engineer	A. Helper	20	25	Help cleaner spotter and Presser Repair work
	B. Sewer	18	30	
11 Cleaners & pressers 4 Spotter & cleaners 4 Bookkeepers 1 Glazer 2 Washroom	C. Pressers D. Bookkeeper	18 18	28 35	Press work Keep books make monthly statements
189 Cleaners & helpers 2 Sewers				

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Strong, healthy, willingness	Yes	Grade	State Emp.Ser.	14
B.Neat, clean, fast, cooprtn.	Yes	H.S.	Application	
C.Strong, healthy, cooprtn.	Yes	H.S.	Newspaper ads.	
D.Accurate, Cooperative				

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Experienced spotters and cleaners	Spring & Summer	No	261	11

### CURRICULUM INFORMATION

(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
None	None	None	11	Apprentice- Ship training

### PLACEMENT INFORMATION

(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
1	2

DRESSMAKERS

There are 53 dressmaking firms in Denver. All of them were contacted. Table No. 15 , which follows, gives a complete list of these firms and their addresses.

A list of the beginning and experienced jobs, and the number of persons employed in each, will be found in Table No. 16 , which follows.

Employers suggest that more practical instruction should be given in the millinery course. The instructor should be selected from industry. Eighteen firms were interested in a training course for beginning workers.

Table 15

DRESSMAKING

<u>Name</u>	<u>Address</u>	<u>Code</u>
Acker, Nettie	Temple Court Bldg.	T.I.-III
Allen, Martha	Barth Bldg.	T.I.-III
Allen, Olive	Temple Court Bldg.	T.I.-III
Ann El Dress Shop	14 E 16th Ave.	T.I.-IV
Arveta Dress Making Shop	1958 Washington St.	T.I.-IV
Blakely, Ruby	2378 S. Bdwy	T.I.-III
Boylan Dress Shop	1111 S. Pearl St.	T.I.-IV
Brinkley, Myrtie	133 15th St.	T.I.-III
Broadway Dept. Store (Alt)	21 S. Bdwy.	T.I.-I
Brodan, Lillian E.	Temple Court Bldg.	T.I.-III
Brown, A. A. Mrs.	410 Pearl	T.I.-IV
Brown, Birdie	1554 Calif.	T.I.-III
Burton , Hattie M.	3329 E. Colfax	T.I.-IV
Burton's Ladies Flornng. Shop	241 Steel Bldg.	T.I.-III
Daniels & Fisher (Alt)	1601 Arapahoe	T.I.-I
Davis, T. L. Mrs. Gowns	1554 Calif.	T.I.-IV
Dempsey, A. Norman Mrs.	Tabor Bldg.	T.I.-III
Denver Dry Goods Co. (Alt)	16th & Calif.	T.I.-I
Dixie Shop	568 16th St.	T.I.-III
Edwards, Elva G.	338 Temple Court Bld.	T.I.-III
Elite Dress Shoppe	728 15th St.	T.I.-III
Estelle's Apparel Shop	2504 S. Bdwy.	T.I.-III
Gano Gowns Co.	16th & Stout	T.I.-III
Gildea Gowns	1109 E. Colfax	T.I.-III

Table 15

## DRESSMAKING (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Golden Eagle Dry Goods (Alt)	16th & Lawrence	T.I.-II
Grayson's Apparel Shop	1116 16th St.	T.I.-II
Hansen, M. Bernice	455 S. Sherman	T.I.-IV
Hillman Dress Shop	1064 S. Gaylord	T.I.-IV
Joslin Dry Goods Co.	16th & Curtis	T.I.-I
Johnstone Bee Reetz, Mrs.	Steel Bldg.	T.I.-III
LaSalle Dressmaking Shop	547 Clarkson	T.I.-III
Le-Bon-Ton Dress Making Shoppe	1364 Downing	T.I.-III
Marguerite Dress Shop	2441 S. Bdwy.	T.I.-III
Marie's Dress Shop	307 E. 17th Ave.	T.I.-III
Martin Shop	Cosmopolitan Hotel	T.I.-II
May Co. Alt.	16th & Champa	T.I.-I
McQuain Mary.	113 E. 11th Ave.	T.I.-IV
Mode O'Day Dress Shop	528 16th St.	T.I.-III
Morton's Apparel Shop	439 16th St.	T.I.-II
Nurtain Jetta Fashion Salon	Brown Palace Hotel	T.I.-II
Neusteter's	720 16th St.	T.I.-I
Pearson, Minnie	711 E. 17th Ave.	T.I.-IV
Peterson, Beulah	327 Tmpl. Crt.Bldg.	T.I.-IV
Penny's Store	16th & Champa. 2029 Larimer	T.I.-IV
Rand, Edith A.	1232 Pennsylvania	T.I.-IV
Reetz Dress Shop	440 Steel Bldg.	T.I.-III
Sears Roebuck & Co. Alt.	1740 Bdwy	T.I.-I
Stallard Gowns	1510 E. Colfax	T.I.-III

Table 15

## DRESSMAKING (Cont)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Von Chermendy, Helen	23 E. 18th Ave.	T.I.-IV
Williams Shoppe	Commonwealth Bldg. 636 E. 16th. Ave.	T.I.-IV

Table 16

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Dressmakers

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
39 Owners-mgrs. 1 clerk	A. Seamstress helper	20	30	Sewing, hemming, basting, pinning, tucking, shirring, gathering, tacking.
53 Dressmakers 1 wrapper				
16 Helpers 3 Examiners	B. Presser	20	30	Pressing, cleaning, spotting, plain sewing.
66 Seamstresses 1 Designer				
4 Finishers				
18 Madams				
6 Tailoresses				
8 Tailors				
12 Pressers				
19 Fitters				
19 Operators				
11 Alterations				

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A. Neat, clean, nice personality, cooperative, willingness.	Yes	General	Applications Newspaper ads. Other shops	
B. Adaptability, initiative, accuracy, neatness, clean, nice personality.	Yes	General		

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Experienced seamstresses	Holidays	None	53	53

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
None	None	Provide practical instruction. Eliminate waste Select instructor from industry	18 sewers	No.

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
0	5

## ELECTRICAL

The jobs in the fields of electrical equipment, electrical appliances, and electrical service, and open to the beginning workers, are for electrician's helper, apprentice, and bookkeeper. A list of these jobs, age requirements, duties, personal qualifications, and other data, may be found in Table No. 18, which follows.

Table No. 17 lists the firms and their addresses.

Thirty-two out of a total of 119 firms were contacted. Many of them employ students from the electrical classes of the Opportunity School.

Skilled electricians and efficient armature winders are difficult to obtain during the spring and summer months.

Thirteen firms were interested in pre-apprentice training classes.

Table 17

ELECTRICAL SERVICE

<u>Name</u>	<u>Address</u>	<u>Code</u>
Associated Repair Shop	2050 Humboldt St.	T.I.-II
Blair Elec. Serv.	2036 Elliot St.	T.I.-IV
Boatman's Elec. Shop	471 S. Bdwy.	T.I.-III
Capitol Hill Elec.	3325 E. Colfax Ave.	T.I.-I
Collier Elec. Co.	1326 Larimer St.	T.I.-I
Crescent Elec. Co.	3015 W. Colo. Ave.	T.I.-IV
Edwards Robert H. Co.	306 15th St.	T.I.-III
Elec. Automatic Applnc. Co.	1804 Arap.	T.I.-III
Good Hsekpg. Stores	1610 Bdwy.	T.I.-I
Gould & Preisner	1298 S. Kalamuth	T.I.-I
Hall Lester	755 S. Univ. Blvd.	T.I.-II
Hawkins, E. S. Elec. Serv.	426 Downing	T.I.-II
Hunter's Elec. Repr. Shop	2607 Welton St.	T.I.-IV
Ideal Elec. Co.	4724 W. 34th Ave.	T.I.-III
Karn Brothers	3615 Franklin St.	T.I.-IV
Leland Elec. Mtr. Agcy.	1312 Larimer	T.I.-IV
Leonard William Elec. Co.	1396 Ivy.	T.I.-III
Mulhal, J. L.	1206 E. 13th Ave.	T.I.-III
Mutual Elec. Repair Co.	1423 Galapago St.	T.I.-III
Oehmler Elec. Co.	1522 Pk. Ave.	T.I.-II
Pearson & Carlson Elec. Co.	427 Ogden St. 2645 S. Humboldt	T.I.-II
Pioneer Elec. Co.	5132 W. 38th Ave.	T.I.-III
Queen City Elec. Co.	1158 California St.	T.I.-I
Rainbow Elec. Co.	1060 Cherokee St.	T.I.-II



Table 17

## ELECTRICAL SERVICE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Reid, H. G.	329 14th St.	T.I.-II
Sechler Elec. Co.	3220 Lowell Blvd.	T.I.-II
Sihler Elec. Co.	3466 Tennyson St.	T.I.-III
Stiles Bert W. Elec. Mtr. & Wiring Serv. Inc.	1100 Larimer St.	T.I.-I
Superior Elec. Co.	612 18th St.	T T.I.-II
Sweeney, B. K. Inc.	1601 23rd St.	T.I.-I
Tree Wilker A.	1312 Larimer	T.I.-IV
Univ. Pk. Elec. Co.	2008 S. Wash. St.	T.I.-II
Victor Elec. Serv. Co.	Omit	
Wash. Pk. Elec. Co.	170 S. Bdwy.	T.I.-II
Wazee Elec. Mtr. Co.	1318 Mkt. St.	T.I.-I
Weiner Harry Elec. & Fixt. Co.	1428 Champa St.	T.I.-I
West Geo. B. Elec. Co.	304 Elati St.	T.I.-I
Wixson Elec. Wks.	1915 Lawrence St.	T.I.-IV
Zinn Elec. Co.	1376 Utica St.	T.I.-II

Table 17

ELECTRICAL EQUIPMENT

<u>Name</u>	<u>Address</u>	<u>Code</u>
Aurex Denver Co.	Mack Bldg.	T.I.--IV
Bacon-Cooper Co.	1863 Wazee	T.I.--IV
Black & Decker Mfg. Co.	708 18th St.	T.I.--IV
Bull Dog Mfg. Co.	1944 Bdwy.	T.I.--III
Burke, Alex	661 N. Colfax	T.I.--III
Cahn-Forster Elec. & Distributing	1534 Glenarm Place	T.I.--I
Century Elec. Co.	1644 Blake St.	T.I.--II
Claussen Elec. Co.	1516 Blake St.	T.I.--I
Crouse-Hinds	Colo. Blvd.	T.I.--II
Douden Paul A. & Co.	1645 Wazee	T.I.--III
Economy Fuse & Mfg. Co.	715 S. High	T.I.--III
Elec. Eqpmnt. & Eng. Co.	1730 Wazee St.	T.I.--II
Franklin Sales Co.	Cent Sav. Bank Bldg.	T.I.--IV
General Elec. Co.	650 17th St.	T.I.--I
Graybar Elec. Co., Inc.	1501 18th St.	T.I.--I
Hamilton R. F.	Ins. Bldg.	T.I.--III
Hansen, J. Ludvig	Univ. Bldg.	T.I.--IV
Hibbard Alex Co.	1921 Blake St.	T.I.--III
Independent Pneumatic Tool Agcy.	1544 Bdwy.	T.I.--III
Line Matrl. Co.	2125 Blake St.	T.I.--II
McKelvey, C. F. Co.	1125 18th St.	T.I.--IV
Mendenhall Elec. Co.	938 Santa Fe.	T.I.--III
Midwest Elec. & Mfg. Co.	1310 Tremont St.	T.I.--III
Morse Bros. Mach. Co.	2900 Bdwy.	T.I.--I
Mueller Mark G.	1644 Blake St.	T.I.--IV

Table 17

## ELECTRICAL EQUIPMENT (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Ohio Brass Co.	806 Marion	T.I.-IV
Pacific Elec. Mfg. Corp.	U. S. Nat. Bk. Bldg.	T.I.-IV
Parker Co.	1520 Wazee St.	T.I.-IV
Poindexter Elec. Co.	1625 Fremont Ave.	T.I.-I
Reliable Elec. Co.	Ry. Exch. Bldg.	T.I.-I
Schmid Fred Elec. Applnc. Co.	1206 E. 13th Ave.	T.I.-II
Scott Bros. Elec. Co.	519 15th St..	T.I.-I
Spangler, G. S.	Colo. Building	T.I.-IV
Spitzer Elec. Co.	43 N. 9th.	T.I.-I
Square, D. Co.	724 W. Colfax Ave.	T.I.-II
Staible, Fred E. Ins.	2356 Blake St.	T.I.-III
Watts, D. C. Elec. Co.	407 14th St.	T.I.-III
Weaver Electric Co.	1721 Larimer St.	T.I.-II
Westinghouse Elec. & Mfg. Co.	G. & E. Building	T.I.-I
Westinghouse Elec. & Mfg. Co.	988 Cherokee St.	T.I.-I
Young, W. E.	1944 Bdwy.	T.I.-IV

Table 17

ELECTRICAL REPAIRING (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Thompson, Tommy	1324 B'dway.	T.I.-IV
Weaver Elec. Co.	1721 Larimer Co.	T.I.-II
Williams & Rose Elec. Co.	435 15th St.	T.I.-II
Wixson Elec. Works	1915 Lawrence	T.I.-III

ELECTRICAL FIXTURES

Decorative Art Shops	875 Delaware St.	T.I.-IV
Denver Elec. Co.	414 W. Colfax Ave.	T.I.-II
Friedrichs August Co.	1060 Del. St.	T.I.-I
Schockett Electrical Supply Co.	1508 Cleveland Pl.	T.I.-I
Sechrist Albert Mfg. Co.	1717 Logan St.	T.I.-I

ELECTRICAL FIXTURES-FLUORESCENT

Art Neon Co.	2565 Curtis St.	T.I.-I
Day-Brite Lighting Fixt. Rep.	1708 16th St.	T.I.-III
Denver Elec. Co.	414 W. Colfax Ave.	T.I.-III
Electron Corp.	1325 Acoma St.	T.I.-III
Hygrade-Sylvania Fluorescent Lighting Agency	Colorado Building	T.I.-IV
Reed, L. S. Inc.	1621 Curtis St.	T.I.-IV
Rocky Mtn. Elec. Co.	3539 E. Colfax Ave.	T.I.-III
Sturgeon Elect. Co.	1534 Court Pl.	T.I.-I

Table 17

ELECTRICAL HOUSEHOLD APPLIANCES

<u>Name</u>	<u>Address</u>	<u>Code</u>
May Co.	64 S. Bdwy. 4040 Tennyson St.	T.I.-I
Names Herb. Inc.	1532 Stout St.	T.I.-II

ELECTRICAL HOUSEHOLD APPLIANCES REPAIRING

A-1 Sew. Mch. Repr. Shop	1706 E. Illiff Ave.	T.I.-III
Atlas Home Applc. Co.	1017 Bdwy.	T.I.-IV
Hawkins, E. S. Electrical Serv.	426 S. Downing	T.I.-II
Deadrick Elec. Co.	100 Grant St.	T.I.-I
Midwest Elec. Wiring Co.	323 W. Colfax Ave.	T.I.-I
York-Colfax Hardware Co.	2322 E. Colfax Ave.	T.I.-III

ELECTRICAL REPAIRING

Ace Elec. Co.	3326 Marion St.	T.I.-II
Biddle & Turner Elec. Co.	1019 E. Colfax Ave.	T.I.-II
Bolibaugh, C. G. Elec. Serv.Co.	232 S. Gilpin	T.I.-II
Colfax Novelty & Elec. Co.	3529 E. Colfax Ave.	T.I.-III
Colo. Elec. Wiring Co.	619 19th St.	T.I.-III
Denver Electric Co.	414 W. Colfax Ave.	T.I.-II
Home Elec. Co.	2872 Dehlia St.	T.I.-III
Leach Elec. Co.	1113 E. 9th Ave.	T.I.-III
Midwest Elec. Wiring	323 N. Colfax	T.I.-I
Nollenberger, Elec. Co.	817 14th St.	T.I.-I
Rocky Mtn. Elec. Co.	3539 E. Colfax Ave.	T.I.-II
Rogers Elec. Co.	5034 E. Colfax Ave.	T.I.-III
Shannon Elec. Co.	211 E. 4th Ave.	T.I.-III
Sturgeon Elec. Co.	1534 Court Pl.	T.I.-IV

Table 18

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Electrical Equipment,  
Fixtures, Appliances and  
Service

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
34 Owners & mgrs. 6 Sales & Engineer 19 Armature winders 79 Wiremen 50 Journeymen Electricians 10 Apprentices 18 Electricians 6 Repairmen 8 Bookkeeper-Stenographer 19 Salesmen	A. Electrician helper B. Apprentice C. Bookkeeper	21 18 18	24 25 24	Electric wiring Help Electricians Keep records, books and prepare monthly statements.

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A. Efficient, trade school training, cooperative B. Efficient, alert, ambitious C. Neat, accurate, cooperative	Yes Yes Yes	H.S. H.S. & Opportunity H.S.	Local Union Opportunity Sch. Applications	18

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Skilled electricians Armature winders Journeymen	Spring & summer	New materials air equipment	119	32

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
		Provide adequate equipment for class instruction	13	Pre-Apprentice training

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
1	6

FOUNDRIES

Table No. 19 lists foundries and their addresses.

Table No. 20 lists guidance, curriculum, and placement information.

The jobs open to beginners are for semi-skilled laborers, apprentices and helpers. The apprentice and helper should have a high school education and work experience. Twenty-eight beginning workers are needed annually.

Employers have difficulty in securing experienced core makers and moulders.

Three firms were interested in having late classes in blueprint reading and principles of foundry work. Three of the firms would like to have the Opportunity School train beginning workers.

Table 19

FOUNDRIES

<u>Name</u>	<u>Address</u>	<u>Code</u>
Alcod Brass Foundry	1101 Champa St.	T.I.-II
Aluminum Co. of Denver	1101 Champa St.	T.I.-II
Amer. Brake Shoe & Fdry. Co.	2301 W. Mulberry Pl.	T.I.-II
Amer. Forge Wks.	1428 13th St.	T.I.-II
Amer. Iron Wrks, Cor.	1424 W. Colfax	T.I.-II
Amer. Mngns. Stl. Div. of Amer. Brake & Fndry Co.	4th & Wazee	T.I.-II
Capitol Foundry & Mfg. Co.	1800 W. Colfax	T.I.-III
Central Foundry Co.	1345 13th St.	T.I.-III
Clark Foundry Co.	438 Larimer St.	T.I.-III
Colorado Brass Fdry Co.	941 Santa Fe Dr.	T.I.-III
Colo. Malleable Castg. Co.	Colo. Blvd.&Snd.Cr.rd	T.I.-II
Denver Ball Casting Co.	1425 - 5th St.	T.I.-II
Denver Grndg. Ball & Fdry.Co.	1835 Colfax West	T.I.-III
Denver Metals Fdry.	1743 Blake	T.I.-II
Gassr.Brnz. & Alummm.Co.	515 Santa Fe Dr.	T.I.-II
General Iron Wrks.	600 W. Bates Ave.	T.I.-I
Hosek.Mfg.-Ovrlnd Fdry.Co.	1245 Osage St.	T.I.-II
Maclear Mfg. Co.	341 Navajo St.	T.I.-III
Magns.Mtl.Div.,Nat'l Ld.Co.	2945 Blake St.	T.I.-II
McPherson's Alummm &Brs. Fdry	1218 Elati	T.I.-II
Midwest Iron Fdry.	200 Larimer	T.I.-I
Pressure Cooker Co.	338 Bdwy.	T.I.-III
Schlitter Iron Fdry.	3924 Wynkoop	T.I.-II



Table 19

## FOUNDRIES (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Slack-Horner Brs.Mfg.Co.	1130 - 12th St.	T.I.-II
Stearns-Roger Mfg. Co.	1720 California	T.I.-I
U. S. Fdry. Inc.	1145 Quivas St.	T.I.-I
Walker Mfg. Co.	2156 - 15th St.	T.I.-III
Western Bronze & Brs.Fdry.	1322 Blake St.	T.I.-II
Western Iron Fdry.	1320 Wazee St.	T.I.-II

Table 20

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Foundries

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
43 Moulders 15 Pattern makers 8 Cupolo tenders 21 Apprentices 50 Semi skilled workers 13 Core-makers 165 Helpers, moulders, core makers chippers, sand blasters	A. Semi-skilled labor  B. Apprentices  C. Helpers	18  18  18	45  23  50	Heavy lifting, Yard cleaning.  Learn trade, by helping skilled workers  Clean casting, chipping.

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A. Strong, healthy, Ability to stand heat B. Strong, healthy, willingness. C. Stron, healthy, ability to stand heat	No  Yes  No	Grade H.S.& Opp.Sch.  Grade	Application Newspaper ads	28

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Experienced core makers, moulders	Spring and summer	None	29	12

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
3 3	Blue print readers Principles of foundry work	Late classes should be provided	3-Apprentices	No

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
None	2

## FURRIERS

Five out of a total of 28 furriers were contacted. Table No. 21, which follows, gives a complete list of all the furriers and their addresses. The firms which were contacted are checked.

A list of the beginning and experienced jobs and the number of employees may be found in Table No. 22. The jobs open to beginners are for nailers, apprentices, and stenographers. The fur nailer assists the fur cutter, and the apprentices assist the mounters, cutters, and finishers. The age requirements of the beginning workers range from 18 to 25 years. Thirteen beginning workers, having a high school education and work experience, are needed annually.

Three firms expressed a need for an extension course in fur selling.

Table 21

FURRIERS

<u>Name</u>	<u>Address</u>	<u>Code</u>
Alaska Fur Shop	1635 Glenarm Pl.	T.I.-IV
Altman Shpsll Hide & Fur.Co.	1917 Mkt. St.	T.I.-IV
Amann Harry	3260 Columbine St.	T.I.-III
Bobrick H. L.	1648 Tremont Pl.	T.I.-III
Calbeck-Lawless Inc.	633 E. Colfax Ave.	T.I.-II
Clark's Petite Shop	107 E. Colfax Ave.	T.I.-III
Dupler's Art Furiers	1540 Stout St.	T.I.-I
Goldstein Sam	18 E. 16th Ave.	T.I.-III
Gunther & Sons	152 Cook St.	T.I.-III
Hamilton Furs.	1616 Stout St.	T.I.-III
Hollywood Furriers	3146 W. 38th Ave.	T.I.-III
Hopper Furs.	1626 Calif. St.	T.I.-I
Jones Bros.	1037 Bdwy.	T.I.-I
London Fur. Co.	1017 E. Colfax Ave.	T.I.-III
Miles Jack C.	1451 S. Bdwy.	T.I.-III
Neusteter's	720 16th St.	T.I.-II
Paradise Fur Shop Inc.	3224 E. Colfax Ave.	T.I.-II
Sadie I. L.	1648 Tremont Pl.	T.I.-IV
Salzer's Just Furs.	1550 Blake St.	T.I.-IV
Sample Fur Shop	534 16th St.	T.I.-IV
Stanley Furs	1600 E. Colfax Ave.	T.I.-III
Steinberg Furrier	1562 Bdwy	T.I.-III
Stephens Miller Furs Inc.	1528 E. Colfax Ave.	T.I.-IV
Taylor W. C. Fur & Wool Co.	1621 19th St.	T.I.-III
Turner Guy F.	2027 E. Colfax Ave.	T.I.-III

Table 21

FURRIERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Watson-Trued Fur Co.	1539 Glenarm Pl	T.I.-IV
Younans Fur Co.	1414 Court Pl.	T.I.-III
Zekman I. Furrier	1630 Welton St.	T.I.-III

Table 22

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Furrier

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
7 Office managers 9 Fur cutters 14 Sales clerks 4 Steno.-Typists 3 Bookkeepers 7 Helpers & Apprentices 16 Mounters 2 Paper Machines 5 Painting 1 Delivery boy 5 Finishers & repair work.	A.Steno-Typists  B.Nailers  C.Helpers & Apprentices	20  18  18	25  20  22	Typing and dictation Nail skins to board. Asst.mounters finishers

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Accurate, speed, good personality B.Hard worker, Ambitious C. Ambitious, good worker	Yes Yes Yes	H.S. H.S. H.S.	Opp. School Applications	13

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Fur Cutters	Sept. to January	None	28	5

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
3	Salesmanship	None	No	No

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
None	Don't know

## JEWELERS

Pertinent and reliable guidance, training and placement data were obtained from 38 jewelers. Table No. 23, which follows, lists 81 firms and their addresses.

Beginning and experiencee jobs and the number of persons employed may be found in Table No. 24.

The only job open to a beginning worker is that of jeweler apprentice, whose major duties are benchwork and the repair of clocks and watches. Such a worker should possess mechanical ability, and he should be ambitious, cooperative and honest. A high school education and work experience are desirable. Skilled watchmakers and jewelers are difficult to obtain for employment during the holiday seasons.

Two firms were interested in having sales classes provided for their employees, and nine firms were interested in the establishment of a program for apprentices.

Table 23

## JEWELERS

<u>Name</u>	<u>Address</u>	<u>Code</u>
Abramson, L.	1529 Welton St.	T.I.-II
Arscott, S. E. & Sons	1546 Welton St.	T.I.-IV
Baskin, J.	Steel Bldg.	T.I.-III
Berman, I. A.	1225 - 15th St.	T.I.-III
Blanchard, Clyde J. Jewl. Co.	428 - 16th St.	T.I.-I
Bohm-Allen Jewelry Co.	600 E. 16th St.	T.I.-I
Bohm-Wilson	516 - 16th St.	T.I.-III
Bomash Charles	1755 Curtis St.	T.I.-III
Braun, Fred A.	1529 Glenarm Place	T.I.-III
Burky, Harry A.	1554 California	T.I.-III
Busch Jewelry Co.	11 E. Bayaud Ave.	T.I.-IV
Cameron Jewelry Co.	719 Santa Fe Dr.	T.I.-IV
Capital Jwly. & Optical Co.	714 - 15th St.	T.I.-III
Carson Jewlery	206 - 16th St.	T.I.-III
Carter, A. S.	1614 Welton St.	T.I.-III
Chešler Jwly. Mfg. Co.	Steel Bldg.	T.I.-III
Clark, Charles H. & Co.	1520 Champa St.	T.I.-I
Clayton, Frank L. Inc.	University Bldg.	T.I.-I
Clerisse, George A.	University Bldg.	T.I.-I
Colorado Jewelry Co.	1011 - 17th St.	T.I.-IV
Community Credit Jewelers	2017 Larimer St.	T.I.-III
Coomer Jewelry Co.	2059 Champa St.	T.I.-IV
Cottrell, J. C.	1641 Stout St.	T.I.-III
Crow, Wm. B.	University Bldg.	T.I.-III



Table 23

JEWELERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Denver Jewelry Co.	1 S. Broadway	T.I.-I
Denver Jewelry Co.	535 - 16th St.	T.I.-I
Denver Time Service Co.	Steel Bldg.	T.I.-III
Duke Jewelry Co.	Steel Bldg.	T.I.-III
Eisendorfer, Morris	Mack Bldg.	T.I.-III
Fishman, Joseph M.	807 - 15th St.	T.I.-I
Frumess Jewelry Co.	605 - 16th St.	T.I.-I
Goalstone, Joseph	405 - 16th St.	T.I.-I
Goss, T. L.	Home Public Mkt.	T.I.-II
Greenberg, Sie Jwly.Co.	Steel Bldg.	T.I.-II
Hagans, O. R.	3226 E. Colfax	T.I.-II
Hamilton W. Wes. Jr.	335 University Bldg.	T.I.-II
Hansen & Hansen	329 - 16th St.	T.I.-II
Hansen Oluf R.	1602 Arapahoe St.	T.I.-III
Housey & Zekman	Steel Bldg.	T.I.-III
Jackson & Argenzio	University Bldg.	T.I.-III
Jacler's Jewels and Watches	University Bldg.	T.I.-III
Kay's Better Jewelers	1617 Welton St.	T.I.-II
Kenmark Jewelers	536 - 17th St.	T.I.-II
Kennedy, A. P.	Commonwealth Bldg.	T.I.-III
Kortz-Jewelry Co.	912 - 16th St.	T.I.-I
Kortz-Lee Jewelry Co.	819 - 16th St.	T.I.-I
Do	65 Broadway	T.I.-III
Kortz & Sons	1521 Champa St.	T.I.-I
Do	3400 S. Broadway	T.I.-III

Table 23

JEWELERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Kullman, Frank M.	University Bldg.	T.I.-II
Lader, H. Jewelry Co.	1620 Larimer St.	T.I.-III
Lauer's Jewelry Co.	3947 Tennyson St.	T.I.-IV
Lester Jewelry Co.	Steel Bldg.	T.I.-IV
Loftus Jewelry Co.	Englewood	T.I.-IV
Lundquist, Wm.	2311 E. Colfax	T.I.-III
MacTavish & Haws	435 University Bldg.	T.I.-III
Mayer-Coronado Jwly & Optical	507 - 16th St.	T.I.-III
Miller Jewelry Co.	University Bldg.	T.I.-III
Molberg, J. O.	Steel Bldg.	T.I.-IV
Moore Jewelry Co.	156 S. Broadway	T.I.-III
Morris Jewelry Co.	705 - 16th St.	T.I.-I
Murray Credit Jewelry	1623 Glenarm Place	T.I.-IV
Neiman's Jewelry Shoppe	921 - 15th St.	T.I.-IV
Osumi, Harry	2010 Larimer	T.I.-IV
Pellish Bros.	1639 Curtis St.	T.I.-IV
Peterson, Ernest	1626 Welton St.	T.I.-IV
Pioneer Gift Shop	614 - 17th St.	T.I.-IV
Pohndorf's	400 - 17th St.	T.I.-II
Reichman Jewelry Co.	1224 - 16th St.	T.I.-IV
Rio Grande Jewelry	772 Santa Fe Drive	T.I.-IV
Rogers Jewelry Co.	526 - 16th St.	T.I.-III
Schwartz, Jos. Jewelry Co.	138 - 16th St.	T.I.-I
Sharpe Jewelry Co.	27 Broadway	T.I.-II
Sherman S. Curio Shop	1501 - 17th St.	T. I.II

Table 23

## JEWELERS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Silver State Jewelry Co.	1503 Curtis St.	T.I.-II
Simmons, E. H.	Tramway Bldg.	T.I.-II
Stark A. J. & Company	1536 Glenarm Place	T.I.-II
Stern Antique Jewelry Store	407 - 17th St.	T.I.-III
Sundman, I. E.	59 S. Broadway	T.I.-III
Syman Bros. Jewelry Co.	622 - 16th St.	T.I.-II.
Treasure Chest, Inc.	417 - 17th St.	T.I.-III
Wagner & MacKenzie	215 - 16th St.	T.I.-IV
Zall Jewelry Co.	631 - 16th St.	T.I.-II

Table 24

**GUIDANCE INFORMATION** Jewelers  
(For Editor of Guidance Bulletin)

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. AGE MIN.	MAX.	MAJOR DUTIES
43 Office mgrs. & sales 6 Jewelers 40 Watchmakers 9 Apprentices 26 Sales people 1 Diamond Setter 2 Bookkeepers 1 Engraver	Apprentices	17	27	Repair watches clocks and bench work

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
Mechanical ability, honesty, ambition, cooperation	Yes	H.S.	Emp. Agency Opp. School Applications	8

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Skilled watch makers and jewelers	Holiday seasons	None	81	38

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
2	Salesmanship		9	Apprenticeship classes

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
0	0

### MACHINE SHOPS

Table No. 25, which follows, lists the machine shops and their addresses.

Table No. 26 lists the beginning and experienced jobs, age requirements, duties, personal qualifications, and other pertinent data.

Owners and managers report an acute shortage of skilled machinists and machine operators. They are interested in evening extension classes in shop mathematics, blueprint reading, and drawing, for their employees.

They would like to have the Opportunity School train beginning workers for them. They prefer men between the ages of 18 and 30, with a high school education and some work experience.

Table 25

## MACHINE SHOPS

<u>Name</u>	<u>Address</u>	<u>Code</u>
Acme Mch. Co.	1946 Lawrence	T.I.-II
Anderson & Forrester	3563 Larimer	T.I.-II
Anderson Mfg. Co.	1219 California	T.I.-I
Brunton Mch. Works	Englewood	T.I.-II
Colorado Boiler & Wldg. Wks	1926 Mkt.	T.I.-II
Colorado Gear Co.	1361 S. Bdwy	T.I.-II
Denver Mch. Shop	1409 Blake	T.I.-I
Eberhardt-Denver Co.	1408 W. Colfax Ave.	T.I.-II
Gair & Binderup	1220 Wazee	T.I.-I
Harner's Mch. Shop	221 W. 10th Ave.	T.I.-II
Hart Mch. & Mfg. Co.	919 Santa Fe Dr.	T.I.-I
Hauselmann Eng. Corp.	655 Shermm.	T.I.-II
Heinsohn, A. E.	1443 Santa Fe Dr.	T.I.-II
Highley Walter B. Mch. Shop	1942 Arap.	T.I.-II
Hingley, J.A. Mch. Co. Inc.	1818 Blake	T.I.-I
Horst Spcity Mfg. & Hdwe Co.	4615 Wash.	T.I.-II
Howe John R.	1416 Speer Blvd.	T.I.-II
Kinzbach Mch. Shop	1737 15th	T.I.-II
Maclear Mfg. Co.	341 Navajo	T.I.-I
McFarlane-Eggers Mch. Co.	2763 Blake	T.I.-I
Midwest Mch. Shop	1744 Lawrence	T.I.-II
Newlander A. Mch. Shop	1438 Santa Fe Dr.	T.I.-II
Nock & Garside	1844 Wazee	T.I.-I
Morgren C. A. Co.	220 Santa Fe Dr.	T.I.-I

Table 25

MACHINE SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Pekrul Iron Wks	1350 12th	T.I.-II
Rex Iron Wks. Co.	1118 Larimer	T.I.-I
Route James V.	1958 Curtis	T.I.-II
Silver Engrng Wks. Inc.	3309 Blake	T.I.-II
Snyder Mch. Shop	6 E 8th Ave.	T.I.-II
Stearns-Roger Mfg. Co.	1720 Calif.	T.I.-II
Stebbins Mfg. Co.	1735 Blake	T.I.-II
Stiles Mfg. Co.	1418 Blake	T.I.-II
Walker Mfg. Co.	2156 15th	T.I.-II
Yont Mfg. Co.	1241 12th	T.I.-II

Table 26

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Machine Shops

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
1242-Machinists 55 Laborers 73 Foremen 12 Superintendents 8 Wheel rollers 45 Tool makers 15 Yard laborers 16 Crane Op. 60 Office workers 153 Boiler makers 35 Forger 264 Apprentices & helpers	A. Apprentices  B. Semi-skilled laborers  C. Machine operators	18	30	Help machinist, pattern maker moulder, forger  Yard work, heavy work lifting Operate lathes Miller Grinder & bench work

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A. Ability to read blue prints, set up and operate machines. B. Strong, healthy & willing to work. C. Mechanical ability, Cooperation	Yes  No	H.S. & Opp. Grade  H.S.	Opp. school application friends	66

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Skilled Machinists Good machine operator	Summer Months	Rearmament Program	34	26

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
12	Mechanical drawing Blue print reading Shop math		8-Shop work	16-Shop work

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
6	Unlimited due to Defense Program



### OPTOMETRISTS

All of the optometrists in Denver were contacted.

Table No. 27, which follows, lists the firms and their addresses.

Table No. 28 lists pertinent guidance, training, and placement information.

The jobs open to beginning workers were for bookkeepers, clerks, stenographers, and typists. Employers state that experienced grinders, cutters, and mounters are not readily available. They suggest a short training course for office receptionists.

Table 27

## OPTOMETRISTS

<u>Name</u>	<u>Address</u>	<u>Code</u>
Abramson, L.	1529 Welton st.	T.I.-IV
Bebber, Otto J.	Mack Bldg.	T.I.-IV
Biegel, Al. G.	1520 Calif. St.	T.I.-IV
Bloom, J. C.	Colo. Bldg.	T.I.-III
Brocha, Arthur G.	1528 Stout St.	T.I.-III
Brown, H. O.	Dnvr.Thea.Bldg.	T.I.-IV
Carpenter & Hibbard Opt. Co.	1628 Welton St.	T.I.-IV
Carstarphen, C. W.	3466 W. 32nd Ave.	T.I.-III
Columbian Opt. Co.	619 - 15th St.	T.I.-III
Daniels, W. J.	3493 W. 32nd. Ave.	T.I.-IV
Dnvr. Jewelry Co.	535 - 16th St.	T.I.-I/
Dnvr. Lens Co.	1539 Curtis St.	T.I.-I
Deutsch. Dave	1010 - 15th St.	T.I.-III
Dickerson-Grills Opt. Co.	1616 Calif. St.	T.I.-III
Erbshauser, Frank G.	Mack Block	T.I.-III
Finch Opt. Co.	Mack Bldg.	T.I.-II
Finn, T. A.	Steel Bldg.	T.I.-III
Fishman, Joseph M.	807, 15th St.	T.I.-II
Ford Optical Co.	1029 - 16th St.	T.I.-II
France, Uhl H.	Majestic Bldg.	T.I.-III
Frumess Jewelry Co.	605 - 16th St.	T.I.-I
Gray, James P.	Colo. Bldg.	T.I.-III
Griswold, L. E.	631 Mack Bldg.	T.I.-IV
Hammack, Wm. C.	1515 Stout St.	T.I.-III
Haney, Lee C.	817 - 15th St.	T.I.-IV

Table 27

OPTOMETRISTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
House T. P.	Steel Bldg.	T.I.-III
Hunt, L. M.	Empire Bldg.	T.I.-IV
Ideal Opt. Co.	1707 Welton St.	T.I.-I
Innes-Behney Opt. Co.	220 - 16th St.	T.I.-IV
Jackson , Clarence P.	535 - 16th St.	T.I.-IV
Joseph, W. R.	Majestic Bldg.	T.I.-IV
Joslin Opt. Co.	16th & Curtis St.	T.I.-II
Keys Better Jewelers	1617 Welton St.	T.I.-II
Korts-Lee Jewelry Co.	819 - 16th St.	T.I.-I
Lay, Willard B.	Empire Building	T.I.-IV.
Lustig, Harry M.	935 - 15th St.	T.I.-III
Masten, George Winslow	5 Bdwy.	T.I.-IV
McCullough, R. Opt. Co.	623 - 15th St.	T.I.-IV
Moore, L. A.	302 Mack Bldg.	T.I.-III
Rankine, A.M.	Steel Bldg.	T.I.-III
Schwab, Sophia	Symes Bldg.	T.I.-IV
Strohm, Esther	1407 Welton St.	T.I.-III
Sutton, Rena M.	552 Humboldt St.	T.I.-III
Swanson, Alfred	78 S. Bdwy.	T.I.-IV
Swigert Brothers	1550 Calif.	T.I.-III
Toric Opt. Co.	1515 Stout St.	T.I.-III
U.S. Opt. Co.	1511 Welton St.	T.I.-III
Van Zant, Charles Reid,	Cent. Sav. Bnk. Bldg.	T.I.-II
Walsh, Helen	Majestic Bldg.	T.I.-III

Table 28

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Optometrists

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
15 Owners	14 Opticians	A.Ast.to Optom.	18	35	A.St.in filing
18 Bookkeepers	3 Shop	B.Bill clerk	18	35	glasses
17 Stenographers	5 Dispensers	C.Bookkeeper	18	40	B.Billing
4 Typists	12 Detail man	D.Clerical	18	35	C.Bks.& Rcds.
6 Clerks	7 Salesman	E.Bkpr.-Steno.	18	35	D.Mailing & Filing
20 Errand Boys	4 Stock room	F.Steno.Receptionist	18	35	E.Bkpng.-Steno.
56 Surface Grinders					F.Correspondence & Mtng.public
35 Cutters & mounters		G.Typist	18	35	G.Type Rcds.& circulars
62 Optometrists - testers		H.Errand boys	18	23	H.Delivers & errands.

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Neat appearance, accuracy	Yes	Opt.Col.	Emp.Agency 2	--
B.Accurate, neat, dependable	Yes	H.S.	Ads. 2	
C.Accuracy, cooperation	Yes	H.S.	Wholesale hss.7	
D.Willingness, neatness	Yes	H.S.	Application 1	
E.Accuracy, cooperation	Yes	H.S.	Recommendations-1)	
F.Personality, dependability	Yes	H.S.		
G. <sup>poise</sup> Speed, knowledge of Orthop. <sub>dis</sub>	Yes	H.S.		Errand boy 5

H.Honesty, neatness KIND OF WORKER DIFFICULT TO OBTAIN	No	General	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES		
Experienced shop help 2	July & Aug.1	None	49	49

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
None	None	Train girls to be receptionists	None	None

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
None	2

## RADIO

Information on guidance, training and placement was secured by contacting 50 radio firms. Table No. 29 lists 116 establishments and their addresses.

Table No. 30 lists the beginning and experienced jobs and the number employed; the major duties and personal qualifications of each beginning worker also is noted.

The jobs open to beginners are for service men, apprentices and delivery boys. High school education and work experience are desired by most employers. Nearly one half of the beginning workers were obtained from radio preparatory classes of the Opportunity School.

Employers indicate a need for experienced servicemen and repairmen.

Ten employers were interested in having the Opportunity School provide a technical course in radio. Eleven employers expressed interest in a preparatory class for servicemen. Two employers were in need of beginning workers at the time of the contact, and twelve stated that they would need workers in the near future.

Table 29

## RADIO

<u>Name</u>	<u>Address</u>	<u>Code</u>
Ace Radio Ser.	3734 Tejon St.	T.I.-III
Adams Accurate Rad. Serv.	938 St. Fe. Dr.	T.I.-II
Adams Frank Rad.&Rfrgrton. Serv.	1071 S. Gaylord	T.I.-III
Airline Radio Serv.	830 E. Colfax Ave.	T.I.-III
Atlas Home Appl. Co.	1017 Bdwy.	T.I.-III
Atwater Kent Auth. Serv.	830 E. Colfax Ave.	T.I.-II
Atwater Kent Rad. Agcy.	519 15th St.	T.I.-II
Auto & Home Rad. Shop	1925 Bdwy.	T.I.-II
Belmont Radios	1959 Stout St.	T.I.-III
Biddle & Turner Elec. Co.	1019 E. Colfax Ave.	T.I.-I
Blankenship Lowell F.	3633 W. 32nd. Ave.	T.I.-IV
Bdwy. Rad. Serv.	825 Bdwy. St.	T.I.-III
C. & H. Radio Serv.	52 Bdwy.	T.I.-III
Cahn-Forster Elec. & Dist.Co.	1534 Glenarm Pl.	T.I.-I
Case Don B. Rad. Serv.	1964 Champe St.	T.I.-III
Coburns Rad. Serv.	3210 N. Alameda	T.I.-II
Col fax Radio & Appl. Co.	1508 Colo.Blvd.	T.I.-II
Colo. Rad. Ser.	1460 S. Bdwy.	T.I.-II
Council Recording Co.	21 E. 18th Ave.	T.I.-III
Crosley Radios	1520 Wazee	T.I.-III
Davis Fred Furntr. Co.	1501 Larimer	T.I.-III
DeLuxe Speedometer &Rad.Serv.	1400 Speer Blvd.	T.I.-III
Denver Radio	1427 Glenarm Pl.	T.I.-II
Denver Dry Goods Rpr.	16th & Calif.	T.I.-IV
Dick's Rad. Serv.	1889 S. Pearl	T.I.-IV

Table 29

## RADIO (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Dessrick Furn. Co. Rad.	12 Edwy	T.I.-III
Fallgatter Radio Serv.	5034 E. Colfax Ave.	T.I.-IV
Farnsworth Radios	1601 23rd. St.	T.I.-III
Fistell's Rad. & Genrtor.Serv.	1065 Edwy.	T.I.-IV
Friend's Radio Service	349 Edwy.	T.I.-IV
Gamble Stores	63 Edwy.	T.I.-II
Gibbs T. D.	1460 S. Edwy.	T.I.-III
Gilmore Dick	119 Lincoln	T.I.-III
H. & S. Rad. Serv. & Sales Co.	2932 E. Colfax St.	T.I.-IV
Highlands Radio Shop	3633 W. 32nd. Ave.	T.I.-IV
Home Radio Serv.	6201 Montview Blvd.	T.I.-IV
Hurley's Radio Ser.	170 S. Edwy	T.I.-III
Jira Auto Supply Co.	600 14th St.	T. I.II
Interstate Radio	1639 Tremont	T.I.-III
Kenn's Radio & Tlvson. Lab.	1438 Court Pl.	T.I.-III
Knight-Campbell Music Co.	1617 Calif. St.	T.I.-II
LeMoine Musice Co.	622 15th St.	T.I.-II
Magnavox Rad. & Phonogrphs.	1629 Calif St.	T.I.-II
Majestic Rad. Agcy.	519 15th St.	T.I.-II
Majestic Rad. Serv.	830 E. Colfax Ave. 4344 Fed.Blvd. 339 13th St.	T.I.-II T.I.-II T.I.-II
Mile High Radio Co.	4344 Federal	T.I.-II
Motorola Rad. Distributors	1171 Lincoln	T.I.-III
Niles Phonograph & Rad. So.	507 14th St.	T.I.-I
Nolan Rad. Ser.	19 E. 13th Ave.	T.I.-III

Table 29

## RADIO (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Philco Authorized Serv.	830 E. Colfax Ave.	T.I.-II
Philco Auto Radio	1708 16th St. 1400 Champa St.	T.I.-II T.I.-II
Philco Radio Agcy.	519 15th St.	T.I.-II
Philco Radio Sales & Serv.	1113 E. 9th Ave.	T.I.-II
Philco Radios & Rad.-Phonographs	1709 16th St. 1534 Glenarm P. 1409 Colo. Blvd. 12 Bdwy. 16th & Curtis 1617 Calif. St. 1532 Stout St. 519 15th St. 3441 S. Bdwy 1400 Champa St. 1629 Calif. St. 825 Bdwy. 1119 Lincoln St. 1766 Lincoln St.	T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II
Print Rad. & Telvson.Co.	339 13th St.	T.I.-III
Pub. Serv.Co. Of. Colo.	15th & Champa St.	T.I.-I
R. C. A. Serv.	830 Colfax Ave.	T.I.-I
R. C. A. Victor Rad.Viet.	821 15th St. 1508 Colo.Blvd. 1521 Stout St. 1617 Calif St. 518 15th St. 1629 Calif. St.	T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II T.I.-II
Radio Serv. Corp	30 W. 13th Ave.	T.I.-III
Roger's Radio Serv.	1766 Lincoln St.	T.I.-III
Schmid F. C. L.	1205 13th Ave. E.	T.I.-III
Scott Bros. Elec. Co.	519 15th St.	T.I.-I
Sears Roebuck & Co.	1740 Bdwy	T.I.-II
Silver Auto & Ra. Sply. Co.	1400 Champa St.	T.I.-I



Table 29

RADIO (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Silvertone Rad. Serv.	830 E. Colfax Ave.	T.I.-II
Snyder Elec. & Rad. Serv.	1845 Arap.	T.I.-II
Sparton Radios	16th & Curtis	T.I.-III
Stewart-Warner Rad. Sales & Serv.	1330 Bdwy. St.	T.I.-III
Strombert-Carlson Rad. Serv.	830 Colfax Ave.	T.I.-III
Stromberg-Carlson Radios	1601 Arap St.	T.I.-III
	1617 Calif.St.	T.I.-III
	1532 Stout St.	T.I.-III
Swark Elec. Co.	1414 Speer Blvd.	T.I.-III
Summit Appl. Co.	1221 14th St.	T.I.-III
Sun. Mfg. Co.	Colo. Bldg.	T.I.-III
Turner Luther P.	1330 Bdwy.	T.I.-II
Trink's Rad. & Elec. Shop	830 E. Colfax	T.I.-III
W. Denver Elec. Co.	828 St. Fe. Dr.	T.I.-II
Western Auto Sply. Co.	1236 Bdwy.	T.I.-I
Wells, Chas. E. Rad. Serv.	1659 Calif.	T.I.-IV
Wicht H. L. Radio Serv.	1306 Ogden St.	T.I.-IV
York Novelety Shop Rad. Rpr.	3214 E. Colfax	T.I.-III
Zenith Rad. Serv.	830 E. Colfax Ave.	T.I.-III
Zenith Radios	1534 Glenarm Pl.	T.I.-III
	1508 Colo. Blvd.	T.I.-III
	12 Bdwy St.	T.I.-III
	519 15th St.	T.I.-III
	1400 Champa St.	T.I.-III
	1629 Calif.St.	T.I.-III

Table 30

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Radio

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
Owners & mgrs.	59	A.Service men	16	22	A.Rep.& Service
Service men	51	B.Apprentices	18	22	B.Shop helpers
Repairing	7	C.Delivery boy	18	23	C.Delivery
Washing Mch.Rep.	1				
Apprentice	2				
Clerical	8				
Salesmen	13				
Traffic mgr.	1				
Delivery Men	3				
Electricians	1				
	<u>146</u>				

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Neat, efficient, good personality	Yes	H.S.	Applications 16	
B.Dependable, able to meet public	Yes	H.S.	Opportunity School 14	31
C.Alert, neat, honest	No	H.S.		

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Experienced Service Men 7	Fall 4	None		
Repairmen (skilled) 10	Fall & Winter 4		116	50

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
Yes 10	Technical course in radio	Install modern service equipment. Stress math. 2 Teach salesmanship 12	11-Service men	None

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
2	12

## SHEET METAL

Information pertaining to the guidance, training, and placement of sheet metal workers was obtained from 23 employers.

Table No. 31 lists the firms and their addresses.

Table No. 32 lists the beginning and experienced jobs, the age requirements of a beginning worker, major duties, and personal qualifications.

Employers prefer high school graduates with some work experience who have a knowledge of sheet metal layout and blueprint reading. They suggest that the principles of air-conditioning should be taught to apprentices. Four employers requested extension classes in shop mathematics and blueprint reading for their employees.

Table 31

SHEET METAL WORKS - C

<u>Name</u>	<u>Address</u>	<u>Code</u>
A. B. C. Furnace Co.	1732 Marion St.	T.I.-II
Aurora Sheet Metal Co.	1420 Downing St.	T.I.-I
Ball Clyde O.	1414 Santa Fe. Dr.	T.I.-III
Berrier, R.D. Sheet Metal Works	Golden, Colo.	T.I.-III
Caspe Heatng.& Sheet Metal Wrks.	3126 Lowell Blvd.	T.I.-III
Colorado Sheet Metal Works	1745 Blake St.	T.I.-I
Coupe Retinning Company	4492 Washington St.	T.I.-II
Dawson,W.H.Sheet Metal Works	850 Santa Fe Dr.	T.I.-I
Dorrington Sheet Metal Works	1022 - 18th St.	T.I.-II
Dowdle Sheet Metal & Furnace Co.	1804 S. Pearl	T.I.-II
Dunn Sheet Metal Works	1890 Market St.	T.I.-I
Eisen Sheet Metal & Heating Co.	1418 - 15th St.	T.I.-II
Elliott Heating Company	174 S. Bdwy.	T.I.-III
Fox & Company, Inc.	1620 Blank St.	T.I.-IV
Fox, Louis S.	1411 Larimer	T.I.-II
Gardell, J. G.	1834 Arapahoe St.	T.I.-III
General Heating Co.	828 S. Bdwy.	T.I.-III
Heabler, John J.	995 Federal Blvd.	T.I.-IV
Henry, J. J.	1236 Santa Fe. Dr.	T.I.-IV
Hind, W. F.	1139 Lipan	T.I.-IV
Johnson, Andy & Son	2438 - 15th	T.I.-III
Johnson, Elmer	1733 Market St.	T.I.-III
Kessler Fred,	2706 Larimer	T.I.-II
Killius & Richey Sheet Mtl.Wrks.	2148 Larimer St.	T.I.-II
Mayers Sheet Metal Works	629 Santa Fe Dr.	T.I.-III

Table 31

## SHEET METAL WORKS - C (con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Monarch Mfg. Company	1130 Larimer St.	T.I.-III
Monson, J. H.	1331 E. 16th Ave.	T.I.-III
O'Brien Daniels Furnace Co.	2541 Larimer St.	T.I.-III
Peerless Steel Products Co.	846 Bdwy.	T.I.-II
Scherer, Frank & Son	1261 Curtis St.	T.I.-I
Schmitt, George W.	1438 - 16th St.	T.I.-II
S.Dnvr. Sheet Mtl. & Furnace Co.	1413 S. Bdwy.	T.I.-II
S. Pearl Sheet Metal Works	1526 S. Pearl St.	T.I.-I
Soencer Ventilating Company	243 Bdwy.	T.I.-III
Spetnagel A.,	(Rear) 1335 Welton St.	T.I.-III
Swanson Sheet Metal Company	2749 N. Speer Blvd.	T.I.-III
Swick, W. L.	2368 - 15th St.	T.I.-III
Thomas Walter E.	1148 California	T.I.-II
Turner Furnace Installtn. & Rpr.Co.	583 S. Pearl St.	T.I.-II
Waidmann, Ernest Fritz	1341 - 18th	T.I.-III
Wheeler, Charles H. Sheet Mtl.	1217 E. 9th Ave.	T.I.-III
Williams, Carl Sheet Mtl.& Furn.Co.	524 W. Colfax	T.I.-III
Willoughby, F. W. Company	2008 Curtis St.	T.I.-III
Wixson Charles Fur.& Sht.Mtl.Co.	2301 W. 30th Ave.	T.I.-II
Wompey Sheet Metal	2409 - 15th St.	T.I.-III
York, H.H. Sheet Mtl. & Fur.Co.	527 E. Exposition Ave.	T.I.-III

Table 32

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Sheet Metal

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
150 Sheet metal workers 7 Welders 4 Retinners 18 Apprentices 35 Boiler S.M. workers	Apprentices	18	21	Help in fabrication and installation

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
Willingness to learn trade, good worker, industrious, healthy and strong	Yes	H.S. and Opp. trade school	Unions Friends Shop contacts Application	7

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Good boy who wants to learn trade skilled mechanics	Summer	None	48	23

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
4	Shop math and Blue print reading	Teach principles of air conditioner to apprentices	3 - math, layout and B.P. reading	

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
4	8

## MIMEOGRAPHING AND MULTIGRAPHING

Ten of the 14 mimeographing and multigraphing firms were contacted.

Table No. 33, which follows, lists the firms and their addresses.

Table No. 34 lists the kinds of jobs available to beginning workers, the major duties, age requirements, and other information relative to guidance, training, and placement.

Employers suggest emphasis on stencil cutting, and use of the stylus for illustration work. They also suggest the need for adequate and up-to-date equipment.

Table 33

MIMEOGRAPHING

<u>Name</u>	<u>Address</u>	<u>Code</u>
A. to Z. Letter Service	1631 Glenarm Pl.	C.-I
Browning, Alice M.	Midland Sav. Bldg.	C.-II
Civic Center Mimeo.Shop	121 15th St.	C.-III
Denver Multigraphing Co.	Mng. Exch. Bldg.	C.-II
Denver Sect. & Off. Serv.	Cooper Bldg.	C.-I
Gen. Letter Serv.	Cont. Oil Bldg.	C.-I
Letter Shop	Railway Exch. Bldg.	C.-I
Majestic Multigraphers Co.	Maj. Bldg.	C.-II
Miller Mimeo Mart.	512 Denham Bldg.	C.-II
Mutl. Multigraphing Co.	1631 Glenarm Pl.	C.-II
Naylor Multigraphing Co.	829 15th St.	C.-III
Peerless Multigraphing Shop	1987 Bdwy.	C.-II
Siler Oran V. Co.	G. & E. Bldg.	C.-I
Sutton Press & Letter Shop	1950 Champa	C.-I



Table 34

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Mimeographing and  
Multigraphing

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
5 Owners	1.Jr. salesman	A.Multigraphers	18	24	Multigraphing
30 Typists	1 Artist	B.Mimeographers	18	25	Mimeo. Mch.
2 Stenographers	10 Mailing Clks.	C. Typists	18	24	Stencil & Typ.
11 Mimeographers	1 Delivery boy	D. Clerks	18	24	Routine Duties
2 Dictaphone Opr		E. Salesmen	18	24	Sells equip.
6 Multigraphers					
1 Bookkeeper					
1 Order Clerk					
1 File Clerk					
1 Service man					
1 Camera man					

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Neatness, speed.	Yes	H.S.	Applications	
B.Accuracy, neatness	Yes	H.S.	Business Sch.	
C.Good stencil cutters			Opp.School	
D.Agreeable, gd.personality			Home office	
E. Personality, initiative			Paper ads.	

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Mimeograph operators good Stenographers	Winter 1 Spring 1 Fall 1	None	14	10

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
None	None	Stress stencil cutting.Tch.use of stylus for illustration wrk. Provide up-to-date & adequate equip.	None	None

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
1	5

OFFICE EQUIPMENT FIRMS

Table No. 35 , which follows, gives a list of all the office equipment firms and their addresses. Fourteen out of 21 were contacted.

Table No. 36 , which follows, gives a list of the beginning and experienced jobs, the number of persons employed, the major duties of each job, and the personal qualification of the workers for each.

The jobs available to beginning workers are those of bookkeeper, stenographer, and delivery boy. Employers prefer high school graduates with work experience. Seven beginning workers are needed annually. Experienced repairmen and salesmen are difficult to find.

Table 35

## OFFICE EQUIPMENT

<u>Name</u>	<u>Address</u>	<u>Code</u>
Acme Card Syst.Dir.	1636 Champa St.	C.-II
Addressograph Sales Agcy.	E. & C. Bldg.	C.-III
Alston E. D.	1800 Stout St.	C.-III
Bourk Co.	1110 17th St.	C.-III
Berger Mfg. Division	1863 Wazee	C.-III
Bus. Eqpmnt. & Cash. Rgstr.Co.	1519 Larimer St.	C.-III
Globe-Wernicke Files	1730 Champa St.	C.-II
Hoeckel C. F. Blnk.Bk.& Litho.Co.	1635 Calif. St.	C.-II
Internat'l. Bus. Mach. Corp.	1447 Welton St.	C.-II
Keith Safe Co.	14th & Arap. St.	C.-II
Kendrick-Bellamy Co.	801 16th St.	C.-I
Kistler W. H. Stationery Co.	1636 Champa St.	C.-I
Loger Desk & Fixt. Co.	1647 Blake St.	C.-III
Macey Steel Off.Equip.Agcy.	1928 Arap. St.	C.-III
Multigraph Sales Agcy.	E. & C. Bldg.	C.-II
Mutl. Furn. & Fixt. Co.	1928 Arap. St.	C.-III
Office Equipment Co.	1422 Welton St.	C.-I
Postindex Systems Agcy.	1441 Welton St.	C.-I
Remington Rand	1525 Arap. St.	C.-I
Shaw-Walker Agcy.	1636 Champa St.	C.-II
Visible Records Equipt. Co.	1441 Welton St.	C.-III
Yawman & Erhe Mfg. Agcy.	1635 Calif. St.	C.-III

Table 36

**GUIDANCE INFORMATION Office Equipment**  
(For Editor of Guidance Bulletin) **Firms.**

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
22 Bkkpr.-bill clerks 5 Steno-bkkprs. 73 Salesmen 14 Stock contr. & orders 9 Repairmen 1 Safe instlltn. man 4 Delivery boy <u>128</u>	A.Bookkeeper B.Stenographer C.Delivery boy	18	43	Rcds. & books Typing, dictation Deliveries, mailing, errands

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Alert, accurate, female B.Neat, accurate, speed C.Good appearance, willing, reliable	Yes Yes No	H.S. H.S. Gen. Education	High school Emp.Agency Applications paper ads	7

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Repairmen Salesmen	None	None	21	14

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
None	Salesmanship courses given at home office	None	None	

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
None	1

## BEAUTY ESTABLISHMENTS

Table No. 38, lists the beginning and experienced jobs, and the number of persons employed in each.

Table No. 37, lists the beauty shops and their addresses.

Guidance, training, and placement data were obtained from 398 out of a possible 445 firms.

A representative job available to beginners is that of junior operator, whose major duties are shampooing, finger waving, permanent waving, giving facials, and manicuring. Employers seek applicants who are neat, clean, refined and cooperative, and who have pleasing personalities. They prefer high school graduates between the ages of 18 and 25, and who have had beauty school training. Seventy-six operators are needed annually.

Two hundred and ninety-three employers want a class in permanent waving; 360 want extension courses in styling and cutting hair, and 222 want courses in salesmanship.

There were 31 senior operators needed at the time of the study.

Table 37

## BEAUTY SHOPS-

<u>Name</u>	<u>Address</u>	<u>Code</u>
Acoma Beauty Shop	1146 Acoma St.	S.O.-IV
Abode Beauty Salon	239 Steel Bldg.	S.O.-III
Adams Buddie Beauty Salon	2208 Kearney	S.O.-IV
Agnes, Lena Beauty Salon	659 Fox	S.O.-IV
Agnes Nichols Beauty Shop	2842 West 32nd Ave.	S.O.-IV
Air Way Beauty Shop	7237 E. Colfax	S.O.III
Alladin Beauty Shop	2031 East Colfax	S.O.-III
Alamada Beauty Shop	374 S. Bryant St.	S.O.-IV
Ala Madalyn Harley B. S.	1408 Stout	S.O.-III
Alameda Home Beauty Shop	37 West Alameda Ave.	S.O.-IV
Allen Rose Beauty Shop	1255 Elati St.	S.O.-IV
Alma Lee Beauty Shop	3945 Tennyson St.	S.O.-IV
Alpine Beauty Salon	3326 Williams	S.O.-III
Alta Beauty Shop	5606 E. Cofax	S.O.-III
Alta Mae Beauty Studio	2524 E. Colfax	S.O. -II
Ambassador Beauty Shop	Denver Theatre Bldg.	S.O.-II
American Beauty Salon	1519 E. Colfax	S.O.-II
Anderson, Catherine	7028 E. Colfax	S.O.-IV
Anne Lytle Beauty Shop	4931 West 38th	S.O.-IV
Annabelle Beauty Salon	18 East 2nd Ave.	S.O.-IV
Anne's Beauty Salon	971 Santa Fe Drive	S.O.-II
Annette Beauty Salon	1113 S. Pearl	S.O.-IV
Annie Laurie Beauty Parlon	2914 West 25th Ave.	S.O.-IV
Anthony Beauty Shop	1533 Glenarm Place	S.O.-IV

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Arden Elizabeth Beauty Salon	Denver Dry Goods Store	S.O.--I
Aristocrat Beauty Salon	1062 E. Colfax	S.O.--IV
Ar-Ve Beauty Salon	1322 E. Colfax	S.O.--IV
Atlasta Beauty Shop	2343 West 44th Ave.	S.O.--IV
Audrey-Lou Beauty Salon	838-14th St.	S.O.--III
Avalon Beauty Salon	325 E. Colfax	S.O.--II
Avonne Beauty Salon	2756 Downing	S.O.--IV
Bannock Barber & Beauty Shop	1249 Bannock St.	S.O.--IV
Bayaud Beauty Shop	19 E. Bayaud Avenue	S.O.--III
Beautyquest	5922 E. Colfax	S.O.--II
Beauty-Art Studio	1725 E. 31st Ave.	S.O.--IV
Beauty Box	1227 9th Ave. East	S.O.--IV
Beauty Emporium	4420 Alcott	S.O.--IV
Beauty Nook	430 - 16th Ave.	S.O.--IV
Bee's Beauty Shop	1014 S. Gaylord	S.O.--IV
Belle Isle Beauty Salon	1710 Broadway	S.O.--IV
Bellva Beauty Salon, Inc.	Temple Court Bldg.	S.O.--I
Benner Sally Beauty Shop.	41 W. 13th	S.O.--III
Benson, W. F.	2027 E. Virginia Ave.	S.O.--III
Bernice Clare Beauty Shop	619 E. 13th Ave.	S.O.--IV
Betty Jeanne Beauty Shop	300 Fox Street	S.O.--IV
Biddinger's, Edna Beauty Service	1434 Milwaukee St.	S.O.--IV
Billie's Beauty Parlor	3391 W. 32nd Ave.	S.O.--IV
Birch's Beauty Salon	4330 E. Colfax	S.O.--IV

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Blue Parrot Beauty Parlor	2244 S. Marion	S.O.-IV
Bob's Beauty Shop	218 B'dway	S.O.-IV
Bon Jour Beauty Salon	28 E. 20th Ave.	S.O.-II
Bon Ton Beauty School	604-14th St.	S.O.-II
Bonnie Beauty School & Baths	Commonwealth Bldg.	S.O.-I
Boulevard Beauty Salon	3840 Federal Blvd.	S.O.-IV
Briton Beauty Salon	4022 W. 38th Ave.	S.O.-IV
Broadmoor Beauty Shop	9 E. Ellsworth	S.O.-IV
Broadway Beauty Shop	244 Broadway	S.O.-IV
Brown Palace Beauty Salon	Brown Palace Hotel	S.O.-II
Burdick's Beauty Shop	2331 E. 28th Ave.	S.O.-IV
Burk, Charlotte Beauty Salon	1534 California St.	S.O.-IV
Butterfly Beauty Shop	414 E. Colfax	S.O.-III
Byrenes, Nelli I.	1218 E. Cedar Avenue	S.O.-IV
Cameo Beauty Shop	Steel Bldg.	S.O.-II
Camerson, Roy Barber & Beauty Shop	884 S. Pearl	S.O.-IV
Capital Hill Beauty Shop	1524 Race St.	S.O.-IV
Carel, Lea Beauty Shop	15 E. 11th Ave.	S.O.-IV
Carlton, R. E.	4910 W. 29th Ave.	S.O.-IV
Carmen's Beauty Salon	80 S. Penn	S.O.-IV
Castello Hair Store	626 15th St.	S.O.-IV
Catherine Ann Beauty Shop	1487 - S. B'dway.	S.O.-III
Cecelia's Beauty Shop	4734 High	S.O.-III
Cero, Madam Beauty Shoppe	3702 Tejon	S.O.-III



Table 37

BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Garrlee' Beauty Salon	2436 E. 6th Ave.	S.O.-IV.
Charles Beauty School	829 15th St.	S.O.-I
Charles of Denver Hair Goods	829 15th St.	S.O.-I
Charm Cove	1221 S. Pearl	S.O.-IV
Chic Beauty Salon	2422 Federal Blvd.	S.O.-IV
Cinderella Beauty Salon	3031 E. 13th Avenue	S.O.-IV
City Park Beauty Shop	2217 E. 31st Avenue	S.O.-IV
City of Vienna Bea. Sal.	Temple Court Bldg.	S.O.-III
Claire, Bernice Beauty Shop	619 E. 13th	S.O.-IV
Clare Ethel Beauty Shop	627 E. 18th Ave.	S.O.-III
Clayton Barber and Beauty Shop	2632 E. 12th	S.O.-IV
Clip and Curl	1185 E. Colfax	S.O.-IV
Cochran, Olive Beauty Shop	1515 York St.	S.O.-II
Co-Ed Beauty Shop	2332 Evans	S.O.-II
Colfax Beauty Salon	1148 E. Colfax	S.O.-III
College Lane Beauty Shop	124 E. 20th Ave.	S.O.-III
Colorado Beauty Parlors	2258 Stout	S.O.-III
Columbine Beauty Shop	2511 E. 34th	S.O.-IV
Consoni Beauty Salon	3919 E. 8th Ave.	S.O.-IV
Corder, Marie D.	299 S. Clarkson	S.O.-IV
Cory Beauty Salon	1564 Broadway	S.O.-IV.
Cosmopolitan Hotel Beauty Shop	Cosmopolitan Hotel	S.O.-II
Country Club Barber & Beauty Parlor,	1119 E. 4th Ave.	S.O.-III
Crainin, Mary Beauty Shop	3401 Vine	S.O.-IV

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Crawford, Bessie M.	355 Bannock	S.O.-IV
Crest Beauty Shop	16 E. 20th Ave.	S.O.-IV
Cumming, Estelle Beauty Shop	628 Empire Bldg.	S.O.-II
Curl Lee Que Beauty Shop	209 S. Sherman	S.O.-IV
Curly Top Beauty Shop	2014 E. 28th Avenue	S.O.-IV
Daniels and Fisher's Beauty Shop	16th & Arap.	S.O.-IV
Dean Bar. & Bea. Shop	483 S. Pearl	S.O.-IV
Decker, Mrs. Frank D.	2127 Emerson	S.O.-IV
Dee's Beauty Salon	Mercantile Bldg.	S.O.-IV
Della's Beauty Shop	3611 W. 49th Ave.	S.O.-IV
DelMar Beauty Shop	2822 Colorado Blvd.	S.O.-IV
DelRay Beauty Salon	1526 Stout St.	S.O.-IV
Denham Beauty Shop	621 - 18th St.	S.O.-IV
Denver Dry Goods Company	16th and California	S.O.-II
DeVorss' Clair Beauty Salon	3205 E. Colfax	S.O.-IV
Dexter Barber & Beauty Shop	4613 E. 23rd Ave.	S.O.-III
Diamond Beauty Shop	1268 Santa Fe Dr.	S.O.-IV
Dillon's, Mary I. Bea. Sch.	939 Grant St.	S.O.-IV
Dolly's Beauty Shop	1105 S. Emerson	S.O.-IV
Dorette Beauty Salon	704 S. Pearl	S.O.-IV
Doris Beauty Salon	Denver Theatre Bldg.	S.O.-III
Dorothea Beauty Salon	2754 W. 32nd Ave.	S.O.-IV
Dragich Beauty Salon	Empire Bldg.	S.O.-II
Ducate, Florence Beauty Shop	4329 W. 44th Ave.	S.O.-IV

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Duchess Beauty Salon	1023 Kalamath St.	S.O.-IV
East Side Beauty Shop	1713 E. 31st Ave.	S.O.-IV
Edith's Permanent Wave Salon	Tabor Bldg.	S.O.-II
Edna's Beauty Shop	Steel Bldg.	S.O.-I
Edna's Beauty Shoppe	2015 Welton St.	S.O.-III
Edouard's Beauty Shop	4916 E. Colfax	S.O.-IV
Elaine's Permanent Wave Salon	3208 Tejon St.	S.O.-IV
Elanor's Beauty Shop	2709 W. 38th Ave.	S.O.-IV
Elitch Gardens' Beauty Shop	4330 W. 35th Ave.	S.O.-III
Elite Beauty Shop	1634 Court Place	S.O.-IV
Elsworth Beauty Shop	10 E. Elsworth	S.O.-IV
Elsie Beauty Shop	3814 Lowell Blvd.	S.O.-IV
Elton Beauty Shop	1227 E. 13th Ave.	S.O.-IV
El Ve Beauty Shop	1417 E. 17th Ave.	S.O.-IV
Emma Jean's Beauty Shop	1018 E. 23rd Ave.	S.O.-IV
Emmon's Lois Beauty Studio	Central Sav. Bank Bldg.	S.O.-III
Empire Beauty Salon	Empire Bldg.	S.O.-III
Espander Beauty and Barber Salon	4929 E. Colfax	S.O.-IV
Estelle's Beauty Shop	2504 S. Broadway	S.O.-IV
Eugene Beauty Shop	8107 E. Colfax	S.O.-IV
Eugene's Beauty Shop	2360 Marion	S.O.-IV
Eutha's Beauty Salon	793 S. Emerson	S.O.-IV
Evans, Lucile Beauty Shop	1075 S. Gaylord St.	S.O.-IV
Everette's Beauty Studio	3901 W. 38th Ave.	S.O.-IV

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Ex-Cel-Cis Products & Beauty Salon	536 - 16th St.	S.O.--I
Farrel Destin Salon	Empire Bldg.	S.O.--II
Federal Beauty Shop	3010 Federal Blvd.	S.O.--III
Ferne Esther Beauty Shop	1276 S. Pearl	S.O.--IV
Finnerty, Ruth	4222 Raritan	S.O.--IV
Fisher, E. Beauty Shop	Temple Court Bldg.	S.O.--II
Floyd's Beauty Shop	2618 E. 12th Ave.	S.O.--IV
Floyd's Beauty Studio	4010 E. 8th Ave.	S.O.--IV
Floyd's Hair Stylists	2876 Colorado Blvd.	S.O.--IV
Floyd, Helen Beauty Shop	1005 S. Gaylord	S.O.--IV
Frame, Bertham M.	3017 E. Colfax	S.O.--IV
Francene Beauty Shop	427 E. 19th Ave.	S.O.--III
Frances Beauty Parlors	2313 Dexter St.	S.O.--II
Francine Beauty Salon	725 E. Colfax	S.O.--IV
Franklin Beauty Salon	1462 Lipan	S.O.--IV
Funkhouser Beauty Parlor	15 Kalamath St.	S.O.--IV
The G & G Beauty Shop	3419 W. 7th Ave.	S.O.--IV
Gardens Beauty Salon	115 S. Odgen	S.O.--IV
Georgette Marcel Shop	1382 S. Broadway	S.O.--IV
Gingham Beauty Salon	715 E. 16th Ave.	S.O.--IV.
Globe Beauty Shop	4487 Washington St.	S.O.--IV
Golden Eagle Beauty Shop	Golden Eagle Store	S.O.--I
Goldie's Beauty Shop	1319 Osceola	S.O.--IV
Grabus, Joe Beauty Shop	444 S. Broadway	S.O.--IV

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Granberry Beauty Salon	2810 Downing St.	S.O.--III
Grandview Beauty Shop	4557 Federal Blvd.	S.O.--III
Gray and Rose Beauty Shop	724 E. 17th Ave.	S.O.--III
Gregg, Norma E.	2837 S. B'dway.	S.O.--IV
Gretchen Beauty Shop	4239 W. 38th St.	S.O.--IV
Hamilton, Mrs. Betty	2749 Elizabeth	S.O.--IV
Hammond's Beauty Salon	2305 Cherry	S.O.--III
Hanley, Alva Madelyn	1408 Stout	S.O.--IV
Hargis, Florence	3924 Clay St.	S.O.--IV
Harian's Beauty Shop	2127 Court Place	S.O.--IV
Harper's Golda	432 E. Colfax	S.O.--IV
Harper's Method Scalp Tr'ment.	Commonwealth Bldg.	S.O.--III
Harry's Barber & Beauty Shop	1929 E. Kentucky Ave.	S.O.--IV
Harte, Babe	3329 W. 37th Street	S.O.--IV
Harvey Beauty Salon	1403 S. Pearl	S.O.--IV.
Hazel's Beauty Shop	342 Santa Fe Dr.	S.O.--III
Hazel's Paper Curl Shop	1457 Glenarm Place	S.O.--II
Helene's Beauty Shop	1005 S. Gaylord	S.O.--IV
Helen's Beauty Shop	968 King	S.O.--IV
Helen's Hair Dressing Salon	1417 Glenarm Place	S.O.--IV
Hide-A-Way Beauty Shop	2425 3rd Ave. East	S.O.--IV
Highland Beauty Shop	3122 Osceola	S.O.--IV
Hodges Beauty Shop	2212 E. Colfax	S.O.--II
Hoffmen, Lucy	959 Madison St.	S.O.--IV

Table 37

BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Hollands Beauty Shop	615 E. Jewel	S.O.-IV
Hollywood Beauty Shop	1649 Tremond	S.O.-II
Hood's Primrose Beauty Shop	1554 California	S.O.-III
Horning, Martha K.	Temple Court Bldg.	S.O.-III
House of Loveliness Beauty Shop	Shirley Savoy Hotel	S.O.-II
Huckaby Beauty Shop	3108 Lowell Blvd.	S.O.-IV
Hy's Beauty Salon	3639 W. Colfax	S.O.-IV
Ida Beauty Shop	3450 W. 32nd Ave.	S.O.-IV
Improvement Beauty Shoppe	561 Downing	S.O.-III
Ina's Beauty Salon	514 E. Bayaud Ave.	S.O.-IV
Ingram's Beauty Shop	3225 Lowell	S.O.-IV
Ione's Beauty Salon	1525 S. Pearl	S.O.-IV
Irene's Beauty Shop	908 Corona St.	S.O.-IV
Iris Beauty Shoppe	227 E. 7th Ave.	S.O.-IV
Irma's Beauty Parlor	4014 Tennyson	S.O.-IV
Jack's Beauty Shop	2007 W. 33rd St.	S.O.-IV
Jackson, Irene	626 - 15th Street	S.O.-IV
Jeannette's	514 - 16th Street	S.O.-II
Jerry's Beauty Shop	29 Ogden St.	S.O.-IV
Jewel Beauty Nook	1910 S. Broadway	S.O.-IV
Jodee's Beauty Shop	1922 E. 47th Ave.	S.O.-IV
Jose' Beauty Studio	1554 California St.	S.O.-III
Joslin Beauty Salon	Joslin Store	S.O.-II
Juliet Beauty Shoppe	620 E. 20th Ave.	S.O.-II

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## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Kathrine Ann Beauty Shoppe	1486 S. Broadway	S.O.--IV
Kay's Beauty & Barber Salon	1039 E. 17th Ave.	S.O.--IV
Kay's Permanent Wave Salon	605 E. Alameda Ave.	S.O.--IV
Kearney's Beauty Salon	6027 E. 22nd Ave.	S.O.--IV
Kelso's Mary Beauty Shop	4416 Yates	S.O.--III
Kemper's Beauty Salon	317 E. 17th Ave.	S.O.--IV
Kentucky Beauty Salon	1933 E. Kentucky Ave.	S.O.--IV
Kenyon's Beauty Shop	6029 E. 22nd.	S.O.--IV
Kephart, Thelma Beauty Shop	235 Steel Bldg.	S.O.--IV
Kimbell's Beauty Salon	18 S. Broadway	S.O.--IV
King's Beauty Shop	3219 W. 1st Ave.	S.O.--IV
Knox Court Beauty Shop	214 S. Knox Court	S.O.--IV
Koehler, Scalp Tr'tments.	318 Empire Bldg.	S.O.--II
L. & R. Permanent Wave Salon	57 S. Broadway	S.O.--II
La Bonita Beauty Salon	325 E. 17th Ave.	S.O.--III
LaFerme Beauty Shop	571 Bannock St.	S.O.--IV
LaGrace Beauty Shop	514 E. 13th Ave.	S.O.--III
Lake Beauty Shoppe	3540 W. Colfax	S.O.--IV
Lalane Beauty Shoppe	291 S. Downing	S.O.--IV
Landers & Landers Beauty Salon	2460 Marion St.	S.O.--III
Lane, Ruth Beauty Shop	4585 Lowell Blvd.	S.O.--IV
Langston, Essie Beauty Salon	1373 Humboldt	S.O.--IV
LaNore Beauty Studio	4538 Tennyson	S.O.--IV
Lauterbur Beauty Parlors	606 E. 13th Ave.	S.O.--IV

Table 37

BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Lavender Beauty Parlor	3617 W. 32nd Ave.	S.0.-IV
LaVera Beauty Shoppe	538 S. Broadway	S.0.-IV
Lawrence Barber & Beauty Salon	1112 E. 17th Ave.	S.0.-IV.
Lee's Beauty Shop	514 E. Bayaud	S.0.-IV
Leola's Beauty Salon	Empire Building	S.0.-II
Leona May Beauty Shop	3557 W. 44th	S.0.-IV
Leon of Paris	3919 E. 8th	S.0.-IV
Lewis Beauty Salon	3014 W. 38th Ave.	S.0.-IV
Lewis Rose Beauty Shop	1625 Glenarm Place	S.0.-III
Lillian Russell Beauty Shop	312 E. Colfax Ave.	S.0.-III
Lillian's Beauty Shop	2700 Josephine	S.0.-IV
Lillian's Beauty Shop	194 E. 45th Ave.	S.0.-IV
Lillian's Marcel and Beauty Shop	Empire Bldg.	S.0.-III
Linder, Florence Beauty Shop	3021 W. 44th Ave.	S.0.-IV
Liorans Beauty Shop	234 S. Sherman	S.0.-IV
Little Brown Beauty Shop	1149 Santa Fe Drive	S.0.-IV
Lois Beauty Shop	2410 W. 29th Ave.	S.0.-IV
Lois Fair Beauty Shoppe	25 E. 1st Ave.	S.0.-IV
Long, Jimmie Hair Stylist	Colorado Building	S.0.-II
Loop Beauty Shop	1450 Lawrence St.	S.0.-II
Lou Ray Beauty Salon	311 E. 34th Ave.	S.0.-IV
Louie's Beauty Studio	Empire Bldg.	S.0.-III
Lovely Lady Beauty Shop	3930 W. 32nd.	S.0.-IV
Love's Beauty Shop	3007 W. 23rd. Ave.	S.0.-IV



Table 37

BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Lowell Beauty Shoppe	3557 W. 44th Ave.	S.O.-III
Lowry, Clarence	3732 Downing St.	S.O.-IV
Lucile's Home Beauty Parlor	1022 Santa Fe Drive	S.O.-IV
Lucile's Beauty Salon	605 Corona St.	S.O.-IV
Lund's Beauty Shop	823 E. Colfax Ave.	S.O.-III
Lydahn's Beauty Shop	Commonwealth Bldg.	S.O.-II
Lytile Ann Beauty Shopp	4931 W. 38th Ave.	S.O.-IV
M-N-O Beauty Shop	1115 E. 9th Ave.	S.O.-II
Mable-K-Beauty Salon	2738 W. 28th Ave.	S.O.-IV
Mabelle Beauty Shop	1315 E. Alameda	S.O.-IV
Mae's Beauty Shoppe	618-15th St.	S.O.-I
Majestic BeautyShop	304 S. Pearl	S.O.-II
Marcel Shop	7028 E. Colfax Ave.	S.O.-III
Marge & Lil Beauty Shop	410 S. Broadway	S.O.-IV
Marguarette's Beauty Shop	2404 W. 32nd. Ave.	S.O.-IV
Mariam Beauty Shop	427 15th St.	S.O.-III
Marie's Beauty Salon	315 E. 7th Ave.	S.O.-IV
Marilee Beauty Salon	1122 E. Alameda Ave.	S.O.-IV
Marinello Beauty Salon	2418 Stout St.	S.O.-II
Marinello Beauty Shop	525 18th Ave.	S.O.-II
Marinello's Service	1625 Glenarm Place	S.O.-II
Marne Beauty Salon	2314 E. 6th Ave.	S.O.-III
Martin, Ernest J.	University Bldg.	S.O.-IV
Marvel Beauty Shop	612 E. 6th Ave.	S.O.-III

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Mary Ann's Beauty Nook	926 E. 11th Ave.	<sup>50</sup> S.O.-IV
Mattie's Beauty Salon	Tabor Bldg.	<sup>50</sup> S.O.-I
Maxine's Beauty Salon	1303 W. Alameda	S.O.-IV
May Co. Beauty Shop	16th & Champa	S.O.-I
Mayfair Beauty Salon	1213 E. 4th Ave.	S.O.-III
McBride, Helen's Beauty Salon	2018 S. V Clayton	S.O.-IV
McKay's, Florence Beauty Salon	514 - 16th Ave.	S.O.-IV
Men's Nu-Hair Scalp Co.	Empire Bldg.	S.O.-III
Merle Norman Cosmetic Studio	1615 California St.	S.O.-III
Merrill, Leona Beauty Shop	31 W. 14th	S.O.-IV
Metropolitan Beauty Parlor	217 - 16th Ave.	S.O.-I
Mildred & Harold Beauty Shoppe	2232 E. 34th Ave.	S.O.-IV
Miller's B. & B. Shop	142 S. Broadway	S.O.-III
Miller's, Earl B. & B. Shop	1895 S. Pearl	S.O.-IV
Mitchell, Georgia B. Salon	1300 E. Evans Ave.	S.O.-IV
Mitchell, Nell Beauty Shop	12 E. 1st Ave.	S.O.-IV
Mixon, Elizabeth	1728 Grant St.	S.O.-IV
Modern Beauty Salon	618 - 15th St.	S.O.-I
Modernistic Cosmetic & Bea. Bar	1450 Arapahoe	S.O.-III
Molar System of Colleges	711 - 17th St.	S.O.-I
Montclair Beauty Salon	1452 Oneida St.	S.O.-IV
Mozelle's Shop for the Skin	Barth Bldg.	S.O.-III
Mustoe Beauty Salon	5024 E. Colfax Ave.	S.O.-IV
My Esther Beauty Shop	1553 Welton St.	S.O.-I

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
My Lady Edith's Beauty Shoppe	2804 E. 6th Ave.	S.O.-III
My Lady's Beauty Studio	1101 E. Colfax	S.O.-III
Myrth's Beauty Salon	1031 S. Gaylord	S.O.-III
Nau Beauty Service	533 E. Mississippi Ave.	S.O.-IV
Nellejohn's Beauty Shop	Steel Bldg.	S.O.-III
Nelson Beauty Shop	3426 E. 12th Ave.	S.O.-III
Neusteter's Beauty Salon	Neusteter's Store	S.O.-II
Neva's Beauty Shop	2824 S. Broadway	S.O.-III
New York Beauty Salon	830-15th St.	S.O.-IV
Nola's Beauty Salon	324 E. Colfax	S.O.-III
Nora Belle Beauty Shoppe	1330 Marion St.	S.O.-IV
Nu-Style Beauty Shop	4035 W. 50th Ave.	S.O.-IV
O'Brien's Beauty Shoppe	1636 E. Evans Ave.	S.O.-III
Ogden Beauty Salon	1015 E. Colfax Ave.	S.O.-III
Olive's Beauty Shop	3828 W. 23rd. Ave.	S.O.-IV
Paree's Beauty Shop	2014 E. 28th	S.O.-IV
Parisian Beauty Shoppe	717 - 18th St.	S.O.-III
Park Hill Beauty Shop	2317 Dexter	S.O.-II
Pastel Beauty Shoppe	2009 E. 17th Ave.	S.O.-III
Patrician Beauty Salon	5136 W. 38th Ave.	S.O.-III
Paul's B. & B. Shoppe	3000 W. 44th Ave.	S.O.-IV
Paul's Beauty Shop	6029 E. 22nd Ave.	S.O.-IV
Pearce, Bessie M.	1718 Evans Ave.	S.O.-IV
Peggy Jeanne's Salon	906 Broadway	S.O.-III

Table 37

BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Peradott B & B. Shop	330 E. Colfax	S.O.--IV
Perry Beauty Salon	4026 W. Colfax	S.O.--IV
Petite B. Salon	810 E. 18th Ave.	S.O.--III
Petite Beauty Salon	1322 - 38th	S.O.--II
Petite Beauty Salon	1226 E. 6th Ave.	S.O.--III
Petty Coat Lane B. Salon	1338 E. Colfax	S.O.--II
Pioneer B. Salon	2916 Irving	S.O.--IV
Pleasant Beauty Shop	3164 W. Fairview Place	S.O.--IV
Powder Puff	3339 E. Colfax	S.O.--II
Primp Beauty Shop	1474 Birch	S.O.--III
Proctor's Beauty Salon	865 Santa Fe Drive	S.O.--IV
Purple Beauty Shop	2924 E. 16th Ave.	S.O.--IV
Rainbow Beauty Salon	1654 Champa	S.O.--III
Rapin, A.	3472 W. 32nd Ave.	S.O.--III
Rice's Beauty Shop	1204 E. Evans Ave.	S.O.--IV
Rich, Dorothy Beauty Salon	1015 Broadway	S.O.--IV
Riley's, Stella Beauty Shop	1941 Downing	S.O.--III
Ritchey's Beauty Shoppe	1769 Humboldt	S.O.--III
Riverton Hair & Scalp Studio	Empire Bldg.	S.O.--III
Robinson, Mattie Jean	2715 Marion	S.O.--IV
Rockman, Kathrine Beauty Shop	1131 E. 16th Ave.	S.O.--III
Romero, Phoebe Beauty Shop	2532 Champa	S.O.--III
Rose, Allen Beauty Shop	1255 Elati	S.O.--III
Rose Beauty Salon	214 E. 13th Ave.	S.O.--IV

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Rose Beauty Parlor	3004 W. Alameda Ave.	S.0.-III
Rose Lewis Beauty Shop	1525 Glenarm Place	S.0.-II
Rose-Lon Beauty Parlor	2738 W. 38th Ave.	S.0.-IV
Royal Beauty Shoppe	2270 S. Broadway	S.0.-III
Roy's Beauty Shop	2744 W. 29th Ave.	S.0.-IV
Ruby's Beauty Salon	320 E. 13th Ave.	S.0.-IV
Russell, Cathrine	1915 Washington	S.0.-IV
Russell, Lillian Beauty Shop	312 E. Colfax	S.0.-IV
Ruth-Mae B. Salon	228 W. 6th Ave.	S.0.-IV
Ruth's Miss Beauty Center	2380 S. Downing	S.0.-IV
St. Paul Beauty Shop	3105 E. Colfax	S.0.-III
Sally Anne Beauty Shop	1860 Lincoln	S.0.-III
Santa Fe Beauty Shop	865 Santa Fe	S.0.-II
Sanitary B. & B. Shop	3492 W. 38th Ave.	S.0.-IV
Sarchet, C. B. Shop	3036 E. 6th Ave.	S.0.-IV
Save-A-Dime Beauty Salon	Cooper Bldg.	S.0.-III
Saxe's B. & B. Shop	624 E. 6th Ave.	S.0.-IV
Saxie Beauty Salon	Temple Court Bldg.	S.0.-II
Schifano Beauty Salon	1464 York Street	S.0.-III
Service Barber & Beauty Shop	616 E. 17th Ave.	S.0.-III
Seventeenth Ave. B. & B. Shop	1302 E. 17th Ave.	S.0.-III
Shaw Beauty Shop	Empire Bldg.	S.0.-IV
Silhouette Beauty Salon	1930 E. Colfax	S.0.-IV
Skinner, Esther M.	1662 Broadway	S.0.-III

Table 37

BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Smith's B. & B. Shop	2860 Champa St.	S.O.-III
Snapp's Billy Beauty Salon	425 - 16th St.	S.O.-IV
Snapp's Madam Beauty Salon	802 - 15th St.	S.O.-III
Snow White Beauty Shop	3935 Kalemath	S.O.-IV
South Pearl Beauty Shop	1592 S. Pearl	S.O.-IV
Stearns Beauty Nook	393 S. Downing	S.O.-IV
Steevart, Nellie M.	1718 E. Evans	S.O.-IV
Stell's Beauty Shop	1941 Downing	S.O.-IV
Stel-Mar Beauty Salon	291 S. Downing	S.O.-IV
Stenmark's Ida E.	759 Elati St.	S.O.-IV
Stering B. & B. Salon	1908 E. Colfax	S.O.-III
Stylart B. & B. Shop	5031 E. 28th Ave.	S.O.-IV
Style B. & B. Shop	1610 E. 17th Ave.	S.O.-IV
Sunshine Beauty Salon	518 - 15th St.	S.O.-II
Taylor Flo Helen	University Bldg.	S.O.-III
Tejon Beauty Salon	3748 Tejon	S.O.-III
Teller Beauty Shop	3425 E. 12th Ave.	S.O.-IV
Temmer Beauty Shop	1470 Elizabeth	S.O.-IV
Temple Beauty Shop	1775 Sherman	S.O.-IV
Thay's Beauty Shop	209 Galapago	S.O.-III
Thelma's Beauty Shop	728 - 15th St.	S.O.-IV
Theofa Beauty Shop	614 Santa Fe Drive	S.O.-III
Thompson Eloise Beauty Shop	601 S. Penn	S.O.-III
Thomas Hair & Scalp Specialist	611 - 16th St.	S.O.-II

Table 37

BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Top Notch Beauty Shoppe	636 E. 17th Ave.	S.O.--III
Tyron Beauty Shop	3748 Tejon	S.O.--III
University Beauty Shoppe	2363 E. Evans	S.O.--III
Van Durber's B & B Shop	776 Colorado Blvd.	S.O.--IV
Van-I-Tee Beauty Salon	909 - 17th St.	S.O.--III
Vanity Lane Beauty Salon	85 Pennsylvania	S.O.--IV
Vasity Hair Stylists	University Bldg.	S.O.--II
Velma's Beauty Shop	2339 E. Ohio	S.O.--IV
Venus Beauty Specialist	12 W. Elsworth	S.O.--IV
Vera's Beauty Shoppe	4854 Washington	S.O.--III
Virginia's B. & B. Shop	2027 E. Virginia Ave.	S.O.--III
Vogue Beauty Salon	1134 E. 6th Ave.	S.O.--IV
Walker's, Miss Permanent Wave Sppe.	Tabor Bldg.	S.O.--II
Wardona's Marie	1941 Broadway	S.O.--IV
Weselquist Beauty Shoppe	2535 Vine St.	S.O.--IV
Wee-Two Beauty Shop	3043 Wyandot	S.O.--IV
White's Beauty Shoppe	1196 Stout	S.O.--IV
Widmar, Cathrine Beauty Shop	228 E. 29th Ave.	S.O.--IV
Wilburn, Mrs. Lessie	1136 S. Pearl	S.O.--III
Williams, Edna	919 E. 25th Ave.	S.O.--III
Williams, Maud Beauty Shop	1207 E. 9th Ave.	S.O.--IV
Wood, Carrie Beauty Shop	2217 High	S.O.--IV
Wood, Miss Nettie	3137 Gilpin	S.O.--IV
Wiseman, Winnie	Steel Bldg.	S.O.--IV

Table 37

## BEAUTY SHOPS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Yakick, Alvera Beauty Shop	4854 Washington	S.O.-IV
Yolanda Beauty Studio	3234 E. Colfax Ave.	S.O.-III
Your Beauty Den.	1554 California St.	S.O.-IV
Your Beauty Studio	3208 Chase	S.O.-IV
Yvonne's Beauty Salon	1512 E. Colfax	S.O.-IV
Zuni Beauty Shop	2930 Zuni	S.O.-IV



Table 38

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Beauty Shops

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
381	(Owner (Manager (Operator	37 Senior Operators	18	25	Shampoo, finger wave, manicure, permanent wave facials
593	Operators	76 Junior Operators	18	25	Shampoo, finger wave, manicure permanent wave facials
26	Managers				

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
123 neat, clean, nice personality.	402-Yes	High School	32 Advertisement	76
40 Refined, quiet, cooperative.			37 Schools	
70 Good personal appearance			27 State Board	
70 Ability to take criticism and suggestions			28 Supply houses 109 Application	

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
21 with initiative 31 Sales ability	30-Xmas, Easter	None	445	398

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
160	Brush up class for sr.op.	More practical wk.	104 (providing additional Practical traing is given	
293	Permanent waving	Add Permnt. waving		
360	Hair styling & cutting	Stress speed		
109	Finger waving	Teach economy		
34	Marcelling	More practice in		
112	Ppr.curl & Fr.Braiding	marcelling. Teach		
97	Fac'l.Manurmg.Dyeing	sales methods		
222	Sales			

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
31 - Senior Operators	

CHIROPRACTORS

Table No. 39, lists all the chiropractors and their addresses.

Table No. 40, lists the beginning and experienced jobs and the number of employees. It also lists the major duties and personal qualifications of the beginning worker.

One hundred fourteen chiropractors, representing a complete coverage of this field, were contacted. They employ 37 receptionists and office assistants, whose major duties are typing, answering the phone, making office appointments, and keeping customer records. Qualifications for these assistants are pleasing personality, good health, good telephone voice, neatness, cleanliness, and adaptability. In the selection of a beginning worker, preference is given to the high school graduate with office experience. Eight beginning workers are needed annually, and these are usually employed from a list of those who have made personal application. The doctors state that efficient workers, possessing a knowledge of chiropractic practices, are difficult to obtain. There are no seasonal periods for beginning workers, nor are there any contemplated technical changes that may effect the business.

Nearly all the doctors who had office assistants expressed a desire for evening extension classes in laboratory procedures. Sixty-one expressed a need for practical nursing training.

Table 39

CHIROPRACTORS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Anderson, Leonard G.	315 Denver Thea.Bldg.	S.O.-III
Axford, R. B.	2048 Vine St.	S.O.-IV
Babcock, Roy E.	Littleton	S.O.-IV
Barrie, James	Steel Bldg.	S.O.-IV
Beatty, H. G.	1600 Logan St.	S.O.-IV
Beck, Claude G.	3750 Federal Bldg.	S.O.-IV
Biles & Biles	Commonwealth Bldg.	S.O.-III
Bishop, Neal D.	1554 Calif. St.	S.O.-III
Bostron, Don R.	Steel Bldg.	S.O.-III
Brown, H. O.	Denver Thea.Bldg.	S.O.-III
Burdick, H. L.	104 Bdwy	S.O.-III
Burke, E.	Denver Thea.Bldg.	S.O.-III
Burwell, D. H.	1631 Glenarm Place	S.O.-III
Carlson, Harry T.	Tabor Bldg.	S.O.-III
Carr, James H.	1116 Emerson St.	S.O.-III
Carter, C. A.	Empire Bldg.	S.O.-III
Clark, J. Wickham	Denver Thea.Bldg.	S.O.-IV
Collins, Frank P.	Steel Bldg.	S.O.-III
Colo.Chiro.Service	715 18th St.	S.O.-III
Cowels, Ralph	104 Bdwy	S.O.-III
Crabtree, Vera	Steel Bldg.	S.O.-III
Easter, Thomas A.	Empire Bldg.	S.O.-III
Eberly, Pearl	Temple Court Bldg.	S.O.-III
Elliot, Frank W.	Steel Bldg.	S.O.-III
Ettenberg, Leo S.	Mercantile Bldg.	S.O.-III

Table 39

CHIROPRACTORS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Evans, I. B.	331 - 14th St.	S.O.-III
Farrell, T. D.	1600 Logan St.	S.O.-III
Forster, T. W.	Steel Bldg.	S.O.-III
Frazier, Wm. H.	Commonwealth Bldg.	S.O.-III
Fulton, C. H.	Temple Court Bldg.	S.O.-III
Gates & Gates	1554 Calif. St.	S.O.-III
Gerhardt, Frank Y.	Denham Thea.Bldg.	S.O.-III
Green, John R.	2150 Gaylor St.	S.O.-III
Groombridge, E. L.	3068 W. 38th Ave.	S.O.-III
Guerin, Hazel	222 Denver Thea.Bldg.	S.O.-III
Gustafson, Emma S.	Commonwealth Bldg.	S.O.-II
Hell, O. E.	Temple Court Bldg.	S.O.-II
Hein, George T.	Empire Bldg.	S.O.-III
Herrmann, G. L.	Empire Bldg.	S.O.-III
Hicks, Ross	4615 E. Colfax	S.O.-III
Hitchcock, Bessie M.	1449 Detroit	S.O.-III
Hoffman, M. E.	3490 W. 49th Ave.	S.O.-III
Hogan, Loula Marksbury	331 - 14th St.	S.O.-III
Howell, Ruth	2609 W. 38th Ave.	S.O.-III
Huddelston, W. J.	Tabor Bldg.	S.O.-III
Johnson, Charles W.	Cosmopolitan Hotel	S.O.-III
Johnson, H. L.	307 Broadway	S.O.-III
Johnson, Ollie C. & N. Frank	438 Bdwy	S.O.-II
Johnson, Thelma Brush	Commonwealth Bldg.	S.O.-III

Table 39

## CHIROPRACTORS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Jones, J. Hamilton	11 W. 10th Avenue	S.O.--III
Kasperie, L. A.	931 E. 6th Ave.	S.O.--III
Kretschmar, Frank	Denver Thea. Bldg.	S.O.--II
Kuhn, J.N.	Temple Court Bldg.	S.O.--III
Lynch, Thomas F.	2358 S. Bdwy	S.O.--III
Mackley, Edward M.	2843 Gaylord St.	S.O.--III
Mahoney, Bert M.	717 Santa Fe Drive	S.O.--III
Mahorney & Mahorney	1631 Pennsylvania	S.O.--III
Martin, Edward T. & Jeanette	301 Bwdy.	S.O.--III
Maxwell, Royal W.	Temple Court Bldg.	S.O.--IV
McAnally, W. H.	Empire Bldg.	S.O.--III
McLeod, M. W.	Empire Bldg.	S.O.--III
Mebius, Rob't. & Sallie	Cmnwlth.Bldg.	S.O.--III
Merredith, H. J.	331 - 14th St.	S.O.--III
Meyer, C. E.	3605 W. 32nd Ave.	S.O.--III
Midgley, Maude E.	1015 S. Gaylord	S.O.--III
Millenseifer, W.	3848 W. 48th Ave.	S.O.--III
Monahan, Claudia	100 Lincoln	S.O.--III
Monk, T. W.	1808 S. Lincoln	S.O.--III
Monson, F. E.	2749 W. 33rd Ave.	S.O.--III
Montgomery, A. H.	1337 Welton St.	S.O.--III
Morton, Stanley E.	Temple Court Bldg.	S.O.--III
Neal, Lela H.	1119 E. Colfax	S.O.--III
O'Connell, W. A.	Empire Bldg.	S.O.--III
Ohlson, O. A.	1600 York St.	S.O.--III

Table 39

## CHIROPRACTORS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Ohlson, P. A.	1600 Logan St.	S.O.-III
Polk, Howard W.	30 W. Nevada Pl.	S.O.-III
Pruett, Joseph	3311 Williams	S.O.-III
Putnam, John S.	Commonwealth Bldg.	S.O.-III
Putney, F. H.	1682 W. Washington	S.O.-III
Randolph, Mildred	Cent. Sav. Bldg.	S.O.-III
Ransom, J. F.	1554 Calif. St.	S.O.-III
Russell, Nathan	1631 Glenarm Pl.	S.O.-III
Ryan, M. Jewell	3311 Williams	S.O.-III
Safer, Morris M.	Commonwealth Bldg.	S.O.-III
Sarff, Gran J.	3047 W. 38th Ave.	S.O.-III
Schap, Josephine	Empire Bldg.	S.O.-IV
Schuth, C. R.	1420 Ames St.	S.O.-III
Seath, R. A.	3942 Tejon St.	S.O.-III
Skinner, C. Davis	Denver Thea. Bldg.	S.O.-II
Smith, C. J.	104 Bdwy.	S.O.-III
Smith, Elbert R.	Temple Court Bldg.	S.O.-III
Spears Clinic	Steel Bldg.	S.O.-III
Spears, Daniel C.	Steel Bldg.	S.O.-III
Spears, Leo L.	Steel Bldg.	S.O.-II
Springer, H. R.	1600 Logan St.	S.O.-II
Steele, H. G.	Empire Bldg.	S.O.-III
Stirn, Mirle	Steel Bldg.	S.O.-III
Tallman, Ruby S.	1554 Calif. St.	S.O.-III
Tate, S. E.	Denver Thea. Bldg.	S.O.-III

Table 39

## CHIROPRACTORS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Tucker, Leonard T.	Empire Bldg.	S.O.-III
Univ. of Natural Healing Arts, Inc.	1600 Logan St.	S.O.-I
Vasco, Blanch	Commonwealth Bldg.	S.O.-III
Weisburg, S. S.	715 - 18th St.	S.O.-III
West, A. C.	Commonwealth Bldg.	S.O.-III
Wstrn.College of Chiro.	1608 Broadway	S.O.-I
Whyte, James D. & Christina,	2533 S. Broadway	S.O.-III
Wood, Marian D.	Denver Thea.Bldg.	S.O.-III
Wunsch, L. E.	Steel Bldg.	S.O.-III
Wunsch, L.E. & Frank W. Elliott	Steel Bldg.	S.O.-III
Young, Carl	Denver Thea. Bldg.	S.O.-III
Young, H.S.	3885 Tennyson	S.O.-III
Young, Howard L.	Commonwealth Bldg.	S.O.-III
Young, R. E.	2020 S. Downing	S.O.-III
Yuill, P. S.	1427 Stout St.	S.O.-III



Table 40

**GUIDANCE INFORMATION**      **Chiropractors**  
(For Editor of Guidance Bulletin)

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. AGE		MAJOR DUTIES
		MIN.	MAX.	
128 Doctors 37 Receptionists Office assistants	A.Receptionist B.Receptionist- Stenographer	22 20	33 30	A.Answer phone, make appointments types, kps.rcds. B.Types, takes dictation, answ. phone, makes appointments.

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Nice personality, gd.health, neat and clean, adaptable good telephone voice.	No	H.S.	Applications	8
B.Nice personality, gd.health, neat, clean, efficient.	Yes	H.S.	Newspapers	

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Efficient	None	No	114	114

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
32	Lab.class in blood count and urinalysis.	None	61-light nurses training.	
4	Application of X-ray			
12	Biological & Physiologic chemistry.			
6	Colon therapy			
4	Training in dietetics			

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
No	

HOSPITALS

Table No.41, lists all the hospitals and their addresses.

Table No.42, lists the beginning and experienced jobs, the total number of employees, jobs open to beginners, age requirements, and major duties.

Seven large hospitals were contacted for occupational adjustment data. The jobs open to beginners were for maids, tray girls, laundresses, porters, orderlies, and nurses. Except in the case of nurses, no special training was necessary for these jobs; however, managers reported a difficulty in obtaining efficient maids, porters, and orderlies.

Five employers were interested in having a pre-employment training course for nurses.

Table 41

## HOSPITALS

Name	<u>Address</u>	<u>Code</u>
Ave Maria Clinics	735 Curtis St.	S.O.--II
Beth Isreal Hospital	W. 16th Ave. & Lowl.	S.O.--II
Blue Crs. Hosptl. Svc.Assc.	810 - 14th St.	S.O.--IV
Childrens <sup>s</sup> Hospital Assn.	1056 E. 19th Ave.	S.O.--I
Cluff Sntorum-Hosptl.	9100 E. Colfax	S.O.--IV
Colo. Gen. Hosptl.	4200 E. 9th Ave.	S.O.--I
Colo Hosptl.Serv.Assoc.	810 - 14th St	S.O.--IV
Colo.Psychopathic Hosptl.	4200 E. 9th Ave.	S.O.--I
Denver Gen. Hosptl	W.6th Av.&Cherokee	S.O.--I
Fair-Gaven Mtrnty. Hosptl.	1349 Josephine	S.O.--III
Golden Dawn Cnvlant. Home	2727 W. 33rd Ave.	S.O.--IV
Imes Forest Cnvlant.Home	1325 Corona	S.O.--IV
Lamb Hospital	1560 Humboldt	S.O.--III
Mercy Hospital	1619 Milwaukee	S.O.--I
Mount Airy Sntrum.	1205 Clermont	S.O.--III
Nat'l. Jewish Hosptl.	E. Colfax & Colo.B.	S.O.--I
Physicians & Surgeons Hosptl.	2939 E. Colfax	S.O.--II
Porter Sntrum. & Hosptl.	2525 S. Dowling.	S.O.--II
Presbyterian Hosptl.	E. 19th Ave & Gilpin	S.O.--I
Rky.Mntn.Ostco.Hosptl.	2221 Downing	S.O.--I
St. Anthony Hosptl.	W. 16th & Quitman	S.O.--I
St. Joseph Hosptl.	1818 Humboldt	S.O.--I
St. Luke's Hosptl.	1935 Pearl	S.O.--I
St. Phillips Hosptl.	324 S. Pearl	S.O.--III

Table 41

## HOSPITALS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Salvation Army	1001 Jasmine	S.O.-III
Samaritan Hosptls. Ltd.	1165 Pennsylvania	S.O.-III
Steel Hosptl.	W. 7th Ave & Chrk.	S.O.-II
Sunset Home	851 Leyden St.	S.O.-III
Temple Sanitarium	3400 S. Marion	S.O.-III
W. 11th Ave. Emrgncy Fst. Aid Sta.	620 W. 11th Ave.	S.O.-II
Jewish Cnsumptve. Relief Soc.	640 W. Colfax	S.O.-II

Table 42

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Hospitals

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
15 Off. Mgrs.	3 Carpenters	A. Maids	18	33	Cleaning
169 Laundry-maid	1 Electrician	B. Laundry	18	45	Gen.ldry.work
16 Engineers	23 Porters	C. Tray girl	18	26	Arrngmt.of trays
184 R.N.	17 Waitresses	D. Porter	24	30	Care of
5 Bkprsr.	18 Tray girls	E. Orderlies	18	21	Patients
15 Steno.-Typ.	57 Helpers	F. Nurses	20	20	Reg.nursing duties
4 Dieticians	5 Accountants				
12 Chefs	30 Prac.Nurses				
18 Interns	5 Teachers				
86 Orderlies	17 Technicians				
6 Supervisors	10 Dish washers				
3 Salesmen					

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Good health,unpleasant wk	No	Grade	Emp.Agency	16
B.Good health,strong,agrebl.	Yes	Grade	Applications	
C.Cooperative,good health	Yes	Grade		
D.Good personality,cooprtv.	No	Grade		
E.Strong, good health	No	Grade		
F.Cooperation,gd.disposition	No	H.S.		

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Efficient maids, porters and orderlies	No	None	32	7

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
6	Training for nurses	None	5-Teach chemistry to beginning nurses	

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
2	

## HOTELS

Information pertaining to guidance, training, and placement was obtained from 160 hotel owners and managers. Table No. 43, lists the total number of hotels and their addresses.

Table No. 44, lists the beginning and experienced jobs, and the total number of persons employed, the kind of job open to beginners, the age requirements for beginning workers, major duties, and personal qualifications. There are 347 jobs open to maids and assistants, 69 houseman jobs, 84 bell boy and elevator pilot jobs, and 61 miscellaneous jobs for beginners. Hotel managers find it difficult to secure colored maids and housemen. Thirty-one employers are interested in a pre-employment class for housemen.

Table 43

## HOTELS

<u>Name</u>	<u>Address</u>	<u>Code</u>
Abbott Hotel	1011 19th St.	S.O.-IV
Adams Hotel	535 - 18th St.	S.O.-I
Alladin Hotel	1529 Champa	S.O.-III
Alamo Hotel	1411 - 17th St.	S.O.-III
Albany Hotel	17th & Stout	S.O.-I
Alden Hotel	1944 Grant	S.O.-III
Allene Hotel	1532 Court Pl.	S.O.-III
Allen Hotel	1910 Curtis St.	S.O.-III
Aloma Hotel	1502 Cleveland P.	S.O.-III
Alpine Hotel	1954 Champa	S.O.-III
Al Rae Hotel & Apts.	825 - 20th St.	S.O.-III
Ambassador Hotel	1728 Calif	S.O.-II
Andre Hotel	809 $\frac{1}{2}$ - 15th St.	S.O.-II
Antlers Hotel	1440 Washington St.	S.O.-III
Argonaut Hotel	233 E. Colfax	S.O.-I
Astor Hotel	1960 Bdwy	S.O.-III
Auditorium Hotel	14th & Stout	S.O.-I
Ayers Hotel	1441 Logan	S.O.-III
Baltimore Hotel	429 16th St.	S.O.-II
Barth Hotel	1514 - 17th St.	S.O.-II
Battione Hotel	1722 Larimer St.	S.O.-IV
Bell-Air	1331 Lawrence St.	S.O.-IV
Bellevue Hotel	1953 Lincoln	S.O.-III
Belvoir Hotel	737 E. 16th Ave.	S.O.-III
Beverly Hotel	1428 Tremont St.	S.O.-III

Table 43

## HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Boulevard Hotel	1319 Lawrence St.	S.O.-IV
Broadway Hotel	1541 Bdwy.	S.O.-III
Brown Chambers	328 - 17th St.	S.O.-II
Brown Palace Hotel	17th & Tremont	S.O.-I
Brownleigh Arms	1420 Court Pl.	S.O.-II
Brunswick Hotel	1309 - 17th St.	S.O.-IV
Bryant Hotel	1475 Court Pl.	S.O.-III
Buckingham Hotel	1540 Washington St.	S.O.-IV
Burlington Hotel	2205 Larimer	S.O.-IV
Burte Hotel	1021 Bdwy.	S.O.-III
Capitola Hotel	1205 Bdwy.	S.O.-III
Carleton Hotel	509 - 15th St.	S.O.-III
Cecil Hotel	1529 Arapahoe	S.O.-IV
Claridge Hotel	1926 Curtis St.	S.O.-IV
Clarke Hotel	813 E. Colfax	S.O.-III
Clayton Hotel	1129 - 17th St.	S.O.-III
Cliff Hotel	1723 Stout St.	S.O.-III
Clifton Hotel	1453 Tremont Pl.	S.O.-III
Colburn Hotel	980 Grant St.	S.O.-II
Colby-Corda Hotel	1810 Ara. St.	S.O.-IV
Colfax Hotel	325 W. Colfax	S.O.-IV
Collins Hotel	905 - 15th St.	S.O.-IV
Colonial Hotel	1506 California	S.O.-IV
Colorado Hotel	406 - 17th St.	S.O.-IV
Columbia Hotel	1330 - 17th St.	S.O.-IV



Table 43

## HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Columbine Hotel	1955 Champa St.	S.0.-IV
Congress Hotel	1903 Bdwy.	S.0.-II
Cornell Hotel	1618 Pennsylvania	S.0.-III
Corona Hotel	1641 Tremont Pl.	S.0.-III
Corey Hotel	E. 16th Ave. & Bdwy.	S.0.-I
Cosmopolitan Hotel	E. 18th Ave. & Bdwy.	S.0.-I
Court Place Hotel	1635 Court Pl.	S.0.-I
Court View Hotel	1511 Tremont Pl.	S.0.-III
Courtland Hotel	1414 Tremont Pl.	S.0.-III
Crest Hotel	1924 Welton St.	S.0.-II
Dallas Hotel	1641 Arap. St.	S.0.-IV
Darline Hotel	1624 Welton St.	S.0.-III
D-Lon Hotel	1513 Arap. St.	S.0.-IV
Del. Rio Hotel	1638 Tremont St.	S.0.-III
Denham Hotel	609 - 18th St.	S.0.-III
Denver Hotel	1647 Welton St.	S.0.-II
DeSoto Hotel	1848 Bdwy	S.0.-II
Devon Hotel	1916 Lawrence St.	S.0.-IV
DeWitt Hotel	1520 Glenarm Pl.	S.0.-III
Dover Hotel	1744 Glenarm Pl.	S.0.-III
Drake Hotel	1342 Glenarm Pl.	S.0.-II
Drexel Hotel	433 - 17th St.	S.0.-II
Drovers' Hotel	Stockyards 1408 E. 47th Ave	S.0.-IV
Duff Hotel	1755 Larimer St.	S.0.-IV

Table 43

## HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Eddy Hotel	1440 Tremont Pl	S.O.-III
Eleventh Ave. Hotel	1112 Bdwy	S.O.-III
Elgin Hotel	1853 Welton St.	S.O.-III
Elsworth Hotel	15 Bdwy.	S.O.-III
Elms Hotel	1631 Tremont Pl.	S.O.-III
El. Portal Hotel	Omit	
Embassy Hotel	1653 California	S.O.-III
Erhard Hotel	1940 Bdwy.	S.O.-II
Erin Hotel	1636 Welton St.	S.O.-III
Estes Hotel	1757 Welton St.	S.O.-III
First Avenue Hotel	115 Bdwy.	S.O.-II
Fulton Hotel	710 - 15th St.	S.O.-III
Gilroy Hotel	1742 Curtis St.	S.O.-IV
Gladstone Hotel	1641 California St.	S.O.-II
Goddard Hotel	1460 Grant St.	S.O.-III
Good Hotel	1507 Tremont Pl.	S.O.-III
Granite Hotel	1225 - 15th St.	S.O.-IV
Grant Hotel	1922 Grant St.	S.O.-IV
Graystone Hotel	512 - 15th St.	S.O.-III
Great Northern Hotel	1612 Larimer St.	S.O.-IV
Hadden Hall Hotel	618 - 14th St.	S.O.-III
Hall Hotel & Apartments	1315 Curtis Street.	S.O.-II
Harris Hotel	1544 Cleveland Pl.	S.O.-II
Harvard Hotel	501 E. Colfax	S.O.-II
Herndon Hotel	2716 Welton St.	S.O.-III

Table 43

HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Hildreth Hotel	2152 Arapahoe St.	S.O.-III
Holden Hotel	1821 California	S.O.-III
Holland Hotel	1760 Pennsylvania	S.O.-III
Hotel Ben Hur	1624 Grant St.	S.O.-III
Hotel Cosmos	1451 Stout St.	S.O.-III
Hotel Edco	1233 Welton St.	S.O.-III
Hotel Edwin	1522 Court Pl.	S.O.-III
Hotel Henry	1928 Lawrence St.	S.O.-IV
Hotel Lancaster	1765 Sherman St.	S.O.-II
Hotel Rossvelt	711 - 18th St.	S.O.-II
Hotel Wellington	1450 Grant St.	S.O.-III
Hotel West Court	1415 Glenarm Pl.	S.O.-II
Hotel Zephyr	1308 Bdwy.	S.O.-II
Howard Hotel	1307 Bdwy.	S.O.-II
Inter-Ocean Hotel	1436 - 16th St.	S.O.-IV
Interurban Hotel	2257 Larimer St.	S.O.-IV
Ervington Hotel	10 W. Irvington.Pl.	S.O.-III
Jewel Hotel	1632 Tremont St.	S.O.-III
Jewel Rooms	1832 Arapahoe St.	S.O.-IV
Kane Hotel	1921 Champa St.	S.O.-IV
Kenmark Hotel	530 - 17th St.	S.O.-I
Kenmore Hotel	1448 Welton St.	S.O.-III
Kenney Hotel	1445 Stout St.	S.O.-III
Kenyon Hotel	1451 Curtis St.	S.O.-IV
Keystone Hotel	2042 Larimer St.	S.O.-IV

Table 43

## HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
King Hotel	1731 Larimer St.	S.O.-IV
LaBonte Hotel	1425 Washington St.	S.O.-III
LaHermosa Hotel	630 - 19th St.	S.O.-III
LaSalle Hotel	1252 Arapahoe St.	S.O.-IV
LaVone Hotel	1424 $\frac{1}{2}$ Lawrence St.	S.O.-IV.
Lawrie Manor	1422 Grant St.	S.O.-III
Lee Hotel	609 - 19th St.	S.O.-IV
Lenna Hotel	1330 Lawrence St.	S.O.-IV
Lewis Hotel	1835 St.	S.O.-IV
Lewiston Hotel	731 - 18th St.	S.O.-IV
Lincoln Hotel	1629 Tremont Pl.	S.O.-III
Lindell Hotel	1039 Larimer St.	S.O.-IV
Lion Hotel	1424 Welton St.	S.O.-III
Log Hotel	1845 Lawrence St.	S.O.-IV
Logan Hotel	1428 Lawrence St.	S.O.-IV
Londoner Hotel	1630 Arapahoe St.	S.O.-IV
Longhorn Hotel	2309 Larimer St.	S.O.-IV
Loop Hotel	1431 Curtis St.	S.O.-IV
Lothrop Hotel	1730 Lawrence St.	S.O.-IV
Luna Hotl.	110 - 19th St.	S.O.-IV
Luxor Hotel	1445 California St.	S.O.-III
Lyle Hotel	1754 Lawrence St.	S.O.-IV
Manx Hotel	1650 Tremont Pl.	S.O.-III
Marcus Hotel	1324 - 20th St.	S.O.-IV
Marion Hotel	1837 Arapahoe	S.O.-IV

Table 43

## HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Marose Hotel	908 - 18th St.	S.O.-IV
Market Hotel	1729 Curtis St.	S.O.-IV
Mayflower Hotel	1710 Grant St.	S.O.-III
McCalphin Hotel	1517 Glenarm Pl.	S.O.-III
McCloud Hotel	1758 Glenarm Pl.	S.O.-III
Mecca Hotel	1736 Welton St.	S.O.-III
Melbourne Hotel	607 - 22nd St.	S.O.-III
Melvyn Hotel	1544 Glenarm Pl.	S.O.-II
Menlo Hotel	1105 Stout St.	S.O.-III
Midland Hotel	1106 - 17th St.	S.O.-III
Mills Hotel	1321 Logan St.	S.O.-IV
Milner Hotel	1126 - 17th St.	S.O.-IV
Minerva Hotel	1324 @ 18th St.	S.O.-IV
Monroe Hotel	1458 Court Pl.	S.O.-III
Montview Hotel	1446 Stout St.	S.O.-III
Moose Hotel	1311 - 20th St.	S.O.-IV
Moratto Hotel	827 - 22nd St.	S.O.-IV
My Old Kentucky Home	951 Logan St.	S.O.-III
Navajo Hotel	800 Navajo St.	S.O.-IV
New Hotel	1753 Curtis St.	S.O.-III
New Metropolitan Hotel	1600 Market St.	S.O.-IV
New Western Hotel	1143 Larimer St.	S.O.-IV
New Wyoming Hotel	2247 Larimer St.	S.O.-IV
Newellen Hotel	1617 Stout St.	S.O.-III
New House Hotel	1470 Grant St.	S.O.-II

Table 43

HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Newport Hotel	1630 California St.	S.O.-III
Olin Hotel	1420 Logan St.	S.O.-I
Olympia Hotel	1453 California	S.O.-II
O'Neal Hotel	1407 Stout St.	S.O.-III
Orient Hotel	1726 Welton St.	S.O.-III
Oxford Hotel	1612 - 17th St.	S.O.-IV
Page Hotel	1320 Stout St.	S.O.-III
Palmer House	1626 Larimer St.	S.O.-IV
Palms Hotel	817 Glenarm Pl.	S.O.-III
Paris Hotel	1616 Glenarm Pl.	S.O.-III
Park Lane Hotel & Apts.	450 S. Marion St.	S.O.-I
Parlane Hotel	1811 Grant St.	S.O.-IV
Paso Robles Hotel	1375 Logan St.	S.O.-III
Paxton Hotel	1862 Curtis St.	S. O.-IV
Peerless Hotel	925 - 13th St.	S.O.-IV
Penn Alto	1526 Pennsylvania	S.O.-III
Penrose Hotel	1982 Bdwy.	S.O.-III
Pierce Hotel	1302 California	S.O.-II
Pierpont Hotel	1820 Stout St.	S.O.-III
Plaza Hotel	330 - 15th St.	S.O.-II
Prince George Hotel	1659 Bdwy.	S.O.-II
Prior Hotel & Apts.	425 W. Colfax	S.O.-III
Quincy Hotel	1007 - 15th St.	S.O.-III
R.K.O. Hotel	1507 Welton St.	S.O.-III
Rainer Hotel	1246 Stout St.	S.O.-III

Table 43

## HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Raylane Hotel	30 E. 20th Ave.	S.O.-III
Red Shield Hotel	1847 Curtis St.	S.O.-IV
Regeant Hotel	1528 Curtis St.	S.O.-III
Republic Hotel	1630 Glenarm Pl.	S.O.-II
Rex Hotel	1458 Welton St.	S.O.-III
Ritz Hotel	1321 Bdwy.	S.O.-III
Rockland Hotel	1435 Tremont St.	S.O.-III
Rocky Mountain Hotel	2301 - 7th St.	S.O.-IV
Rome Hotel	1756 Curtis St.	S.O.-IV
Roslyn Hotel	607 - 14th St.	S.O.-IV
Rossonian Hotel	2640 Welton St.	S.O.-IV
Royal Hotel	321 E. 17th Ave.	S.O.-III
Rupeter Hotel	1851 Arapahoe St.	S.O.-IV
St. Clain Hotel	1508 California	S.O.-III
St. Elmo Hotel	1433 - 17th St.	S.O.-III
St. Francis Hotel	411-14th St.	S.O.-II
St. George Hotel	1529 - 17th St.	S.O.-III
San Isabel	1619 Welton St.	S.O.-III
Sea Hotel	611 - 17th St.	S.O.-II
Sears Hotel	1755 California	S.O.-II
Seventeenth Ave. Hotel	529 E. 17th Ave.	S.O.-II
Shasta Hotel	429 - 15th St.	S.O.-II
Shevlin Hotel	530 - 18th St.	S.O.-IV
Shirley Savoy Hotel	E. 17th Ave. & Bdwy.	S.O.-I
Silver Dollar Rooms	1860 Lawrence St.	S.O.-IV

Table 43

## HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Silver Hotel	909 - 14th St.	S.O.-III
S. Bdwy. Hotel	382 S. Bdwy.	S.O.-II
Southard Hotel	1532 Glenarm Pl.	S.O.-IV
Stalder Inn Hotel	555 E. 11th Ave.	S.O.-III
Standish Hotel	1530 California St.	S.O.-II
Statler Hotel	1851 Champa St.	S.O.-IV.
Sterling Hotel	1506 Court Pl.	S.O.-III
Stewart Hotel	1748 Arapahoe St.	S.O.-IV
Stout Hotel	1427 Stout St.	S.O.-IV
Stratford Apartment Hotel	1310 Stout St.	S.O.-III
Stuart Hotel	8 E. 1st Ave.	S.O.-III
Sussex Hotel	1434 $\frac{1}{2}$ Larimer St.	S.O.-IV
Sylvania Hotel	1331 Court Place	S.O.-III
Tenth Ave. Grill & Hotel	1000 Santa Fe Dr.	S.O.-IV
Tours Hotel	1508 Lincoln St.	S.O.-III
Towers Hotel	1730 Sherman St.	S.O.-III
Tremont Hotel	411- 16th St.	S.O.-III
Trent Hotel	929 - 18th St.	S.O.-IV
Trinity Hotel	1935 Bdwy.	S.O.-III
Troy Hotel	507 - 18th St.	S.O.-IV
Utah Hotel	1824 Welton St.	S.O.-IV
Vaile Hotel	208 - 16th St.	S.O.-IV
Vann Hotel	1544 Welton St.	S.O.-III
Vendome Hotel	2161 Larimer St.	S.O.-IV
Venice Hotel	406 - 16th St.	S.O.-III



Table 43

HOTELS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Victor Hotel	1229 - 18th St.	S.O.-IV
Waldorf Hotel	1757 Stout St.	S.O.-III
Ward's Hotel	4720 Lafayette	S.O.-IV
Washington Hotel	1435 Washington	S.O.-IV
West Hotel	1335 California	S.O.-III
West Vernon Hotel	1209 E.Colfax	S.O.-III
Whinton Hotel	1322 Welton St.	S.O.-III
Winbro Apartment Hotel	1620 Grant St.	S.O.-III
Windsor Hotel	1815 Larimer St.	S.O.-II
Wynne Hotel H.	1435 California St.	S.O.-III
Yale Hotel	1045 Bdwy.	S.O.-III
York Hotel	243 E. 19th Ave.	S.O.-III
Zephr Hotel	1308 Bdwy.	S.O.-II

Table 44

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Hotels

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
(Experienced jobs only)				
101 Mgrs.	A 347 Maids & assts.	18	45	See Attached Sheet
63 Owner-mgr	B 51 Porters	18	45	
26 Asst.mgr	C 84 Bell boys & Elvtr.plts.	18	25	
2 Personnel mgr.	D 69 Housemen	18	45	
116 Clerks	E. 6 Stenographer	18	25	
25 Housekeepers	F 6 Secretaries	18	25	
10 Linen Room	G 9 Bookkeepers	18	25	
17 Cashiers	H 10 Pbx. Op.	18	25	
1 Steward	I 30 Kitchen hlp.	18	45	
3 Engineers				
6 Auditors	3-Furniture rpr.			
2 Freight elevators	375 Total			

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
See Attached Sheet	A. No	A. Grade	Emp. Agency 37 Union 11 Advertisement 9 Bus. Sch. 4 C.S.E.S. 8	27
	B No	B. Grade		
	C. No	C. H.S.		
	D. No	D. Grade		
	E. Yes	E. Bus.		
	F. Yes	F. Bus.		
	G. Yes	G. H.S.		
	H. No	H. H.S.		
	I. No	I. Grade		

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Trained colored maids housemen	None	None	259	160

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
31	Houseman training	Develop good work attitudes. Instruction on cleaning agents.	Present hotel classes sufficient	

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
7	78

## Hotels - Major Duties

- A. Maid: Works with experienced maid, cleans and checks rooms, makes beds, cleans baths, general room and hall cleaning.
- B. Porter: Checks and carries baggage, heavy cleaning, window washing, run errands for guests.
- C. Bell boy: Elevator Pilot: Works with experienced employee. Room service, carries baggage, runs elevator.
- D. Housemen: Heavy cleaning of stairways and halls, wall washing, carpet washing and cleaning, floor polishing, minor electrical repairs.
- E. Stenographer: General typing and dictation.
- F. Secretary: Handles personal correspondence of manager, answers letters without dictation.
- G. Records and bookkeeping.
- H. Operate switch board, type and file.
- I. Wash dishes, pots and pans, clean kitchen, assist cooks and chefs.

## Personal Qualifications

- A. Maid: Good health, strong body, willingness, neat and clean.
- B. Porter: Strong, willing.
- C. Bell Boy- Elevator Pilot: Nice personality, good health, neat, honest, reliable and willing.
- D. Houseman: Good health, strong, willing, reliable.
- E. Stenographer: Efficient, neat, nice personality.
- F. Secretary: Efficient, neat, nice personality.
- G. Bookkeeper: Efficient, neat, nice personality.
- H. Nice personality, pleasing voice, willingness.
- I. Good health, neat, clean, and willingness.

LAUNDRIES

There are 42 laundries in Denver. Eight of the largest laundries were contacted. These included the Ideal, Columbine, Elite, and Silver State, four of the largest. A large number of the uncontacted laundries are of the hand-operated type, employing a small number of workers.

Table No.45, shows a complete listing of all laundries and addresses. Each firm that was contacted is checked.

Table No.46, lists the beginning and experienced jobs and the number employed in each.

The jobs open to beginning workers are those of marker, sorter, flatworker, presser, wrapper, wash-room helper, and office worker. These jobs, with the exception of that of office worker, are available to persons between the ages of 18 and 45 who have good health and are able to stand and work for eight hours a day. A high school education is not required. Efficient markers, sorters, shirt-press operators, and finishers are difficult to obtain, especially during the summer season. About 75 workers are needed annually.

Five firms were interested in having a pre-employment training course in marking and sorting for beginning workers.

Table 45

## LAUNDRIES

<u>Name</u>	<u>Address</u>	<u>Code</u>
Ace Laundry Company	812 S. Broadway	SO-III
Ambassador Hand Laundry	18 E. 16th Ave.	SO-I
American Laundry & Towel Supply	122 W. 14th Ave.	SO-IV
Brisbois Hand Laundry	508 E. 17th Ave.	SO-IV
Broadway Laundry & Dry Clea.	387 South Broadway	SO-IV
Capital Hill Hand Laundry	329 E. 17th Ave.	SO-IV
Capitol Laundry	1317 Federal Blvd	SO-III
Carlisle Wet Wash Laundry	3433 Blake Street	SO-III
Cascade Laundry	1843 Market Street	SO-II
Colorado Laundry & Towel Supl.Co.	3047 Larimer St.	SO-II
Crystal Laundry	636 S. Broadway	SO-I
DeLuxe Laundry	3004 Downing St.	SO-II
Denver Ideal Laundry Co.	2500 Curtis St.	SO-I
Denver Sanitary Laundry	810 W. 8th Ave.	SO-I
Denver Wet Wash Laundry Co.	1840 Central	SO-I
Domestic Laundry	2720 W. 40th Ave.	SO-IV
Downing Family Laundry	611 - 14th St.	SO-III
Dy-Dee Wash	535 Osceola	SO-III
E. & E. Hand Laundry	1770 Humboldt St.	SO-I
E. 18th Ave. Hand Laundry	802 E. 18th	SO-I
Elec. Wet Wash Laundry	2467 Lowell Blvd.	SO-IV
Family Laundry	2412 Curtis	SO-I
Huitt's hand Laundry	601 Lafayette St.	SO-IV
Ideal Laundry	2500 Curtis St.	SO-I

Table 45

## LAUNDRIES (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Lake Shore Laundry	4370 Tennyson St.	S.O.-IV
Lilly White Laundry	925 E. 11th Ave.	S.O.-III
McLin Laundry	1950 Broadway	S.O.-IV
Mile High Laundry	2436 West 44th	S.O.-III
Minne's Hand Laundry	131 - 15th St.	S.O.-IV
Modern Laundry	2946 W. 2nd. Ave.	S.O.-IV
Parisian Hand Laundry	2059 Welton St.	S.O.-IV
Puritan Laundry Co.	2701 Lawrence St.	S.O.-IV
R. R. Overhall Laundry	3733 Franklin St.	S.O.-II
Sanders' Laundry & Clea. Serv.	4022 W. Colfax	S.O.-IV
Smith Overall Cleaning Co.	1835 S. Broadway	S.O.-III
Star Overall Laundry	1050 - 10th St.	S.O.-III
Sunshine Laundry Co.	2900 Zuni St.	S.O.-IV
Washington Hand Laundry	717 E. Colfax	S.O.-IV
West Minister Laundry Co.	1833 Welton St.	S.O.-III
White Star Ldry. & Dry. Cl.	928 - 19th St.	S.O.-III
Wicks, Mrs. French Hand Ldry.	1712 E. 6th Ave.	S.O.-III
Windsor Wet Wash Ldry.	103 Elati St.	S.O.-II

Table 46

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Laundries

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
35 Book-Steno. 20 Curtains	A. Markers	18	40	Mark before sorting.
242 Flat work 19 Handkerchief	B. Sorters	18	40	Clfisy.acrd.to fabrics
90 Mrkg.& Srtg. 7 Collars	C. Flat work	18	40	Iron flat wrk
123 Press Op. 19 Seamstresses	D. Pressers	18	40	Press shirts pajamas
90 Shirt Line 53 Check outs	E. Stenographer	18	35	Dict.Typing Bookkeeping
65 Wash room 12 Tumblers	F. Wrappers	20	40	Assmbl.bndls.
18 Hd.finishers 114 Routemen	G. Wash room hlp.	20	45	Hlp.in wsh. rm.
28 wrappers 18 Eng.&Mtce.men				
12 starching 35 Foremen				

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A. Fast, able to stand for long periods of time. Good health, accuracy.	A. Yes	Common	C.S.E.S.	75
B.C.D. Same as above	B. Yes	Common	Application	
E. Efficient, good personality	C. Yes	Common	News Ads	
F. Speed, accuracy.	D. Yes	Common		
G. Strong-cooperative	E. Yes	H.S.		
	F. Yes	Common		
	G. No	Common		

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Trained markers & sorters	Summer	No	42	8
Shirt press operators	Summer	No		
Finishers				

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
4	Salesmanship for route men	None	5-marking & sorting	

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
2	Not able to estimate

## AGRICULTURAL IMPLEMENTS

The jobs open to beginning workers, as indicated by nine of a total of 14 employers in this field are bookkeepers and stenographers. The beginning worker must be not less than 19 nor more than 23 years of age. The stenographers should be able to take dictation, type and perform a variety of related clerical duties. The bookkeeper should be able to keep a complete and systematic record of all business transactions and prepare, type and mail monthly statements to customers. Applicants for these positions should be neat, accurate and have a nice personality and should have some business training in addition to a high school education. Four or five beginning workers are needed annually and these are selected from business school graduates or provided by the home offices. The placement division of the Occupational Adjustment Service referred two trained workers in response to requests from employers during the initial visit of the interviewer.

Table No. 47. Lists the addresses, names, and codes of the Agricultural Implement Firms.

Table No. 48. Lists, Guidance, Training and Placement Data.



Table 47

AGRICULTURAL IMPLEMENTS

<u>Name</u>	<u>Address</u>	<u>Code</u>
Allis Chalmers Implement Co.	2030 15th St.	D.O.--II
Case, J. I. Company	1800 15th St.	D.O.--III
Christensen Implement Co.	2030 15th St.	D.O.--III
Clinton and Held Company	1637 Wazee St.	D.O.--III
Colorado Implement Company	1538 15th St.	D.O.--III
Deer, John Plow Company	1538 15th St.	D.O.--III
Dillon Hardware & Implement Co.	1734 15th St.	D.O.--III
Eversman Mfg. Co.	453 Broadway	D.O.--III
Hill Farm Supply Company	1525 Wazee St.	D.O.--III
Internat'l. Harvester Company	2308 15th St.	D.O.--II
Johnson, C.O. Implement Co.	2332 15th St.	D.O.--II
Leibfried Sales Co.	1709 15th St.	D.O.--III
Oliver Farm Equip. Sales Co.	3390 Brighton Blvd.	D.O.--III
Plattner, Fred N.	1646 Wazee St.	D.O.--III

Table 48

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

**Agricultural Implements**

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
12 Managers 7 Typists 37 Sales 23 Mechanics 4 Bookkeepers 1 Shipping clerk 26 Bookkeeper-stenographer 7 Collectors 2 Parts	A. Stenographers	19	23	General typing and dictation
	B. Bookkeepers	19	23	Keep records and books

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
Neat, willing, good personality.	Yes	H.S. & Bus. Col.	Home offices Bus. Schools	4
Neat, accurate, good personality				

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Efficient	No	No	14	9

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
None	None	None	None	None

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
2	Don't know.

### INSURANCE

There are 342 insurance firms in Denver.

Two hundred and ninety-seven of these employ a total of 1380 workers, 100 of whom are classified as beginners. Table No. 50, lists the beginning and experienced jobs, the total number employed, the kinds of jobs open to beginners, age of the beginning worker, their major duties and personal qualifications.

Table No. 49, lists the total number of insurance firms and their addresses.

The employers prefer high school graduates with either trade school or work experience.

Sixty-four employers would like to have extension classes for their employees in insurance office training. Twenty-four are interested in a course in insurance selling, and 24 employers would like a pre-employment class, for beginning workers, in insurance office training. Many employers suggested that existing commercial courses should stress neatness and accuracy. The fundamentals of English, penmanship, and spelling should be taught. A short unit dealing with personal appearance should be included in the commercial courses.

Table 49

## INSURANCE

<u>Name</u>	<u>Address</u>	<u>Code</u>
Acacia Mutual Life Ins. Co.	G. & E. Bldg.	D.O.-I
Aetna Agency	210 Tabor Bldg.	D.O.-I
Aetna Auto.Bond.Cas. & Fire	Midland Svngs.Bldg.	D.O.-II
Aetna Insurance Co.	G. & E. Bldg.	D.O.-I
Aetna Life Ins. Co.	Patterson Bldg.	D.O.-I
Aichele, Julius, Inc.	Kittredge Bldg.	D.O.-II
Allen, W. E.	Mercantile Bldg.	D.O.-III
Alliance Ins. Co. of Phil.	Patterson Bldg.	D.O.-III
All State Ins. Co.	1740 Broadway	D.O.-III
Amer. Alliance Ins. Co.	Patterson Bldg.	D.O.-III
Amer. Auto Inc.Co. Of St. Louis	Symes Bldg.	D.O.-III
Amer. Eagle Fire Ins. Co.	G. & E. Bldg.	D.O.-III
Amer. Group Agency. Co.	Symes Bldg.	D.O.-III
Amer. Ins. Co. of Newark,N.J.	Central Savng.Bldg.	D.O.-III
Amer. Nat'l Ins.Co. of Galvston.	1st Nat.Bnk.Bldg. Cooper Bldg.	D.O.-III
Anderson, N. A.	Cooper Bldg.	D.O.-III
Automobile Ins. Co.	Midland Saving Bldg.	D.O.-III
Auto. Protect. & Inform.Bureau	G. & E. Bldg.	D.O.-III
Bankers Life Co. of DesMoines, Ia.	Continental Oil Bldg.	D.O.-II
Bnkrs. Union Life Ins. Co.	1300 Grant St.	D.O.-I
Bartls. Louis F.	Colo. Nat'l.Bnk.B.	D.O.-III
Bartlett, Harold D.	Patterson Bldg.	D.O.-III
Begole, Archie	Calif. Bldg.	D.O.-III
Bennett, Horace W.	Tabor Bldg.	D.O.-III

Table 49

INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Best Whitman Agency	Central Savg.Bnk.Bldg.	D.O.--III
Block, Lynton T. & Co.	1229 Broadway	D.O.--III
Bradshaw, Thomas P.	1st. Nat'l.Bnk.Bldg.	D.O.--III
Brton.Smonton.Brown Inc. Co.	G. & E. Bldg.	D.O.--III
Brainerd Montgomery Co.	University Bldg.	D.O.--III
Brown Agencies	U.S.Nat'l Bnk.Bldg.	D.O.--III
Burk, Hal V.	G. & E. Bldg.	D.O.--IV
Burns, T. Mitchell Jr.	Symes Bldg.	D.O.--IV
Burt, J. C.	Patterson Bldg	D.O.--IV
Bus. Mens Assurance Co.of Amer.	Continental Oil Bldg.	D.O.--III
Calif.-Western States Life Ins.Co.	U.S. Nat'l.Bnk.Bldg.	D.O.--II
Cenatsey, Ira R.	Symes Bldg.	D.O.--IV
Capitol Life Ins. Co.	Capitol Life Bldg.	D.O.--I
Carroll, John P.	Symes Bldg.	D.O.--III
Cashman & Evans	Colo. Bldg.	D.O.--II
Cella, Joseph E.	Securities Bldg.	D.O.--IV
Central Ins. Agency	Central Sav.Bldg.	D.O.--III
Central Life Assurance Asso.	Cooper Bldg.	D.O.--III
Central Mfg.Mutual Ins.	Tramway Bldg.	D.O.--III
Chief Investment Corp	Denham Bldg.	D.O.--III
Cleveland and Miller, Inc.	G. & E. Bldg.	D.O.--I
Cobb & Stebbins	G. & E. Bldg.	D.O.--I
Colo. Gen. Agency	531 S. Vine	D.O.--III
Colo. Life Co.	Continental Oil Bldg.	D.O.--I
Colo. Sportsmen, Inc.	1654 Broadway	D.O.--III

Table 49

## INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Columbia Fire Ins. Co.	Central Sav.Bnk.Bldg.	D.O.-III
Columbian Nat'l Life Ins. Co.	Railway Exch. Bldg.	D.O.-III
Commer.Csulty.Ins.Co.of Newark,N.J.	U.S.Nat'l.Bnk.Bldg.	D.O.-II
Commer.Standard Ins. Co.	U.S.Nat'l.Bnk.Bldg.	D.O.-II
Commer.Union Assur.Co.Ltd.	G. & E. Bldg.	D.O.-II
Connecticut Fire Ins. Co.	G. & E. Bldg.	D.O.-II
Connecticut Gen. Life Ins.Co.	Patterson Bldg.	D.O.-III
Connecticut Mutual Life Ins.Co.	Patterson Bldg.	D.O.-I
Continental Casualty Co.	Tramway Bldg.	D.O.-II
Continental Fire Ins. Co. of N.Y.	G. & E. Bldg.	D.O.-II
Contntl.Mutl.Health & Accdnt.Co.	First Nat'l.Bnk.Bldg.	D.O.-II
County Fire Ins. Co.	Patterson Bldg.	D.O.-III
Cronin J. T.	1420 Stout St.	D.O.-IV
Crum & Forster	Cent.Sav.Bnk.Bldg.	D.O.-III
Daly Ins. Co.	Capitol Life Bldg.	D.O.-I
Denver Agency Co.	Empire Bldg.	D.O.-II
Denver Assn.of Life Undrwtrs.	University Bldg.	D.O.-III
Denver Ins. Agency	Patterson Bldg.	D.O.-III
Dixie Fire Ins. Co.	Cent.Sav.Bnk.Bldg.	D.O.-III
Dollis Frank G.	Symes Bldg.	D.O.-IV
Douglas Hill Agency	Calif. Bldg.	D.O.-III
Drovers Agency, Inc.	1400 E. 47th Ave.	D.O.-IV
Edwards J. Stanley	Patterson Bldg.	D.O.-IV
Ehrlich Saul	University Bldg.	D.O.-IV
Empire Mutual Ins. Co.	Ins. Bldg.	D.O.-III

Table 49

## INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Emplyr's.Liab.Assur.Corp.	Patterson Bldg.	D.O.-II
Emplyr's.Mutl.Csulty.Co. of Des Moines, Iowa	Security Bldg.	D.O.-II
Emplyr's. Mutl.Ins. Co.	Equitable Bldg	D.O.-II
England, Frank, Jr.	Tabor Bldg.	D.O--III
Eppich Ed. P. & Son	Ins. Exch. Bldg.	D.O.-II
Equitable Fire & Marine Ins.Co.	G. & E. Bldg.	D.O.-III
Equitable Life Assur.Soc.of U.S.	Security Bldg.	D.O.-I
Equitable Life Ins. Co.of Iowa	1st Natl.Bnk.Bldg.	D.O.-I
Excess & Surplus Line Brkrs Inc.	Railway Exch. Bldg.	D.O.-III
Fairall, Herbert	1513 Tremont Pl.	D.O.-III
Farmers Alliance Ins. Agcy.	Security Bldg.	D.O.-III
FARMERS AUTO.INTER-INS.EXCH. Philips O.P.Ins.Agcy. Sarsfield Ins. Service	16 W. 13th Ave 1443 Welton	D.O.-III
Farmers Auto.Inter-Ins.Exch.	Symes Bldg	D.O.-III
Farmer's &Bnkr's.Life Ins.Co.	Denver,Natl.Bnk.Bldg.	D.O.-III
Farmer's Un.Mutl.Ins.Assn.	1441 Welton St.	D.O.-III
Federal Life & Casualty Co.	Colo. Bldg.	D.O.-III
Federal Life Ins. Co.	Calif. Bldg.	D.O.-III
Fidelity Agency Inc.	Colo.Natl.Bnk.Bldg.	D.O.-III
Fidelity &Casualty Co. N.Y.	Kittridge Bldg.	D.O.-III
Fidelity & Guaranty Fire Corp	University Bldg.	D.O.-II
Fidelity-Phenix Fire Ins.Co.of N.Y.	G. & E. Bldg.	D.O.-III
Fidelity Protect.Mutl.Ins.Co.	Colo.Natl.Bnk.Bldg.	D.O.-III
Fireman's Fund Indemnity Co.	G. & E. Bldg.	D.O.-IV

Table 49

INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Fireman's Fund Ins. Co.	G. & E. Bldg.	D.O.-IV
Firemen's Ins.Co.of Newark,N.J.	U.S.Natl.Bnk.Bldg.	D.O.-III
Firestone, George V.	Cent. Sav.Bnk.Bldg.	D.O.-III
Flaharty, Ed.	5110 W 38th Ave.	D.O.-II
Franklin Fire Ins. Co.	Tramway Bldg.	D.O.-III
Franklin Life Ins. Co.	First Natl.Bnk.Bldg.	D.O.-III
Fraser, S. R.	Tramway Bldg.	D.O.-III
Gallup, E. P. & Son	605 17th St.	D.O.-III
Gardner Agency Inc.	G & E Bldg.	D.O.-II
Gardner, Hiram C. Inc.	G & E Bldg.	D.O.-III
Gen. Amer. Life Inc. Co.	Calif. Bldg.	D.O.-III
Gen.Casualty Co. of Am.	810 14th St.	D.O.-II
Gen. Exch. Ins. Corp.	Continental Oil Bldg.	D.O.-II
Gen. Ins. Co. of Amer.	810 14th St.	D.O.-II
Gibrilter-Colo Life Co.	Continental Oil Bldg.	D.O.-III
Gibrilter Life & Accdnt. Undrwrtng.	Continental Oil Bldg.	D.O.-III
Gill & Smith	Symes Bldg.	D.O.-III
Givens, Milton P.	810 14th St.	D.O.-IV
Globe Indemnity Co.	Colo. Bldg.	D.O.-III
Goge, Harry S.	Symes Bldg.	D.O.-IV
Grange Mutl. Fire Ins.Co.	16 W. 13th Ave.	D.O.-IV
Great Amer. Ins. Co.	Patterson Bldg.	D.O.-IV
Great Estrn.Mutl.Life Assn.	Boston Bldg.	D.O.-III
Grt. Northrn.Life Ins.Co.	Cooper Bldg.	D.O.-III
Greenblatt, J.M.	Inter-State Tr.Bldg.	D.O.-III



Table 49

## INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Griffith Ins. Agcy.	1625 Broadway	D.O.--III
Group Ins. Inc.	Railway Exch.Bldg.	D.O.--III
Guaranty Mutual Ins. Co.	Patterson Bldg.	D.O.--III
Guardian Life Ins.Co.of Am.	Security Bldg.	D.O.--III
Haines, Cecil D. Ins, Agcy.	G & E Bldg.	D.O.--III
Hancock,John Mutl.Life Ins. Co.	Patterson Bldg.	D.O.--II
Hanes & Harris	Empire Bldg.	D.O.--III
Hansa Corp	Railway Exch.Bldg.	D.O.--III
Hdwre.Indem.Ins.Co.of Minnesota	1555 Jasmine St.	D.O.--III
Hrdwre.Mutual Ins.Co.of Minnesota	1555 Jasmine St.	D.O.--III
Harrison, Meyer	First Natl. Bnk.Bldg.	D.O.--III
Hartford Accident & Indmn.Co.	Symes Bldg.	D.O.--II
Hartford Stm. Boiler Inspctn.& Ins.	G & E Bldg.	D.O.--II
Hawkeye Casualty Co.	Denham Bldg.	D.O.III
Heatwole Tracy C.	Calif.Bldg.	D.O.--III
Hill, Douglas Agcy.	Calif.Bldg.	D.O.--III
Hobsons' Ins. Agcy.	Patterson Bldg.	D.O.--III
Holzer,Carles F. Agcy.	Aurora	D.O.--IV
Home Ins. Co. of N.Y.	Tramway Bldg.	D.O.--II
Home Life Ins.Co.of N.Y.	U.S.Natl.Bnk.Bldg.	D.O.--II
Huffman E. C. Health & Ins.	1637 Glenarm Pl.	D.O.--III
Huston, Arthur E.	Cent.Sav.Bnk.Bldg.	D.O.--III
Hutson, Howard	Midland Sav.Bldg.	D.O.--III
Ins. Agcy. of Colo.	Calif. Bldg	D.O.--III
Ins.Co.of N.Am. Van Schaeck & Co.	724 17th St.	D.O.--II

Table 49

## INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Ins.Co.of N.Amer.	G. & E. Bldg.	D.O.-II
Ins. Serv. Agcy.	Calif. Bldg.	D.O.-III
Inter.- Mutl. Liab. Ins.Co.	E. & C. Bldg.	D.O.-III
Inter.Service Union	Ins. Bldg.	D.O.-III
Interst. Agency, Inc.	Empire Bldg.	D.O.-III
Interst.Bus.Men's Accidnt. Co.	G. & E. Bldg.	D.O.-III
Jefferson Standard Life Ins. Co.	710 17th St.	D.O.-III
John Hancock Mutual Life Ins.Co.	Patterson Bldg.	D.O.-II
Johnson, Earl	Calif.Bldg.	D.O.-III
Johnson, Herbert G.	G. & E. Bldg.	D.O.-III
Johnson Maurice W.	Arvada	D.O.-III
Jolley, Paul S.	G & E. Bldg.	D.O.-IV
Jordan, Calvin	201 16th St.	D.O.-IV
Kalischer S.	1026 17th St.	D.O.-IV
Kan.City Life Ins.Co.	G. & E. Bldg.	D.O.-III
Kaub, Cedric Invest. Co.	Equitable Bldg.	D.O.-IV
Lemm, Robert C.	16 W 13th Ave.	D.O.-IV
Leppla, Walter J.	Symes Bldg.	D.O.-IV
Lewis & Co.	California Bldg.	D.O.-IV
Liberty Mutl. Ins. Co.	Patterson Bldg.	D.O.-III
Liberty Mutl Life Assn.	Merc. Bldg.	D.O.-III
Lincoln Lib. Life Ins. Agcy.	Midland Sav. Bldg.	D.O.-III
Lincoln Natl.Life Ins. Co.	U.S.Natl.Bnk.Bldg.	D.O.-III
Liverpool & London & Globe Ins.Co.	Patterson Bldg.	D.O.-III

Table 49

## INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
London Guar.&Accdnt.Co.,Ltd.	Capitol Life Bldg.	D.O.-III
London & Lanshre. Ins. Group	G. & E. Bldg.	D.O.-III
Loyalty Group Ins. Cos.	U.S.Natl.Bnk.Bldg.	D.O.-III
Lumbermen's Mutl.Csulty.Agency.	Tramway Bldg.	D.O.-III
Lyons & Johnson Co.	1030 15th St.	D.O.-III
Manhattan Life Ins. Co.	Calif. Bldg.	D.O.-III
Mftrs.& Whisers Indmn.Exch.	G. & E. Bldg.	D.O.-III
Martin Gen. Agency.	Denham Bldg.	D.O.-III
Maryland Csulty. Co.	Denham Bldg.	D.O.-III
Mass. Bonding & Ins. Co.	Railway Exch. Bldg.	D.O.-III
Mass. Mutl. Life Ins. Co.	Colo. Bldg.	D.O.-III
Mass. Protective Assn.	Patterson Bldg	D.O.-III
McClain W. S. Agency, Inc.	Calif. Bldg.	D.O.-III
McCullough, W. E.	Cent.Sav.Bnk.Bldg.	D.O.-IV
McKinney Fire Ins.Gen.Agency.	Security Bldg.	D.O.-III
Meer Investment Co.	E. & C. Bldg.	D.O.-III
Mercantile Fire Underwriters	G. & E. Bldg.	D.O.-III
Merchant's Fire Ins. Co.	G. & E. Bldg.	D.O.-III
Metr. Csulty.Ins.Co. of N.Y.	U.S.Natl.Bnk.Bldg.	D.O.-III
Metr. Life Ins. Co. of N.Y.	Midland Savings Bldg. Patterson Bldg.	D.O.-III
Metr. Mutl. Benefit Assn.	331 15th St.	D.O.-III
Midwest Ins.Serv.Inc.	Security Bldg.	D.O.-III
Midwest Life Ins.Co.of Lincln. Neb.	U.S.Natl.Bnk.Bldg.	D.O.-III
Miller, A. P. Agency Co.	Colo.Natl.Bnk.Bldg.	D.O.-III

Table 49

## INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Miller, H. Vincent	First Natl.Bnk.Bldg.	D.O.--III
Miller-West Agency Co.	Symes Bldg	D.O.--III
Minnesota Mutl. Life Ins. Co.	Continental Oil Bldg.	D.O.--III
Morgan Leibmon & Hickey	Kittridge Bldg.	D.O.--III
Morrison & Morrison	1650 Broadway	D.O.--III
Motors Ins. Corp	Continental Oil Bldg.	D.O.--III
Mtn.St.Comp.Rating Bureau	Continental Oil Bldg.	D.O.--III
Mtn. St. Holding Co.	Ins. Bldg.	D.O.--III
Mtn. Sts. Inspection Bur.	G & E Bldg	D.O.--III
Mutl.Benefit Health & Accdnt. Assn. of Omaha	Security Bldg.	D.O.--III
Mutl.Bene.Life Ins.Co. of Newark, New Jersey	G. & E. Bldg.	D.O.--III
Mutl. Ins. Agency Ins.	Tramway Bldg.	D.O.--III
Mutl. Ins. Co. of Am.	Boston Bldg.	D.O.--III
Mutl. Life Ins. Co. of N.Y.	University Bldg.	D.O.--III
Nat'l.Bord.of Fire Undrwrters.	G. & E. Bldg.	D.O.--III
Nat'l.Fire Ins.Co. of Hartford	G. & E. Bldg.	D.O.--III
National Ins. Co.	1411 Champa St.	D.O.--III
National Ins. Shares, Inc.	U.S.Natl.Bnk.Bldg.	D.O.--III
National Life Co.	Colo. Bldg.	D.O.--III
Natl.Life Ins.Co. of Vermont	Patterson Bldg.	D.O.--III
Natl. Surety Corp.	Railway Exch. Bldg.	D.O.--III
Nelson, William M.	Colo. Bldg.	D.O.--IV
New Amsterdam Casualty Co.	G. & E. Building	D.O.--III
New England Mutl.Life Ins.Co.	First Natl.Bnk.Bldg.	D.O.--III

Table 49

## INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
New York Life Ins. Co.	Symes Bldg.	D.O.-III
Noar, Charles C.	U.S.Natl.Bnk.Bldg.	D.O.-III
N.Amer.Accidnt.Ins.Co.	Patterson Bldg.	D.O.-III
N. Denver, Realty Co.	4015 Federal Blvd.	D.O.-III
Northern Assur. Co.	G & E. Bldg.	D.O.-III
Northern Life Ins. Co.	Calif. Bldg.	D.O.-III
Northwest Casualty Co.	Denham Bldg.	D.O.-III
Northwestrn.Mutl.Fire Assn.	Denham Bldg.	D.O.-III
NorthWstrn.Mutl Life Ins.Co.	First Natl.Bnk.Bldg.	D.O.-III
Northwstrn.Natl.Ins.Co.	U.S.Natl.Bnk.Bldg.	D.O.-III
Northwstrn.Ntl.Life Ins.Co.	Denham Bldg.	D.O.-III
Occidental Indmm. Co.	G & E. Bldg.	D.O.-III
Occidental Ins. Co.	G. & E. Bldg.	D.O.-III
Occidental Life Ins. Co.	Boston Bldg.	D.O.-III
Occdntl.Life Ins.Co. of Calif.	First.Natl.Bnk.Bldg.	D.O.-III
Occidental Underwriters	G. & E. Bldg.	D.O.-III
Ohio Natl. Life Ins. Co.	G. & E. Bldg.	D.O.-III
Old Line Mutl. Ins. Co.	U.S.Natl.Bnk.Bldg.	D.O.-III
Oregon Mutl Fire Ins.Co.	U.S.Natl.Bnk.Bldg.	D.O.-III
Osgood & Co.	U.S.Natl.Bnk.Bldg.	D.O.-III
Pcf. Mutl Life Ins.Co.	Colo. Bldg.	D.O.-III
Pcf. Natl. Fire Ins. Co.	Denver Natl.Bnk.Bldg.	D.O.-III
Pankey-Shirley Ins. Agency	Patterson Bldg.	D.O.-III
Pells, Harry J. Ins. Agcy.	Calif. Bldg.	D.O.-III

Table 49

INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Penn.Mutl. Life Ins.Co.	Patterson Bldg.	D.O.*IV
Pennington Reed	Calif. Bldg.	D.O.-IV
People's Ins. Agency	University Building	D.O.-III
Philips O.P. Ins.Agcy.	16 W 13th Ave.	D.O.-IV
Phoenix Ins. Co.	G. & E. Bldg.	D.O.-III
Pikes Peak Mutl Bene Assn.	Security Bldg.	D.O.-III
Pioneer Mutl. Comp. Co.	Railway Exch.Bldg.	D.O.-III
Price, Cecil B.	Calif. Bldg.	D.O.-IV
Prov.Mutl.Life Ins.Co. of Phila.	Patterson Bldg	D.O.-IV
Prudential Ins. Co. of Am.	Railway Exch.Bldg U.S.Natl.Bnk.Bldg. Colo. Bldg. Equit. Bldg. 710 17th St.	D.O.-I
Reed & Co.	G. & E. Bldg.	D.O.-IV
Rent Car Ins. Exch.	324 S. Bdwy.	D.O.-IV
Richardson Agency	G. & E. Bldg.	D.O.-IV
Richter & Co.	G. & E. Building.	D.O.-IV
Ritter-Monaghan Gen.Agcy.	G. & E. Bldg.	D.O.-IV
Rocky Mtn. Agcy.	Interst.Tr.Bldg.	D.O.-IV
Roky.Mtn.Fire Undrwrters. Assn.	G. E. Bldg.	D.O.-III
Ross, Earl R.	G. & E. Bldg.	D.O.-IV
Royal Indemn. Co.	Patterson Bldg.	D.O.-III
Royal Ins. Co. Ltd.	Patterson Bldg.	D.O.-III
Russell H. Wayne	Patterson Bldg.	D.O.-IV
Rutledge, Carl V.	G. & E. Bldg.	D.O.-IV
St.Paul F. & M. Ins. Co.	G. & E. Bldg.	D.O.-III

Table 49

INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Sandbert, Emil	14 E. 2nd Ave.	D.O.-III
Sanger-Rettig	Calif. Bldg.	D.O.-III
Sarsfield Ins. Service	1443 Welton St.	D.O.-III
Schayer, Mix S.	Empire Bldg.	D.O.-III
Schlabach, Harold H.	Boston Bldg.	D.O.-III
Scottish Un. & Natl. Ins. Co.	G. & E. Bldg.	D.O.-III
Security Assns. of Am.	1441 Welton St.	D.O.-III
Security Life & Accident Co.	Continental Oil Bldg.	D.O.-II
Settle, John S.	351 S. Bdwy	D.O.-IV
Shaw, E. W. Co.	Tramway Bldg.	D.O.-III
Shaw Insurance	Tramway Bldg.	D.O.-III
Shirley Loan Co.	1654 Bdwy.	D.O.-III
Shirley-Pankey Ins. Agency	Patterson Bldg.	D.O.-III
Shoocker, Arthur M. Ins. & Bndg. Agcy.	829 15th St.	D.O.-III
Shuteran Ins. Agcy.	Insurance Bldg.	D.O.-II
Sidles, William T.	Cooper Bldg.	D.O.-III
Skinner, Mark A. Agcy. Co.	Colo. Bldg.	D.O.-III
Smith C.H. Hardin Gen. Agcy.	Symes Bldg.	D.O.-III
Smith E. Tyler	Symes Bldg.	D.O.-IV
Spahr Paul R.	G. & E. Bldg.	D.O.-IV
Speigleman M. H. Ins. Co.	Cent. Sav. Bnk. Bldg.	D.O.-III
Springfield F&M. Ins. Co.	G. & E. Bldg.	D.O.-III
Standart & Main	Patterson Bldg.	D.O.-II
Standart, Main & Brewster Inc.	Patterson. Bldg.	D.O.-III
State Farm Mutl. Auto Ins. Co.	Patterson Bldg.	D.O.-III

Table 49

INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
State Life Ins. Co. of Indianapolis	G. & E. Bldg.	D.O.--III
State Reserve Mutl. Ins. Co.	Continental Oil Bldg.	D.O.--III
Steel, N. C.	Colo. Bldg.	D.O.--IV
Steere S. M.	Calif Bldg.	D.O.--IV
Steinmann, Lloyd C.	G. & E. Bldg.	D.O.--III
Steinmetz, Lloyd G. Rlty.Co.	501 Logan St.	D.O.--III
Stimson, Alfred Ins. Agcy.	906 Security Bldg.	D.O.--III
Stough-Vincent Ins.Agcy.Co.	Symes Bldg.	D.O.--I
Sun Life Assur. Co. of Canada	First Natl.Bnk.Bldg.	D.O.--I
Swab, S. M.	Colo. Bldg.	D.O.--IV
Tandy, Harry E.	First Natl.Bnk.Bldg.	D.O.--IV
Title Guarenty Co.	1500 Place	D.O.--III
Travelers Ins. Co.	G. & E. Bldg.	D.O.--III
Travelers Protect. Assn.of Am.	Union Sta.	D.O.--I
Treece & Owen	G & E. Bldg.	D.O.--II
Trinity Universal Ins. Co.	G & E. Bldg.	D.O.--III
Truck Ins. Exch.	Symes Bldg.	D.O.--III
Truckmen's Ins. Agcy.	Denham Bldg.	D.O.--III
Udry. Edw. G. Ins. Agcy.	Calif. Bldg.	D.O.--III
Undrwrters. Ins.Agcy.,Inc.	First Natl.Bnk.Bldg.	D.O.--I
Union Cent. Life Ins. Co.	U.S.Natl.Bnk.Bldg.	D.O.--II
United Amer. Life Ins. Co.	Colo.Natl.Bnk.Bldg.	D.O.--III
United Benefit Life Ins. Co. of Omaha	Security Bldg. Denver, Natl.Bnk.	D.O.--III
United Mtl. Fire Ins. Co.	Patterson	D.O.--III



Table 49

INSURANCE (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
United States Casualty Co.	G. & E. Bldg.	D.O.-III
U.S. Fidelity & Guaranty Co.	University Bldg.	D.O.-III
Van Gilder Agcy.	Mack Bldg.	D.O.-II
Van Schaack & Co.	724 17th St.	D.O.-II
Wallace, Robert B.	G. & E. Bldg.	D.O.-IV
Walsh, Jack J.	U.S.Natl.Bnk.Bldg.	D.O.-III
Warner Agency	1852 Stout St.	D.O.-III
Washington Natl. Ins. Co.	Denham Bldg.	D.O.-III
Welch, Cliff	Colo. Bldg.	D.O.-IV
West Coast Life Ins. Co.	Symes Bldg.	D.O.-III
West, Rex B.	Symes Bldg.	D.O.-III
Western Csulty.& Surety Co.	G. & E. Bldg.	D.O.-II
Western Security Co.	Security Bldg.	D.O.-III
Whetsel N. Ross	Equitable, Bldg.	D.O.-IV
White, Richard	Patterson Bldg.	D.O.-IV
Whyman A. C. Ins. Agency	810 14th St.	D.O.-III
Wilcox, Roy D.	G. & E. Bldg.	D.O.-IV
Williams J. Ben	University Bldg.	D.O.-IV
Wilson-Greech Ins. Agcy.	1730 Calif. St.	D.O.-III
Woman's Benefit Agency	Commonwealth Bldg.	D.O.-III
World Ins. Co. of Omaha	U.S.Natl.Bnk.Bldg.	D.O.-III
Wyatt Agency	16 W. 13th Ave.	D.O.-III

## GUIDANCE INFORMATION

(For Editor of Guidance Bulletin)

Insurance

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS		BEG. MIN.	AGE MAX.	MAJOR DUTIES	
Non-beginner jobs.							
37	General Agents	12	Bkpr-Cshrs.	4	Bookkprs. A.	20 30	See Attached Sheet
192	Agents	19	Typist	64	Stenos. B.	19 23	
105	Mgr & Assts.	8	Secretaries	4	Ast.Cshr. C.	21 27	
26	Adjusters	152	Gen.Off.wrk.	19	Gen.Off.W.D.	18 30	
9	Examiners	15	Inspectors	2	PRX op. E.	18 25	
133	Bookkeepers	5	Accountants	2	Off.boys F.	17 24	
299	Stenographser	68	Salesmen	5	Salesmen G.	25 35	
92	Steno.Bkprs.						
48	Office mgr.						
51	Cashiers	1280	Total				
9	Asst.Cashiers						

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A. Neat, cooperative, accurate	A. Yes	H.S. Bus C.	Insurance Co. 3	
B. Bright, neat, willingness accurate	B. Yes	Tr.	Typewriter Co. 1	
C. Accurate, neat, gd. prsnlty.	C. Yes	H.S.	Emp. Agency 16	
D. Neat, willing, cpbl. acrcy.	D. Yes	H.S.	Application 13	
E. Pleasing voice, Coop.	E. Yes	Bus. Tr.	Bus. Shl. 15	
F. Healthy, strg. brgt. alert	F. No	H.S.	D.U. Comm. 3	
G. Personality, sales ability	G. Yes	H.S. Bus.	Opp. Sch. 6	
KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Efficient 9				
Accurate typist 2	Extra Typist	None	342	297
Reliable 10	3			
Good bookkeeper 1				
Good on Phone 1				

## CURRICULUM INFORMATION

(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
65	Insurance office tr.	Stress neatness	24-insurance office tr.	
24	Insurance selling	Stress appearance		
		Better English		
		Penmanship		
		Spelling		
		Accuracy		
		Supplies		

## PLACEMENT INFORMATION

(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
6	10

## Insurance

### Major Duties

**Bookkeepers:** Keep records and daily journal, type and use business machines.

**Stenographers - Typists:** Correspondence, write policies, renewals, add clauses, use mimeograph and addressograph.

**Assistant Cashiers:** Typing and cashiering.

**General Office Work:** Typewriting, taking dictation, write policies, file correspondence, answer telephone, use mimeograph and addressograph.

**PBX Operators:** Answer phone, type and file correspondence.

**Office Boys:** Run errands, use mimeograph and addressograph, stamp and distribute mail.

**Salesmen:** Selling insurance in city and state.

## MILLINERY

Twenty-five out of a total of thirty millinery establishments were contacted. Table No. 51 gives a complete listing of all of the millinery firms and their addresses.

A list of the beginning and experienced jobs and the number of employees may be found in Table No. 52.

Sales jobs are available to beginning workers, whose principal duties are sales, steaming, blocking, and cleaning. Employers prefer applicants who have a neat personal appearance, who are efficient, honest and cooperative. Work experience is desirable, and a high school education is required. There are eight beginning workers needed annually during the Easter and Spring periods.

Seven firms were interested in having the Opportunity School provide a class in millinery salesmanship for their employees. Two were interested in having preparatory training for hat making, and ten establishments desired preparatory training for sales girls.

Table 51

## MILLINERY

<u>Name</u>	<u>Address</u>	<u>Code</u>
Amsden Winona	1560 Bdwy.	D.O.-IV
Barber Laura Hat Shop	Steel Bldg.	D.O.-IV
Bernie Shoppe	1506 Curtis	D.O.-IV
Blaise Lynne M.	2934 E. Colfax Ave.	D.O.-IV
Clark & Perkins	1623 Tremont Pl.	D.O.-IV
Denver Dry Goods	16th & Calif.	D.O.-III
Doris Shoppe	733 15th St.	D.O.-III
Donna Lee	923 15th	D.O.-III
Finer Millinery Shoppe	Univ. Bldg.	D.O.-III
Frances Millinery Co.	604 15th St.	D.O.-IV
French Millinery Studio	1447 Ogden St.	D.O.-IV
Gano-Downs	16th & Stout	D.O.-III
Hollywood Millinery Co.	525 16th St.	D.O.-IV
Golden Eagle	16th & Lawrence	D.O.-IV
Hoyle Millinery Co.	1522 Calif.	D.O.-IV
Hat & Bag. Shop	918 16th	D.O.-IV
Johnson Al.	1020 15th St.	D.O.-IV
Joslins	16th & Curtis.	D.O.-IV
Joly Custom Millnry.Studio.	1513 Stout St.	D.O.-IV
June's Shop M.	819 15th	D.O.-III
Kittredge Cornelius	2612 E. Colfax Ave.	D.O.-II
La Monte Hat Shop	712 15th St.	D.O.-II
Lantz Irene	27 E. 1st	D.O.-III
La Rae Millinery Shop	1112 16th St.	D.O.-III
Lady Fair	617 16th St.	D.O.-III

Table 51

## MILLINERY • (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Louise Hat Shop	1554 Calif.St.	D.O.--III
May Co.	16th & Champa	D.O.--III
McCarty & Edmonds	434 16th St.	D.O.--III
Maynard, Maud A.	1021 E. Colfax	D.O.--III
Mode's Millinery	614 16th St.	D.O.--III
Neusteter's	16th & Stout	D.O.--II
New York Millnry.	639 15th St.	D.O.--III
Penny J. C.	16th & Stout	D.O.--III
Pfund Mary	805 15th St.	D.O.--III
Rand's Millnry.Corp.	801 15th St.	D.O.--IV
Rheales Millinery Shop	815 16th St.	D.O.--IV
Richie Hat Shop	1537 Glenarm Pl.	D.O.--III
Rosalie Shop	713 16th St.	D.O.--IV
Ruby-Esther	1760 Grant	D.O.--IV
S. Gaylord Millnry.Shop	1050 S. Gaylord St.	D.O.--III
Stefnsni's Millinery Shoppe	1209 E. 9th Ave.	D.O.--III
Wallis Estelle	619 16th St.	D.O.--III
Wonder Hat Shop	1526 Curtis St.	D.O.--II

Table 52

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Millinery

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED		KIND OF JOB OPEN TO BEGINNERS		BEG. MIN.	AGE MAX.	MAJOR DUTIES
1 Owner 14 Owner-mgrs. 15 Managers 28 Sales ladies 27 Extra Sales ladies 13 Makers		Extra sales ladies		18	25	Sales, blocking steaming and cleaning
PERSONAL QUALIFICATIONS		IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS		NUMBER OF BEG. WORKERS NEEDED ANNUALLY
Efficiency, honesty, good personal appearance cooperative		Yes	H.S.	Applications Direct inter-views Newspaper ads		8
KIND OF WORKER DIFFICULT TO OBTAIN		SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE	
Courteous and efficient		Easter Spring	None	30	25	

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
7	Millinery Salesmanship	Teach Salesmanship	2-work room	10 sales

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
0	6

## RESTAURANTS

The number of restaurants and their addresses are recorded in Table No.53 . Forty-five of these were contacted relative to guidance, training, and placement data.

Table No. 54 contains a listing of beginning and experienced jobs; the kind of jobs open to beginners, their major duties, age requirements, and personal qualifications.

One hundred and fifty beginning workers are needed annually. Employers state that trained waiters, cooks, and chefs are difficult to obtain. Extension classes for waitress training were requested by 26 employers.

A discussion of the findings follows in Chapter V.



Table 53

RESTAURANTS

<u>Name</u>	<u>Address</u>	<u>Code</u>
A. & B. Sandwich Shop	1616 Welton 1945 Bdwy 1749 Curtis 780 Fed.Blvd	D.O.-II D.O.-II D.O.-II D.O.-II
Airport Cafe	8100 E. 32nd Ave.	D.O.-III
Airway Inn	7036 E. Colfax Ave.	D.O.-III
Alladdin Tavern	2022 E. Colfax Ave.	D.O.-III
Alamo, The	3602 E. Colfax Ave.	D.O.-III
Albany	17th Stout St.	D.O.-I
Albert's Cafe	3019 E. Colfax Ave.	D.O.-III
Alhambra. Grill	1645 Tremont Pl.	D.O.-III
Alpha Cafe	501 15th St.	D.O.-III
Al's Grill	1133 Larimer St.	D.O.-III
Al's Inn	632 E. 20th Ave.	D.O.-III
Alterman's Grill	1401 Lawrence	D.O.-III
Argonaut Hotel	233 E. Colfax	D.O.-II
American Inn	2046 Larimer St.	D.O.-III
American Sanitary Lunch	2545 Champa St.	D.O.-III
Anchor Inn.	2301 S. Bdwy	D.O.-III
Anderson Grill	715 E. 26th Ave.	D.O.-III
Arapahoe Grill	2163 Arap. St.	D.O.-III
Arcade Buffet	1717 Larimer	D.O.-III
Asia Cafe	1213 19th St.	D.O.-III
Assembly Bar & Restrnt.	1401 Stout St.	D.O.-III
Ayers Hotel	1441 Logan	D.O.-III
Avalon Buffet	2433 19th St.	D.O.-III

Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
V. & J.	1507 Curtis	D.O.-III
Baltimore Cafe	721 18th St.	D.O.-III
Barrymore's	2301 E. Colfax Ave.	D.O.-III
Beacon Drive In	7810 E. Colfax Ave.	D.O.-III
Bean Pot	620 17th St.	D.O.-III
Bennett Coffee Shop	309 17th St.	D.O.-I
Bennett's Restaurant	615 17th St.	D.O.-I
Ben's Cafe	1025 Larimer	D.O.-III
Berkeley Inn	3834 Tennyson St.	D.O.-III
Bertha's Cafe	1120 18th St.	D.O.-III
Betty Mae Inn	3995 Tennyson St.	D.O.-III
Bide-A-Wee Cafe	815 Bdwy.	D.O.-III
Billingsley's Cafe	626 E 13th Ave.	D.O.-III
Bill's Cafe	1223 Glenarm	D.O.-II
Bill's Lunch Room	2620 Welton	D.O.-III
Billy-K Grill	1219 Lawrence	D.O.-III
Black Pheasant Cafe	1131 E. Evans Ave	D.O.-III
Black & White Inn	2463 16th Ave.	D.O.-III
Blue Bonnet Cafe	457 S. Bdwy.	D.O.-III
Blue Front Lunch Rm.	714 E. 26th Ave.	D.O.-III
Blue Goose Cafe	1658 7th St.	D.O.-III
Blue Parrot Inn	1718 Bdwy.	D.O.-I
Blue Ribbon Cafe	1954 Bdwy.	D.O.-III
Boggio's Parisienne Rotisserie	1747 Tremont Pl.	D.O.-I
Bohn Pig'n Whistle Barbeque	4823 W. Colfax Ave.	D.O.-II

Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Bolden's Downtown Bar-B-Q Pl.	2046 Arap.St.	D.O.-III
Bonnie Brae Cafe	564 S. Bdwy.	D.O.-III
Boston Chicken Cottage	2949 Welton	D.O.-III
Boston Coney Island	1635 Curtis St.	D.O.-III
Boulevard Inn	819 Colo. Blvd.	D.O.-III
Bozo Cafe	1656 Curtis	D.O.-III
Bramer Buffet	Kittridge Bldg.	D.O.-III
Brass Rail Inc.	1518 Champa St.	D.O.-III
Brewery Bar	943 Larimer	D.O.-III
Broadway Cafe	1906 Bdwy.	D.O.-III
Broadway Inn	69 S. Bdwy.	D.O.-II
Buchanan's Cafe	369 S. Bdwy.	D.O.-III
Buckhorn Exch. Restaurant	1000 Osage St.	D.O.-III
Buffalo Inn	1000 Larimer St.	D.O.-III
Bungalow Cafe	2089 S. York	D.O.-III
Bungslow Inn	1744 Welton St.	D.O.-III
Burnham Cafe	801 Mariposa St.	D.O.-III
Cactus Grill	Mack Bldg.	D.O.-II
Cambor's Louis V. Rsturnt.	1647 Tremont Pl.	D.O.-II
Canton Restaurant	1635 $\frac{1}{2}$ Curtis St.	D.O.-II
Casa Rosa De Oro	213 E. 17th Ave.	D.O.-III
Castle-Leagh Dining Rm.	1007 Penn. St.	D.O.-III
Charcoal Broiler Rsturnt.	1610 Bdwy.	D.O.-II
Charlie's Sandwich Shop	439 14th St.	D.O.-III
Cherry Lunch No. 1	2104 Larimer	D.O.-III

Table 53

RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Chez Paree Cafe	232 16th St.	D.O.-III
Chile Bowl	5403 W. Colfax Ave.	D.O.-III
Chop Suey Tea Room	1232 20th St.	D.O.-III
Chris's Cafe	1027 Bdwy.	D.O.-III
Chuck's Drive Inn	101 Knox Ct.	D.O.-III
Club Del Rio	1114 Bdwy.	D.O.-III
Coffee Cup Cafe	1254 Champa	D.O.-III
Colfax Cafe	2216 E. Colfax Ave.	D.O.-III
Collins Fine Foods		D.O.-III
Colling Am Lunch	1709 Curtis	D.O.-III
Colony Grill	569 E. Colfax Ave.	D.O.-III
Columbine Coffee Shop	823 15th St.	D.O.-III
Continental Restrnt.	1917 Larimer St.	D.O.-III
Coor's Tavern	3400 Navajo St.	D.O.-III
Court Grill	301 14th St.	D.O.-III
Drystal Grill	2621 Larimer St.	D.O.-III
Del Rio Cafe	1114 Bdwy.	D.O.-III
Del Mars. Tavern	2400 Stout St.	D.O.-III
Demis Inn	1700 Broadway	D.O.-III
Denargo Grill	Bdwy. & 29th St.	D.O.-III
DeNave Cafe	2855 W. 25th Ave.	D.O.-III
Denver, Coney Island Lunch Rm.	1730 Curtis St.	D.O.-III
Denver Grill	2260 Stout St.	D.O.-III
Depot Grill	1439 17th St.	D.O.-III
Dever's Tropical Inn	1800 E. Colfax Ave.	D.O.-III

Table 53

RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Diamond Cafe	2100 Arap. St.	D.O.-III
Diamond Inn	1308 Pearl St.	D.O.-III
Dick's Restrnt	4907 Lowell Blvd.	D.O.-III
Dinty Moore's Famous Cafe	827 11th St.	D.O.-II
Dixie Cafe	372 S. Bdwy.	D.O.-III
Do Drop Inn	4750 Brighton Blvd.	D.O.-III
Dog House	1908 W. 33rd. Ave.	D.O.-III
Doug's Cafe	1524 Larimer St.	D.O.-III
Dreuth Home Lunch	2412 W. 44th Ave.	D.O.-III
Dukes Grill	1620 E. 34th Ave.	D.O.-III
E. & C. Grill	1644 Curtis St.	D.O.-III
Eagle Cafe	1313 Larimer	D.O.-III
East Dnvr. Inn	1831 E. 28th Ave.	D.O.-III
Eat-A-Bite Shop Inc.	1611 Calif. St.	D.O.-III
Eat-A-Rib Barbecue Inn	4491 Bdwy.	D.O.-III
Eddie & Nick's Cafe	1332 W. Colfax Ave.	D.O.-III
Edelweiss Restrnt.	1644 Glenarm Pl.	D.O.-I
Eighth Ave. Grill	2300 W 8th Ave.	D.O.-III
Elmer's Hamburger Shop	260 St. Fe. Dr.	D.O.-III
Elyris Tavern	4700 Claude Court	D.O.-III
Embassy Cafe Inc.	1712 Bdwy.	D.O.-III
Emil's Grill	1700 Lawrence	D.O.-III
Emil's Spaghetti Garden	519 18th St.	D.O.-III
Empire Grill	1626 Glenarm Pl.	D.O.-III
English Village Coffee Shop	826 E. Colfax Ave.	D.O.-III

Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Evalona Dairy	629 E. Colfax Ave.	D.O.-II
Exch. Restrnt	1721 Champa St.	D.O.-III
Famous Inc.	1615 Welton St.	D.O.-I
Famous Waffle Shop	415 15th St.	D.O.-II
Farm House	1512 Colo. Blvd.	D.O.-III
Fed. Cafe	1963 Champa St.	D.O.-III
Fountain Buffet	2123 Court Pl.	D.O.-III
Four Star Food Shop	811 15th St.	D.O.-III
Frey's Cafe	Omit	D.O.-III
Fox Trot Inn	639 W. 43rd. Ave.	D.O.-III
Garden Gate Inn	4328 W. 35th Ave.	D.O.-III
George's Restrnt	1929 Larimer	D.O.-III
Gibson Ralph W.	1801 Bdwy.	D.O.-III
Glen's Grill	2238 E. 34th Ave.	D.O.-III
Gold Nuggett Grill	1609 Larimer	D.O.-II
Golden Buffet	1866 Arap.	D.O.-III
Golden Gate Grill	1455 Welton St.	D.O.-II
Golden Lantern Inn	1265 Bdwy.	D.O.-I
Golden Moon	1954 Larimer	D.O.-III
Goldies Cafe.	1121 20th St.	D.O.-III
Good Eats Cafe	2990 N. Speer Blvd.	D.O.-III
Green Front Cafe	1401 15th St.	D.O.-III
Green Lantern Barbecue Inn	2859 Tremont Pl.	D.O.-III
Crowers Cafe	Bdwy. & 29th St.	D.O.-III
Great's W. T.	800 16th St.	D.O.-II

Table 53

RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
H. & I. Cafe	220 W. 6th Ave.	D.O.-II
H. & R. Cafe	492 S. Bdwy.	D.O.-III
Haddon Manor Restrnt	2801 Colo. Blvd.	D.O.-III
Hanger	8001 E. Colfax Ave.	D.O.-III
Harry's Cafe	420 18th St.	D.O.-II
Henry's Home Lunch	1449 Lawrence	D.O.-III
Helea's Cafe	1447 Glenarm	D.O.-III
Hertzler Cafe	734 14th St.	D.O.-III
Hi De Ho Cafe	610 St. Fe. Dr.	D.O.-III
Hi's Hamburgs	1709 Welton 1627 Glenarm Pl.	D.O.-III D.O.-III
H. P. Cafe	612 17th St.	D.O.-III
Hix Cafe	1015 S. Bdwy.	D.O.-III
Hoff-Schroeder Cafeteria	616 16th St.	D.O.-I
Hogan's Pl.	1962 Curtis	D.O.-III
Home Dairy Restrnt	1641 Welton	D.O.-II
Honey Pot Inn	431 15th St.	D.O.-II
Hong Kong Cafe	320 E. Colfax Ave.	D.O.-II
Horse Shoe Inn	1636 Court Pl.	D.O.-II
Hunt Tea Rm. & Rstrnt.	2600 Colfax Ave.	D.O.-II
Ichiyo Chop Suey Prlr.	1320 20th St.	D.O.-II
Idle Wilde Cafe	315 16th St.	D.O.-III
Industrial Cafe	1420 22nd. St.	D.O.-III
Ingram's Cafe	58 Bdwy.	D.O.-III
Inside Inn	522 E. 17th Ave.	D.O.-III

Table 53

RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Italian Village Cafe	3651 Navajo	D.O.-III
Jack & Jean's Cafe	1533 16th St.	D.O.-III
Jack & Teeny's Steak House	4397 Fed. Blvd.	D.O.-III
Jackson's Coffee Shop	1011 E. Colfax Ave.	D.O.-III
Jensen Restrnt	2016 W. 32nd. Ave.	D.O.-III
Jewel Steak Hse.	1657 Bdwy.	D.O.-II
Jig Saw Cafe	826 Larimer	D.O.-III
Joe's Buffet	760 St. Fe. Dr.	D.O.-III
Johnie's Buffet	2200 Downing	D.O.-III
John's Cafe	1517 17th St.	D.O.-III
Jolly Cafe	1425 Curtis	D.O.-III
Keables Sandwich Shops	1623 Stout. 1649 Calif.	D.O.-I
Keg. Buffet	619 18th St.	D.O.-III
Kelley & Malone	3940 York	D.O.-III
Ken Grill	530 17th St.	D.O.-II
King Cole Room	1082 Bdwy.	D.O.-II
King Joy Cafe	1627 Tremont Pl.	D.O.-III
King Ong	910 19th St.	D.O.-III
Kitchen	1962 E. Colfax Ave.	D.O.-III
Kitchenette Cafe	2400 W. 32nd Ave.	D.O.-III
Knickerbocker Buffet	828 15th St.	D.O.-III
Krazy Kat Cafe	1723 E. 46th Ave.	D.O.-III
Kreyer's Restaurant	410 17th St.	D.O.-II
L. & J. Coffee Shop	322 15th St.	D.O.-III



Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
L. & R. Eat Shop	3321 E. Colfax Ave.	D.O.-III
La Fiesta Cafe	117 Bdwy.	D.O.-III
Lakeside Lunch Room	4600 Sherman Blvd.	D.O.-III
Lande's	3130 E. Colfax Ave.	D.O.-III
Larimer Grill	2449 Larimer St.	D.O.-III
Liberty Grill	1417 Stout St.	D.O.-III
Lindy Cafe	2262 Larimer	D.O.-III
Little Dutch Mill Cafe	554 S. Bdwy.	D.O.-III
Log Cabin Inn	3109 Fed. Blvd.	D.O.-III
Logan Grill	4485 Logan St.	D.O.-III
Loop Lunch Rm.	1125 15th St.	D.O.-III
Lula's Inn	Omit	D.O.-III
Luna Cafe	2138 Larimer	D.O.-III
Lund Restrnt	1817 Champa	D.O.-III
M. & M. Caftr.	1447 Calif St.	D.O.-II
Mack's Restrnt	1628 Larimer	D.O.-III
Manhattan Restrnt.	1635 Larimer	D.O.-II
Manley's Grill	224 Bdwy.	D.O.-III
Marigold Cafe	4100 Tejon	D.O.-III
Marigold Lane	1545 Bdwy.	D.O.-II
Mkt. Lodge Cafe.	1115 Stout St.	D.O.-III
Mary & Walt's Cafe	1301 S. Pearl St.	D.O.-III
Mary's Cafe.	2374 8th St.	D.O.-III
Mavetic Mike	464 Washington	D.O.-III
Mayfair Grill	1760 Champa	D.O.-III

Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Mayflower Inn	309 E. 17th Ave.	D.O.-III
McCarthy Charlie Inn	3410 Tejon St.	D.O.-III
McVittie's	1651 Curtis St. 431 17th St.	D.O.-I
Melo Malt Cafe	1801 B'dway.	D.O.-III
Mexico City Testrnt	2115 Larimer	D.O.-III
Mickey Mouse Manor	2544 Fed. Blvd.	D.O.-III
Midland Sandwich Shop	420 17th St.	D.O.-III
Midget Cafe	3900 Pecos St.	D.O.-III
Miller's Cafe	707 St. Fe. Dr.	D.O.-III
Milwaukee Dutch Lunch	1004 19th St.	D.O.-III
Mint Cafe	321 W. Colfax Ave.	D.O.-III
Monroe Buffet	230 15th St.	D.O.-III
Monte Cristo Cafe	1515 Welton St.	D.O.-III
Moon Drive Inn	3503 E. Colfax Ave.	D.O.-III
Mosconi's Oyster House	710 S. Bdwy.	D.O.-III
Mozart Inc.	1655 Calif. St.	D.O.-III
Murphy's Fine Foods Cafe	2 Bdwy.	D.O.-I
Mutl Lunch Cafe	1816 Curtis St.	D.O.-III
Navarre Cafe.	1727 Tremont Pl.	D.O.-I
Nat'l. Drug Co.	300 15th St.	D.O.-II
New Carioca Cafe	2060 Champa	D.O.-III
New Mkt. Grill	1100 Mkt. St.	D.O.-III
New Mexico Inn	1949 Larimer	D.O.-III
New Way Coney Isl. Cafe	1749 Curtis St.	D.O.-III

Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Nippon Inn	1221 20th St.	D.O.--III
Nob-Hill Inn	420 E. Colfax Ave.	D.O.--II
North Speer Tavern	2641 N. Speer Blvd.	D.O.--II
Oakley's Cafe	1088 S. Gaylord St.	D.O.--III
Oasis Root Beer & Sndwch. Shop	1729 E. Colfax Ave.	D.O.--III
Occioni's Restrnt. Italian	2454 19th St.	D.O.--II
O'Connor Chas. F.	725 Champa St.	D.O.--III
Oh Johnie Cafe	2915 W. 44th Ave.	D.O.--III
Old Jail House	1761 Mkt. St.	D.O.--III
Old Mexico Chile Prlr.	1224 19th St.	D.O.--III
Open Kitchen	1756 Calif. St. 1510 Bdwy. 1509 Welton St.	D.O.--II D.O.--II D.O.--II
Osage Grill	3900 Osage	D.O.--III
Owl Cafe	2942 Zuni	D.O.--III
Parisienne Rotisserie Inn	1747 Tremont Pl	D.O.--III
Park Avenue Inn	1660 St.	D.O.--II
Pastime Cafe	2162 Larimer	D.O.--III
Pat & Mike's Grill	1101 S. Pearl	D.O.--III
Pat's Grill	2305 Larimer	D.O.--III
Paul's Place	2376 15th St.	D.O.--III
Paulsen Sndwch. Shop	1436 Curtis	D.O.--III
Peacock Tavern	4500 Washington St.	D.O.--III
Penn-O Cafe	439 E. 19th Ave.	D.O.--III
Pete's Cafe & Lunch	1118 18th St.	D.O.--III
Pheasant Cafe	702 St. Fe. Dr.	D.O.--III

Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Picador Cafe	1414 E. 47th Ave.	D.O.-III
Piccone Dan	1719 Mkt. St.	D.O.-III
Pick a Rib-	655 Bdwy. 3100 E. Colfax Ave.	D.O.-III
Pig-On-A-Bun Inn	1524 Curtis St. 318 E. 20th Ave.	D.O.-III
Pikes Pk. Lunch Rm.	1863 Larimer	D.O.-III
PK's Buffet	2100 Larimer	D.O.-III
Plantation Chicken Inn	2439 Welton St.	D.O.-III
Plymell's Cafe	4970 Lowell Blvd.	D.O.-III
Poor Boy Inn	312 S. Bdwy	D.O.-III
Post Office Cafe	812 18th St.	D.O.-III
Prettis J. D.	2863 Larimer	D.O.-III
Produce Grill	1560 Mkt. St.	D.O.-III
Punch Bowl Bar & Grill.	2052 Stout St.	D.O.-III
Quality Shoppe	813 15th St.	D.O.-II
Question Mark Cafe	1710 Curtis St.	D.O.-III
Quincy Restrnt	1012 17th St.	D.O.-III
R. W. Cafe	Home Public Mkt.Bldg.	D.O.-III
Ramble Inn	1901 Welton St.	D.O.-III
Ray's Cafe	1518 Calif. St.	D.O.-III
Red Fox Inn	117 15th St.	D.O.-I
Red Lantern Tavern	404 Bdwy.	D.O.-III
Red Wing Cafe	340 17th St.	D.O.-II
Reese Drive Inn	3901 E. Colfax Ave.	D.O.-I

Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Reese Houses	405 17th St.	D.O.-I
	638 15th St.	D.O.-I
	440 E. Colfax Ave.	D.O.-I
	925 17th St.	D.O.-I
	913 15th St.	D.O.-I
Reno Inn	1759 Larimer	D.O.-III
Richard's Fine Food Cafe	2603 S. Bdwy.	D.O.-III
Richman's Cafe	1032 17th St.	D.O.-III
River Shannon Cafe	1317 Lawrence St.	D.O.-III
Riverside Inn	5050 Brighton Blvd.	D.O.-III
Riveria Inn	337 E. 17th Ave.	D.O.-III
Rockybilt	1435 Ogden St.	D.O.-III
Roesch's Grill	1338 15th St.	D.O.-III
Romano Tony	1962 Market St.	D.O.-III
Roosevelt Grill	701 18th St.	D.O.-III
Rosen Anna Kosher Restrant.	1729 Stout St.	D.O.-III
Roslyn Grill	619 14th St.	D.O.-III
Ross Cafe	1825 Curtis St.	D.O.-III
Roxie's Cafe	4923 W. 38th Ave.	D.O.-III
Rustic Tavern	5126 W. 29th Ave.	D.O.-III
Ryzman's Lunch	1219 17th St.	D.O.-III
Sadie's Kitchen	308 E. Colfax	D.O.-III
St. Francis Grill	401 14th St.	D.O.-III
Saliman & Sons	401 15th St.	D.O.-II
Saliman's Paradise	1663 Larimer	D.O.-III
Sam's Coney Island	1737 Curtis St.	D.O.-III

Table 53

RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Sam's No. 3 Restrmt.	1527 Curtis St.	D.O.-III
Sam's Place	1505 Stout St.	D.O.-III
San Carlo Cafe	1733 Larimer St.	D.O.-III
Sarotoga Buffet	1011 15th St.	D.O.-III
Scandis Luncheon Shop	1409 Stout St.	D.O.-III
Sealey Gertrude L.	2412 E. Colfax Ave.	D.O.-III
Sear's Grill	300 St. Fe. Dr.	D.O.-III
Senate Tavern	1445 Curtis St.	D.O.-II
Seventh Ave. Cafe	233 E. 7th Ave.	D.O.-II
Shaner's Grill	701 17th St.	D.O.-II
Shanghai Village	1528 Curtis St.	D.O.-III
Shanty Lunch.	1323 Bdwy.	D.O.-III
Shedden Donald	1243 W. Alameda Ave.	D.O.-III
Silver Dollar Grill	1101 Calif.St.	D.O.-III
Springer's Grill	1561 Market St.	D.O.-III
Stadium Inn	1703 E. Evans Ave.	D.O.-III
Stanley Cafe	812 Bdwy.	D.O.-III
State Buffet	321 E. Colfax Ave.	D.O.-II
Steen Cafe	1535 17th St.	D.O.-III
Stilwill's Cafe	1942 Bdwy	D.O.-II
Stockholm Grill	1120 17th St.	D.O.-III
Stockyards Restrmt	Livestock Exch. Bldg.	D.O.*III
Stone's Cafe	1211 E. 9th Ave.	D.O.-III
Subway Grotto	3759 Lipan St.	D.O.-III
Sullivan's Cafe	1212 16th St.	D.O.-III

Table 53

RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Sunnyside Cafe	1175 E. Colfax Ave.	D.O.-III
Supreme Lunch & Sndwch. Shop	828 18th St.	D.O.-III
S-Wich Cafe	4328 E. Colfax Ave.	D.O.-III
Swing Inn	255 S. Bdwy.	D.O.-III
T-Bone Cafe	555 18th St.	D.O.-III
Tenderloin Steak Bun Restrnt.	4201 W. Colfax Ave.	D.O.-III
Tick Tock Inn	1936 Welton St.	D.O.-III
Tivoli Tavern	1400 W. 37th Ave.	D.O.-III
Tom Pioneer Lunch	1324 16th St.	D.O.-III
Tom's Cafe	335 St. 14th.	D.O.-III
Tom's Tavern	1941 Chempa St.	D.O.-III
Tony & Sallie's Tavern	Brighton Blvd.& Wlby.	D.O.-III
Truck Inn Restrnt	1717 15th St.	D.O.-III
Trailways Cafe	505 17th St.	D.O.-III
Tramway Cafe	Loop Mkt. B.	D.O.-II
Tremont Grill	1619 Tremont Pl.	D.O.-II
Trent Cafe	921 18th St.	D.O.-III
Turf Grill	1739 Curtis St.	D.O.-III
Union Sta. Nwstnd.&Restrnt.	Union Sta.	D.O.-II
United Cafe	612 17th St.	D.O.-III
Uptown Coffee Shop	1540 19th St.	D.O.-III
Vidick John F.	4500 Washington St.	D.O.-III
Vienna Inn	911 15th St.	D.O.-III
Waldman's Cafeterias	1530 Stout	D.O.-I
Waldorf Inn	1325 Blake St.	D.O.-III

Table 53

## RESTAURANTS (Con't)

<u>Name</u>	<u>Address</u>	<u>Code</u>
Watkins Coffee Shop	17 S. Bdwy.	D.O.-III
Wazee Mkt. Cfe.	1430 11th St.	D.O.-III
Webb. Cafe.	4958 E. Colfax Ave.	D.O.-III
Welcome Inn	3759 Chestnut Pl.	D.O.-III
White House Cafe	1862 Stout St.	D.O.-III
William's Grill	1221 Larimer	D.O.-III
Wolf's Tea Rm.	308 E. Colfax Ave.	D.O.-III
Woolworth F.W. Co.	820 16th St.	D.O.-III
Yuye Cafe	2801 Welton St.	D.O.-III
Y.W.C.A.	1545 Tremont	D.O.-I
Zimmerli's Lunch	1725 Stout St.	D.O.-III
Zimmerman's Cafe	201 St. Fe. Dr.	D.O.-III



Table 54

**GUIDANCE INFORMATION**  
(For Editor of Guidance Bulletin)

Restaurants

LIST OF BEGINNING AND EXPERIENCED JOBS, AND THE TOTAL NUMBER EMPLOYED	KIND OF JOB OPEN TO BEGINNERS	BEG. MIN.	AGE MAX.	MAJOR DUTIES
3. Waiters 61 General duty	A.Waitresses	18	25	Serving trays
222 Waitresses 1 Bookkeeper	B. Dishwasher	19	38	Washing dishes
68 Cooks 7 Door girls	C.Fry Cook	18	30	Cooking
71 Dishwashers 5 Salad girls	D.Kitchen	21	25	Genersl Kitchen
3 Pantry men 5 Bakers	Helpers			help
5 Chefs 1 Yardman	E.Cook helper	18	24	Help cook
19 Bus Boys 1 Porter	F.Bus boy	18	25	Bus dishes
9 Cashiers 1 Pantry Woman	G.Porter	21	35	Cleaning
10 Bartenders 18 Fry Cooks	H.Salad girls	21	25	Prepare salads
6 Kitchen Helpers 1 Buyer				
30 Steam table girls				
71 Owners and Managers				

PERSONAL QUALIFICATIONS	IS WORK EXPERIENCE DESIRABLE	YEARS OF SCHOOL REQUIRED	SOURCE OF BEGINNING WORKERS	NUMBER OF BEG. WORKERS NEEDED ANNUALLY
A.Neat, clean, meet public	Yes	H.S.	Application-22	A. 55
B.Willing, industrious	No	General	Ads in paper 3	B. 20
C.Clean, efficient, healthy	No	H.S.	Emp. Agcy 24	C. 18
D.Clean, obedient, pleasant	No	General	C.S.E.S. 3	D. 20
E.Clean, industrious	Yes	General	Opp.school 7	E. 15
F.Neat, able to meet public	No	General		F. 12
G.Clean, willing	No	General		G. 2
H.Clean, healthy, personality	Yes	H.S.		H. 2

KIND OF WORKER DIFFICULT TO OBTAIN	SEASONAL PERIODS FOR BEG. WORKERS	CONTEMPLATED TECHNICAL CHANGES	TOTAL NUMBER OF FIRMS IN DENVER	NUMBER OF CONTACTS MADE
Trained waiters 5	Xmas 5	None	380	45
Cooks 18	Summer-27			
Chefs 5				

**CURRICULUM INFORMATION**  
(For Principal of Opportunity School)

FIRMS INTERESTED IN HAVING OPPORTUNITY SCHOOL PROVIDE EVENING EXTENSION CLASSES FOR THEIR EMPLOYEES		SUGGESTIONS FOR IMPROVEMENT OF INSTRUCTION	NUMBER OF FIRMS INTERESTED IN TRAINING WORKERS FOR	
NUMBER	COURSE WANTED		BEGINNING JOBS	SEASONAL JOBS
26	Waitress training	None	3 3	Cooks Waitress

**PLACEMENT INFORMATION**  
(For Director of Placement Office)

NUMBER OF WORKERS NEEDED AT TIME OF CONTACT	NUMBER OF WORKERS NEEDED IN THE NEAR FUTURE
28	40

Chapter V

DISCUSSION

The superintendents' tour of leading cities (16) throughout the United States revealed various experiments in the area of occupational adjustment. The recommendations which followed their study provided the basis for occupational adjustment services. A study of the youth problem in Denver (1) showed the general need for an occupational adjustment service in that city, and it was recommended that one be established. Essert and Hinderman (7) made specific studies of adjustment services in selected cities, for the purpose of working out a plan for Denver in terms of local needs. They found it was necessary to establish a working relationship between the employers in the community with the service (11).

The specific problems surrounding the establishment of a working relationship with the schools were brought to light by data presented in Table 1 relative to withdrawals, which include drop-outs and graduates.

In the five senior high schools there were a total of 5,166 withdrawals, by graduation or otherwise, during the school year of 1940-41. Nine hundred and forty-three planned to go to college, leaving 4223 youths in the labor market. The largest number of youth from

any one school entering the labor market was 991 from West High School, though the total number of students at East exceeded, by 131, the number enrolled at West. This situation results from the high economic standing of the parents in the East High district; the average wage earned by the parents in the West High area is probably the lowest in the city, and therefore the number of high school graduates who planned to enter college in the fall was but 81, while there were 395 from East.

The data presented above portrays the influx of youth into the labor market and reveals the source of the youth involved in the unemployment problem. These were gathered from the census and attendance department of the Denver Public Schools.

McNally's report, The Preparation of Denver Youth for the Labor Market (15:36-8), showed that youth generally did not have specific vocational plans based on abilities and aptitudes. Guidance information was being obtained by personal interviews, and jobs were being secured by friends or by application.

If the energies and abilities of youth are to be properly directed, something must be done before young people leave school, at the time they enter the labor market, and after they have secured their first jobs.

Immediately following the inauguration of the Adjustment Service, in 1938, a teacher was selected to coordinate the activities of the service with his

respective school. It soon became apparent that the attempt to establish a working relationship with the high schools had failed because of the lack of a specific plan which would provide methods for reaching the high school drop-out and graduate. This procedure was therefore discontinued. Subsequently, a grant in aid was made by the General Education Board to the Denver Public Schools for the purpose of employing a full-time coordinator, for South Denver High School, during the school year of 1940-41. This coordinator was to work under the direction of officials of the Occupational Adjustment Service, and the principal of South High School, to develop plans and procedures for the establishment of working relationships between South High School and the Occupational Adjustment Service (9).

The first step was the development of the vocational guidance section of the General Education Program. This was accomplished by a cooperative effort of teachers, coordinators, and administrators. A copy of this program appears in the appendix.

A vocational assembly was held to explain the major functions of the Adjustment Service to all students and teachers, and further instructions and information were given to the students, in small groups, by the school coordinator.

In order that seniors might be given immediate assistance, a program was developed for them early in

the school year. It included self-analysis, job analysis, and methods of matching job requirements with individual abilities. The forms used in this program were later used in other classes. They are shown in the appendix.

Work history records were obtained by writing to former employers. A copy of the form used appears in the appendix. More than 700 copies were used by South High students.

Reliable and current occupational information is an important part of occupational adjustment (14). Such information was not available in books, magazines, films, and other ordinary sources of vocational information. Conferences between the coordinator, the vocational counselors of South High School, and the Acting Principal of the Opportunity School were held frequently to work out plans for guidance bulletins. Copies of these bulletins appear in the appendix.

Work experience is a major factor in occupational adjustment. McNally (15:16) reported that of the youth who had difficulty in securing jobs more than half of them had no work experience (22). In many cases, a job is desirable not only as a means of earning a living, but as a means of making an intelligent choice of an occupation.

The U.S. Works Projects Administration, in their study of urban youth (21:18), stated that lack of experience was the most important factor named by youth

in the labor market who reported they had difficulties in obtaining work. As a method of providing work experience (22), training classes in retail selling, wrapping, packing and cashiering were conducted by the Opportunity School for five evenings a week at South High School. The pupils who were selected for training were those whose occupational choices were in the retail sales field. The placement department of the Occupational Adjustment Service secured part-time positions for 40 of the 41 students who completed the training. Employers heartily endorsed the selection and training method. Accordingly, other students were selected and placed in training classes provided by the Opportunity School for shoe salesmen.

The stores were experiencing a shortage of part-time workers in their shoe departments, and they had requested the Opportunity School to train beginning workers for them. All of the students who took the training were placed by the Occupational Adjustment Service in part-time Saturday or seasonal jobs. Here again the trainees had been selected on the basis of their occupational choices. At the end of the first semester it was apparent that progress had been made. The full time coordinator, in cooperation with the general education teachers and the principal of South High, had developed a unit of vocational guidance. This was a part of the general education program, and was designed to

assist drop-outs and graduates in making their vocational plans. A desirable relationship between the school and the Occupational Adjustment Service had been achieved.

By referring to Figure 1 it can be observed that beginning September 1, 1940, the number of students registered with the Occupational Adjustment Service was more than double that of the previous year. An examination of Figure 2 indicates that a large number of South High students are taking vocational training preparatory to entering the labor market. Figure 3 reveals a substantial increase in the placement of South High students by the Service.

It must be observed that the success was due to the development of records, methods, and plans of operation by a cooperative effort of teachers and the school principal, and that the school coordinator was a person related directly to the central service, and that he had no other school duties to perform.

In view of the program at South High School, the Assistant Superintendent of Schools, the Director of Vocational Education, the Acting Principal of the Opportunity School, and the Supervisor of the Occupational Adjustment Service, worked out a plan for the employment of a full-time coordinator for East Denver High School, beginning January 1, 1941. The program at South High School was followed as a pattern. By referring to Figure 1 it may be noted that prior to January 1, 1941,

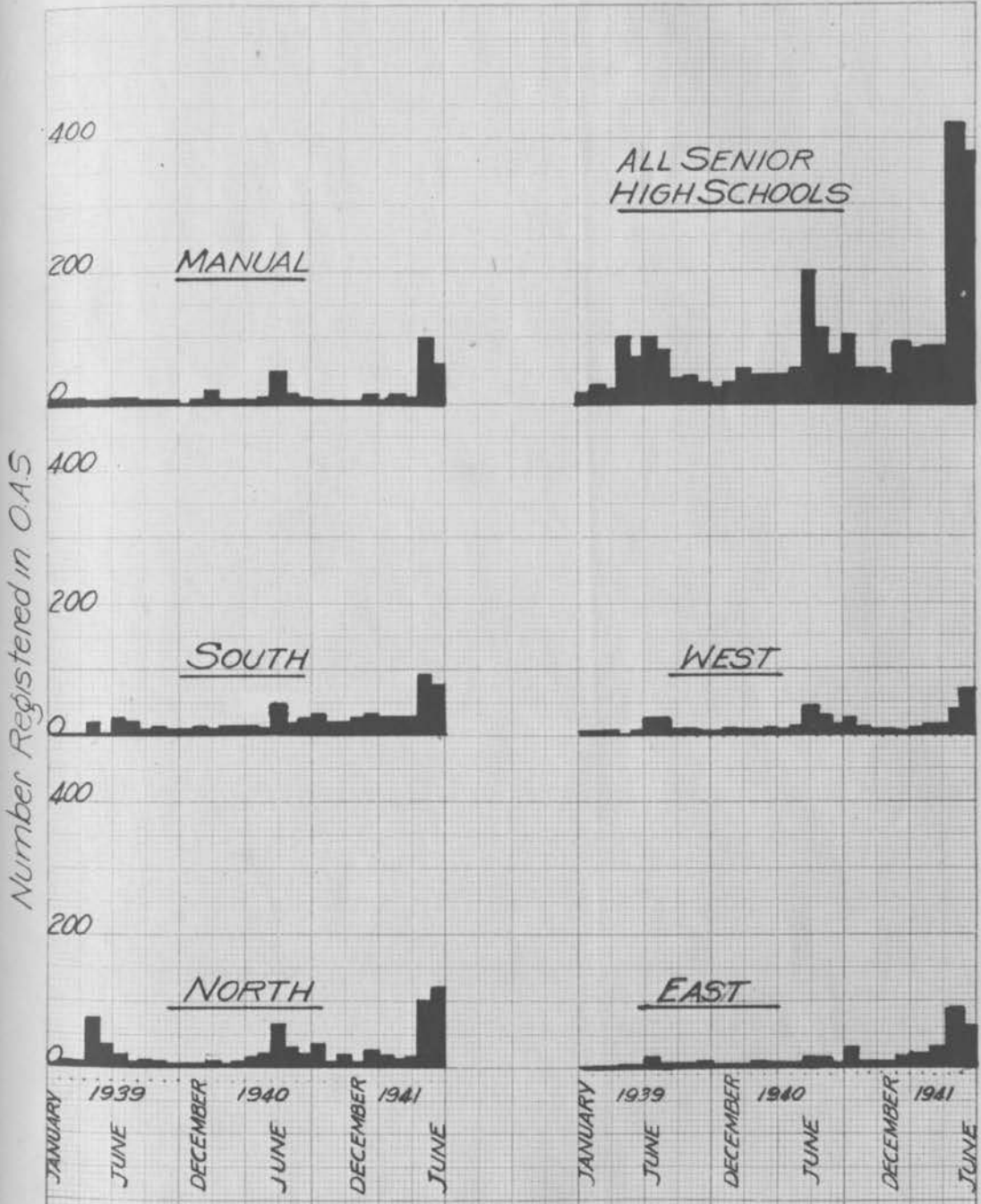


FIG. 1. - High School Graduates and Drop-Outs Registered In Occupational Adjustment Service.



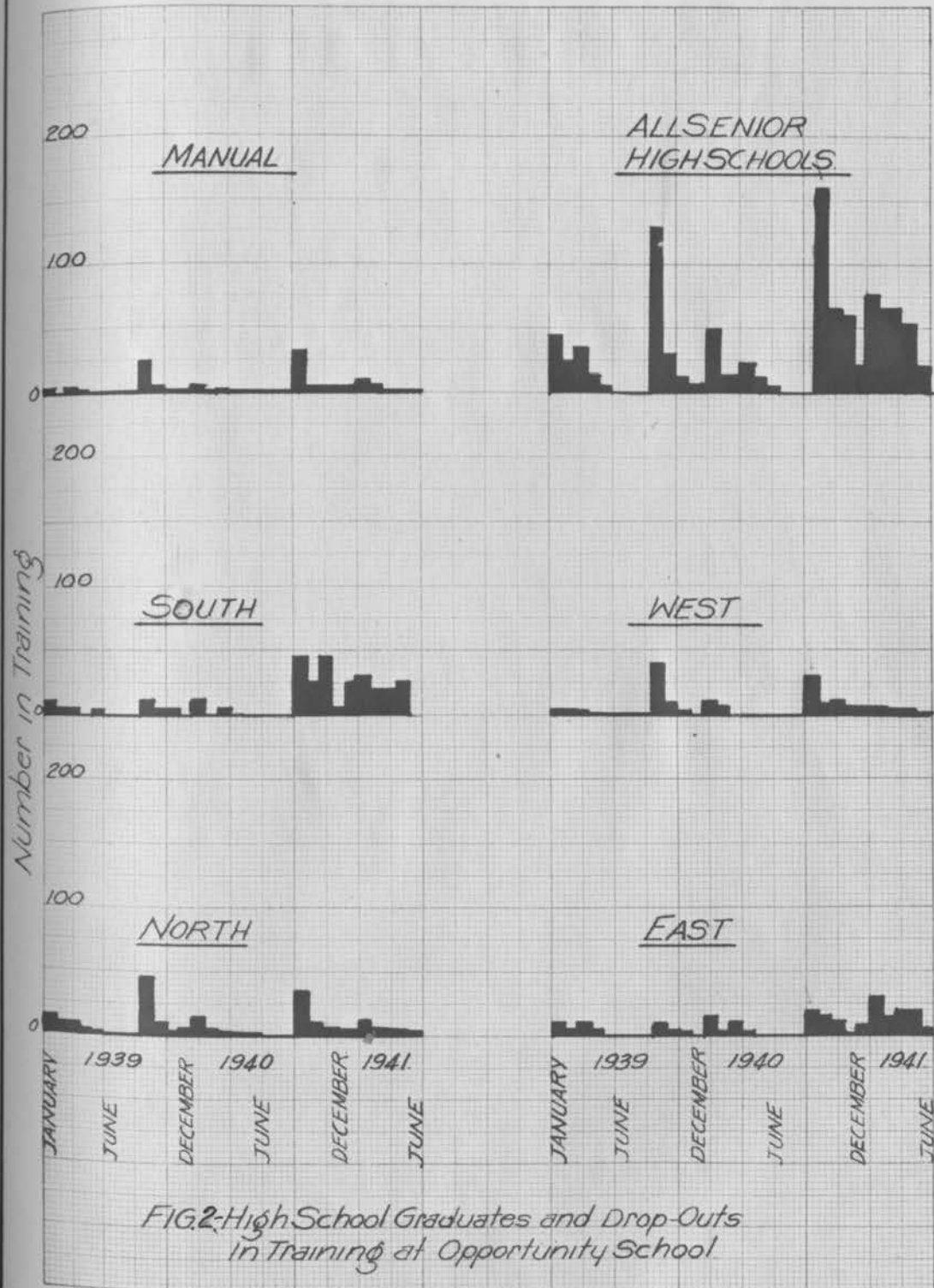


FIG. 2: High School Graduates and Drop-Outs in Training at Opportunity School

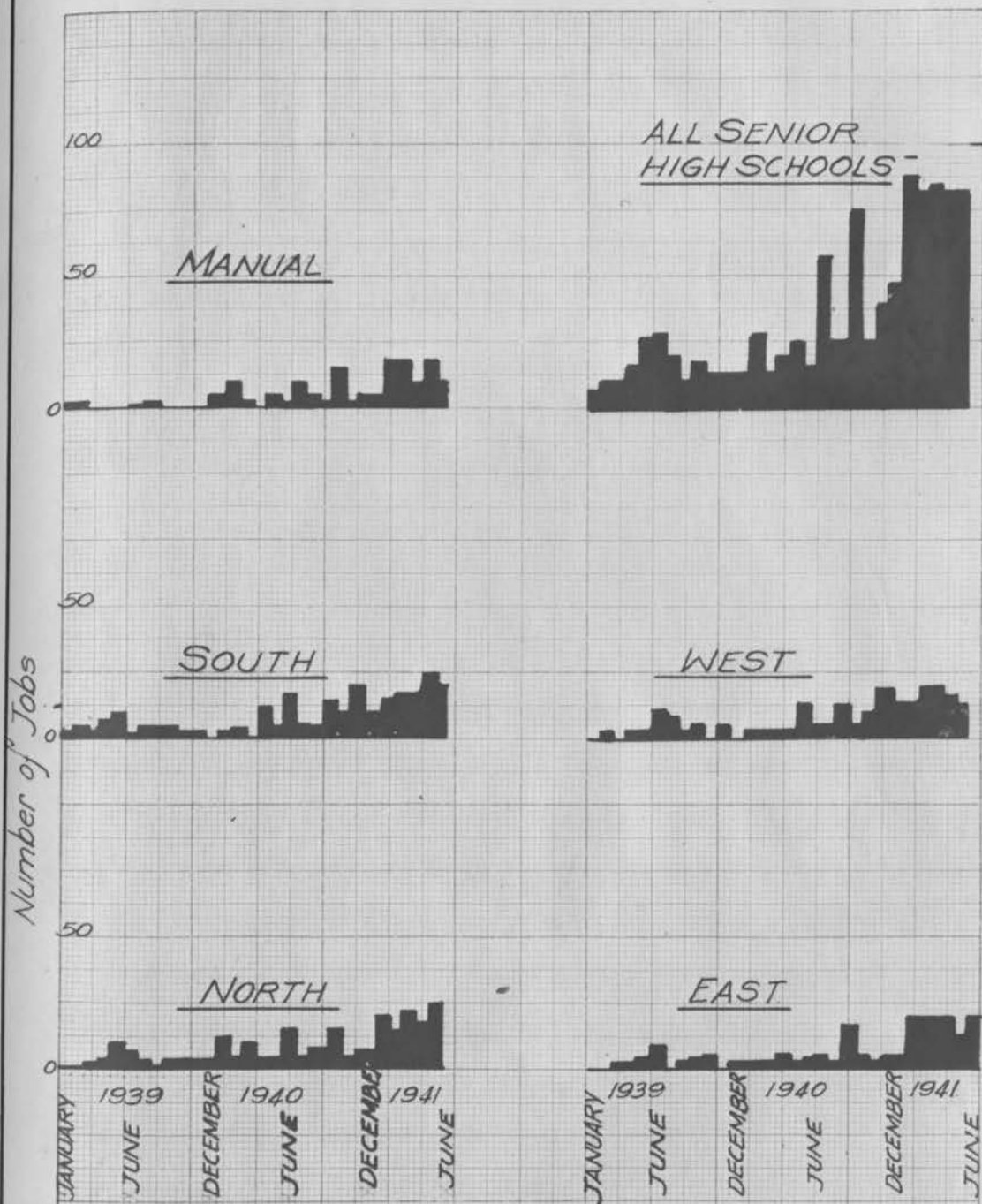


FIG. 3.- Jobs Secured by Occupational Adjustment Service for High School Graduates and Drop-Outs

only a few high school drop-outs and graduates from East Denver High School had made use of the assistance offered by the Adjustment Service. Figure 2 shows an increase in the number of students who were registered in classes for vocational training, and Figure 3 shows a corresponding increase in the number of jobs secured by the placement division of the Service for East High students.

As a result of the achievements of the coordinators of South and East High Schools in operating the new occupational adjustment plans, North High School, Manual Training High School, and West High School adopted similar plans. Thus, all of the high schools in the city were committed to a program of cooperation with the Occupational Adjustment Service by April, 1941. Norton (17:191) says the schools may legitimately provide certain young persons with direct training in those operations or skills which are common to a large number of occupations.

The first order of business of the five coordinators was that of assisting drop-outs and graduates with their vocational plans. Each coordinator arranged for pupil interviews at the Occupational Adjustment Service, and subsequently tests were given to 652 of the students to determine what type of training they should take. On the basis of test results, 15 percent of the boys received employment in defense industries, and 85

percent were enrolled in defense training classes. Thirty percent of the girls got jobs immediately in restaurants, department stores, summer resorts, and business offices, and the others enrolled for clerical and sales work. House (10) states that most beginning jobs require only a small amount of preliminary training. The answers to questions relating to high school graduates and drop-outs who enter the labor market reveal that the plan of implementation that had been devised to establish a working relationship between the high school and the central service was in operation throughout the city of Denver. By consulting Figure 1, it will be noted that the number of high school graduates and drop-outs registered in the Occupational Adjustment Service is gradually increasing since the high school coordinators began to function.

The composite graph for all senior high schools shows this upward trend rather clearly. In June, 1940, 200 graduates registered in the Occupational Adjustment Service, whereas a year later 420 registered. A similar trend is shown by the graphs in Figure 2 for high school graduates and drop-outs who enrolled for training at the Opportunity School. Entering the labor market successfully means getting a job. This same upward trend, which is indicative of the effectiveness of the working relationships that were established between the high schools and the central service, is shown in Figure 3.

For all senior high schools, during March, April, and May, 1940, 60 jobs were secured by the Occupational Adjustment Service for high school graduates and drop-outs, whereas for the same months of 1941, when this plan of implementation was in effect, jobs were secured for 224. This evidence seems to indicate that the plan of implementation designed to establish a working relationship between the high schools and the Occupational Adjustment Service has real merit, as judged by the trends described above.

As shown by the recommendations of the superintendents given in Chapter I, the second important problem was that of establishing working relationships between the employers in the community and the Occupational Adjustment Service. This was necessary to provide information on vocational guidance, vocational training, and placement needs (12).

Hinderman and Essert (7:82) recommended that four coordinators--one in the trades and industry field, one in the distributive occupations, one in service occupations, and one in women's trade and industry field--should be added to the staff of the Opportunity School to work in cooperation with the Occupational Adjustment Service, with the purpose of bringing about the following adjustments: (1) placement or replacement in a job most closely related to the individual's interests and capacities; (2) the development of a training program

that arises from occupational needs; and (3) the collection and compilation of current and reliable occupational guidance information. Accordingly, the coordinators were appointed by the Denver Board of Education, and in January, 1938, they began to establish working relationships with the employers in the community and the Occupational Adjustment Service.

The first step necessary to obtain data on vocational guidance training and placement was the inauguration of a plan for industrial surveys (2). Forms and methods of operation were drawn up, and a group of the Works Projects Administration employees was selected to assist the coordinators in making contacts and compiling data. Although a number of surveys were begun, only the one in the baking industry was ever completed.

As time progressed it became apparent the survey forms in use were so detailed and complicated that too much time was being spent, and too much irrelevant information obtained. The data which were obtained were difficult to interpret in terms of occupational guidance, training, and placement. Copies of the forms appear in the appendix.

This cumbersome procedure for gathering occupational information had the effect of nullifying the execution of plans that it was intended to foster. When a large staff of workers and the coordinators failed to bring the surveys to completion, there was no curriculum

modification material available; there was scarcely any placement information available; and there was but a small amount of guidance information available. This guidance information was unreliable, as it was given by the coordinators from memory.

The demand by students for current local guidance information was so persistent that the coordinator came to spend an unproportionately large amount of his time in counseling. This demand for individual guidance, and the failure of the survey group to bring surveys to a successful conclusion, caused the survey plan to be dropped, and caused the coordinators to continue an unplanned contact program. As a result many employers were never visited, though others were visited often.

The information thus obtained was being used by the coordinators to advise students who were referred to them by teachers, and counselors. Early in 1939 the coordinators began to include in their required monthly reports, on file in the office of the Director of Vocational Education, statements saying that they were having difficulty performing other duties because of the time required for advising large numbers of students who were being referred to them for counsel.

The coordinator of trades and industries reported weaknesses, appearing because of a lack of time, in his apprenticeship programs and advisory committee activities. The problems of teacher training and

curriculum revision were receiving little attention. In the monthly report for November, 1939, the coordinator of distributive occupations stated that a large part of his time was spent in assisting with registration and counseling.

During the summer of 1940, counselors from the five senior high schools met with the assistant principal of the Opportunity School and discussed the need for occupational guidance information on local industries.

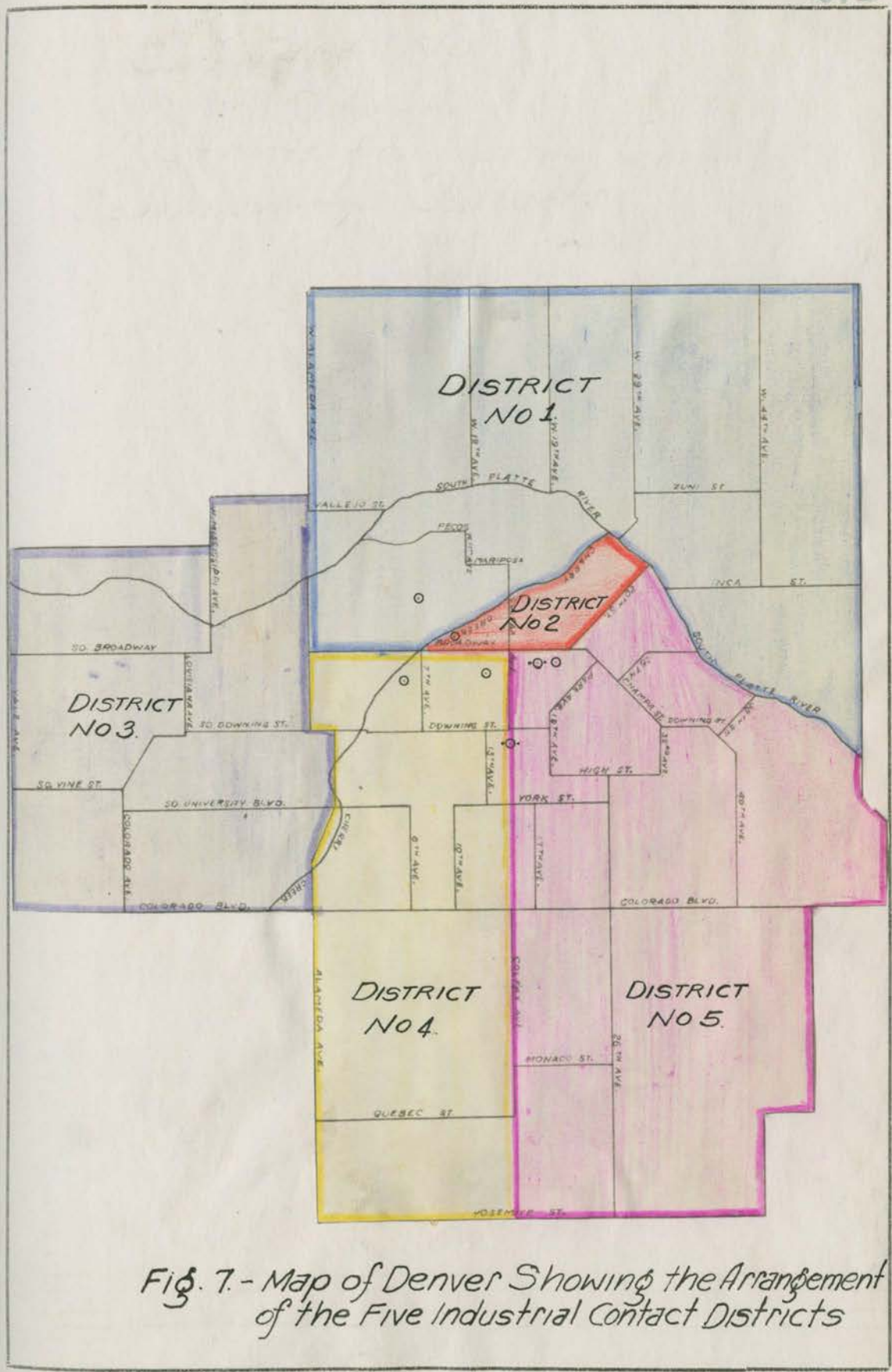
From the above statements it may be concluded that satisfactory working relationships between the Service and industry were not being maintained. The breakdown occurred because there was no plan for carrying out occupational surveys. It was evident that there was a need for further research to determine procedures, methods, and devices that could be used in establishing working relationships between industries and business establishments of Denver.

The first step in implementation was to group employers, listed in the classified section of the telephone directory, according to the official list of courses offered by the Opportunity School. Then a map of the city of Denver was blocked off into five districts (as shown in Figure 7), each of which contained approximately the same number of business establishments. The firms which had been previously classified according to the vocational offerings of the school were re-arranged so



as to appear in their proper district. The cards for 10 firms located in each of the five districts (as shown in Table 7) were given to the four coordinators and the supervisor of the Placement Service for immediate contact, as a trial to determine the feasibility of the plan. As soon as all of the contacts had been completed, an evaluation was made by having the coordinators and the acting principal discuss their experiences and comment on the effectiveness of the plan. At the same time the findings of the initial surveys were carefully examined. It was concluded that two important changes should be made. The first of these was the revision of the contact form. (The original form and the revised version appear in the appendix.) Employers had reported that it was difficult to answer the detailed questions relative to labor-turnover. They were reluctant to give wage information, and none of them had reliable figures on company costs of training new workers. The coordinators reported a lack of space for answers to curriculum and placement questions. It was found that interviewers from the Colorado State Employment Service were also making employer contacts. In some cases these visits were made a day or so previous to those by the coordinators.

A study of the initial results showed that the plan of having one coordinator responsible for all contacts in his district was not a good one. For example, the coordinator of distributive occupations secured



*Fig. 7.- Map of Denver Showing the Arrangement of the Five Industrial Contact Districts*

Table 7.--A LIST OF FIRMS AND ADDRESSES GROUPED INTO DISTRICTS

DISTRICT NO. 1

Blue Goose Cafe	1658-7th Street
Blair Electrical Service	2036 Elliot
Majestic Radio Service	4344 Federal Blvd.
Ervington Hotel	10 W. Irvington Place
St. Anthony Hospital	West 16th and Quitman
Model Cleaners & Dyers	1317 Broadway
Alma Lee Beauty Shop	3945 Tennyson
Hind Sheet Metal	1139 Lipan
Capitol Eoundry	1800 West Colfax
Murphy-Mahoney Motors	Spear and Federal Blvd.

DISTRICT NO. 2

Boggios Rotisserie	1747 Tremont Place
Reid Electric	329 14th Street
Denver Radio	1427 Glenarm
Adams Hotel	535-18th Street
Blue Cross Hospital Service	810-14th Street
My Valet Cleaners	1703 Tremont
Metropolitan Beauty Parlor	217-16th Street
Denver Dry Goods	16th and California
Western Bronze Foundry	1322 Blake
Denham Garage	18th and California

DISTRICT NO. 3

Anchor Inn	2301 South Broadway
Washington Park Electric Co.	170 South Broadway
Ace Radio Service	3734 Tejon
Park Lane Hotel	450 South Marion
Porters Sanitarium	2525 South Downing
State Cleaners	146 South Broadway
Alameda Home Beauty Shop	37 West Alameda Avenue
Louise Style Shop	65 South Broadway
Heabler Sheet Metal	995 Federal Boulevard
Haas Brothers Garage	2085 South Downing

Table 7.--A LIST OF FIRMS AND ADDRESSES GROUPED INTO  
DISTRICTS--Continued

DISTRICT NO. 4

Red Lantern Tavern	404 Broadway
Hawkins Electric	426 Downing
Philco Radio	825 Broadway
Hotel Zephyr	1308 Broadway
Colorado General Hospital	4200 East 9th Avenue
Princess Cleaning and Dyers	1138 East 6th Avenue
Petite Beauty Salon	1226 East 6th Avenue
White Apparel Shop	2214 East Colfax
Jonas Brothers	1037 Broadway
Tom Botteril Motors	1278 Broadway

DISTRICT NO. 5

State Buffet	321 East Colfax
Associated Electrical Repair	2050 Humboldt
Atwater Kent Service	831 East Colfax
Belvoir Hotel	737 East 16th Avenue
Children's Hospital	1056 East 19th Avenue
Safety Cleaners and Dyers	2220 Downing
Buddy Beauty Shop	2208 Kearney
Dillon Apparel Shop	901 East Colfax
Colorado Malleable Casting	Colorado Boulevard and Sand Creek Road
York Sheet Metal Company	527 East Exposition

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satisfactory information from retail store employers. The information he secured from a metal trade employer was not complete. The initial findings indicated that the most reliable and complete information was obtained when a coordinator contacted an employer who was engaged in the occupations for which the coordinator was qualified by both training and experience.

As a result of the preliminary surveys a new continuous contact form was devised. The changes recommended by the employers and the coordinators were made and, following a conference of the Acting Principal of the Opportunity School with the manager of the State Employment Service, their plan of recording employer visitations was incorporated in the new form. A system of coordinating the contacts made by the Colorado State Employment Service was arranged. It was accomplished by having the agencies notify each other of contemplated visitations. In this manner the coordinators secured the additional information needed by the State Employment Service. The plan for having one coordinator responsible for all the contacts in his district was discontinued. A new plan where the coordinator was to be responsible for all the community contacts in his field of work was adopted.

Denver employers for whom the Opportunity School could provide training were regrouped according

to two criteria. By applying the first criterion, employers were classified according to the following divisions: trade and industrial, distributive occupations, service occupations, and clerical occupations. By applying the second criterion, employers were grouped homogeneously, according to the number of their employees, their importance in the community, and needs for training. They were assigned to four groups. The first group was made up of employers who should be contacted every three months; the second group consisted of those who should be contacted every six months; the third group of those who should be contacted once a year; and the fourth group of those to be contacted only when they asked for assistance. This plan of classification is flexible in that changes may be made at any time on the basis of mutual consent on the part of both parties. The code of a given employer is designated by the first letters in the name of the classification, followed by a dash and a number. An example for an employer in the trade and industries group would be TI - 1. These codes may be found on the lists of employers, and their addresses, given in Chapter IV. After the employers' cards were coded, they were placed in a "tickler" file.

The Acting Principal of the Opportunity School, in consultation with the coordinators, devised the following procedures to be used in making industrial contacts: Interviewers were to visit all employers on the circuits

and secure the information indicated on Form 3. The same day an interview was made the information was to be summarized on Form 4, for guidance; Form 5 for curriculum modification and supervision; and Form 6 for placement. On the day of the visit, all placement information and job orders were to be given to the Supervisor of the Junior Placement Service. Curriculum information was to be given to the Acting Principal of the Opportunity School, and the cards bearing guidance information were to be given to the editor of the Guidance Bulletin. Guidance information was to be summarized and presented in three guidance bulletins, the first of which was to be issued in December.

The next step in the plan was to have vocational teachers make industrial contacts under the supervision of the coordinator to whom they were responsible. Meetings of these teachers, coordinators, and the acting principal were held to instruct the teachers in methods of making the contacts. Arrangements were made to relieve each instructor from his teaching duties one afternoon each week. This was made possible by providing related instructors for their students on that day. In addition to the school time allowed, teachers were expected to make additional calls on their own time as a partial fulfillment of the provisions of the Colorado State Board for Vocational Education (5:101), which states:

## Form 7

## GUIDANCE INFORMATION

(Attention: Editor of Guidance Bulletins)

- 1 - Name and address of firm or department reporting \_\_\_\_\_
- 2 - Kinds of jobs open to beginners \_\_\_\_\_
- 3 - Age requirements: Minimum \_\_\_\_\_ Maximum \_\_\_\_\_
- 4 - Minimum training required \_\_\_\_\_
- 5 - Education required \_\_\_\_\_
- 6 - Personal qualifications \_\_\_\_\_
- 7 - Work experience desirable \_\_\_\_\_
- 8 - Technical changes affecting business \_\_\_\_\_  
\_\_\_\_\_  
    (a) New processes \_\_\_\_\_  
    (b) New services \_\_\_\_\_  
    (c) New inventions \_\_\_\_\_
- 9 - Type of worker difficult to obtain \_\_\_\_\_
- 10 - Employment: Seasonal \_\_\_\_\_ Permanent \_\_\_\_\_



Form 8

CURRICULUM INFORMATION

(Attention: Principal of Opportunity School)

NAME OF FIRM \_\_\_\_\_

ADDRESS \_\_\_\_\_

PERSON TO CONTACT \_\_\_\_\_

Would like to have the following class organized  
for his employees \_\_\_\_\_

Has made the following suggestion relative to  
improving instruction \_\_\_\_\_

DATE \_\_\_\_\_

Form 9

NO. \_\_\_\_\_

PLACEMENT INFORMATION

(Attention: Director of Placement Office)

NAME OF FIRM \_\_\_\_\_

ADDRESS \_\_\_\_\_

PERSON TO CONTACT \_\_\_\_\_

Wants a Worker Now

(a) Must be able to do the following jobs \_\_\_\_\_

(b) Should have a minimum education of at least: \_\_\_\_\_

(c) Should have the following personal qualification: \_\_\_\_\_

(d) Should have the following work experience: \_\_\_\_\_

Will need a worker about \_\_\_\_\_

(Date)

250

Instructors must spend sufficient time on the periodic revision of courses of study or instructional materials or in pursuing prescribed Vocational Education professional improvement courses to be the equivalent of a minimum of four Vocational Education credits during every three years of teaching employment. In addition, those teachers must also meet the requirements of at least six weeks' employment or observation training in the particular Trade and Industrial field in which they are employed to teach as approved by the State supervisor.

This plan of implementation was developed cooperatively, and designed to meet the need described above. It enabled coordinators and teachers to make contacts in a systematic way and to obtain pertinent information on guidance, curriculum, and placement problems.

The relative effectiveness of this new plan is demonstrated by statistical evidence and descriptions of circumstances that attended its operation. The upward trends in the number of high school graduates and drop-outs who registered in the Occupational Adjustment Service, the high school drop-outs and graduates who enrolled for training at the Opportunity school, and the graduates and drop-outs who secured jobs through the Junior Placement Service, are shown graphically in Figures 1, 2, and 3, respectively. A description of this increase in effectiveness, due to modified plans of implementation, is given earlier in this chapter.

The need for guidance information and the plan for securing it has been described. The acting principal of the Opportunity School, in consultation with the high

school coordinators and the vocational coordinators, planned the first Guidance Bulletin in terms of the most pressing needs of the pupils. Seven subjects were treated in the bulletin, which was issued December 6, 1940.

These subjects were:

- I. Job Opportunities
- II. Courses Offered at Emily Griffith Opportunity School
- III. Apprenticeship
- IV. Colorado Labor Laws
- V. United States Wage and Hour Law
- VI. Social Security Account Numbers
- VII. Bibliography

The Colorado State Employment Service secured copies for distribution to each of its officers in the state. As many bulletins as high school coordinators requested were supplied to the seniors in the five high schools. Approximately 50 copies were sent to each high school. The coordinators kept notes on comments by counselors and seniors. These notes became the basis for planning the second Guidance Bulletin. Difficulties were encountered in preparing the first bulletin. Chief among them was the task of preparing and editing the materials. The supervisor of Colorado Writers Program of the Works Project Administration volunteered to give the needed assistance to overcome this difficulty. When this problem had been solved, the difficulty of handling stencils and

assembling materials was quickly overcome. At the conference held in February, the topics to be covered in the second bulletin, shown in the appendix, were determined.

They were:

- I. Occupational Adjustment Service
- II. Job Opportunities in Private Industries
- III. Opportunities in Military Service
- IV. National Defense Program
  - A. Increase of Jobs
  - B. Opportunity for High School
  - C. Jobs in Defense Industries

Bibliography

The plan for distributing the bulletins was changed. Reports from the office of the Colorado State Employment Service indicated that the information was of only minor interest to their registrants, because it dealt only with conditions in Denver. No copies of the second bulletin were requested by the office of the State Employment Service. The number of bulletins requested by the high school coordinators was about twice that of the first requests. Therefore, 100 copies of the bulletin were sent to each of the five senior high schools. The note taking and planning procedures for the third bulletin were the same as for the second one.

The third Guidance Bulletin (see Appendix) was issued in May. The contents covered the following topics:

- I. A Forward Glance
- II. Adult Education Summer Program
- III. Occupational Adjustment Service Summer Program
- IV. How to Get a Job
- V. Visual Guidance Charts
- VI. Local Employment Trends
- VII. Specific Occupational Information
- VIII. New Courses Offered
- IX. Defense Training Program

The requests for bulletins from the high school coordinators made it necessary to supply each high school with 200 copies.

A careful review of the bulletins reveals that they contain information that is timely, and in demand by high school seniors. The increasing use of the bulletins seems to indicate their value in meeting one of the needs of high school graduates and drop-outs who are planning to enter the labor market.

It is of interest to note that the interviewers brought requests from representatives of a number of the larger industries and business establishments for trainees who had been carefully selected, as shown in Chapter IV.

Figure 4 shows the increase in the number of persons who were tested prior to being given training assignments. From the establishment of the testing service, in June, 1939, to June, 1941, this trend seems to

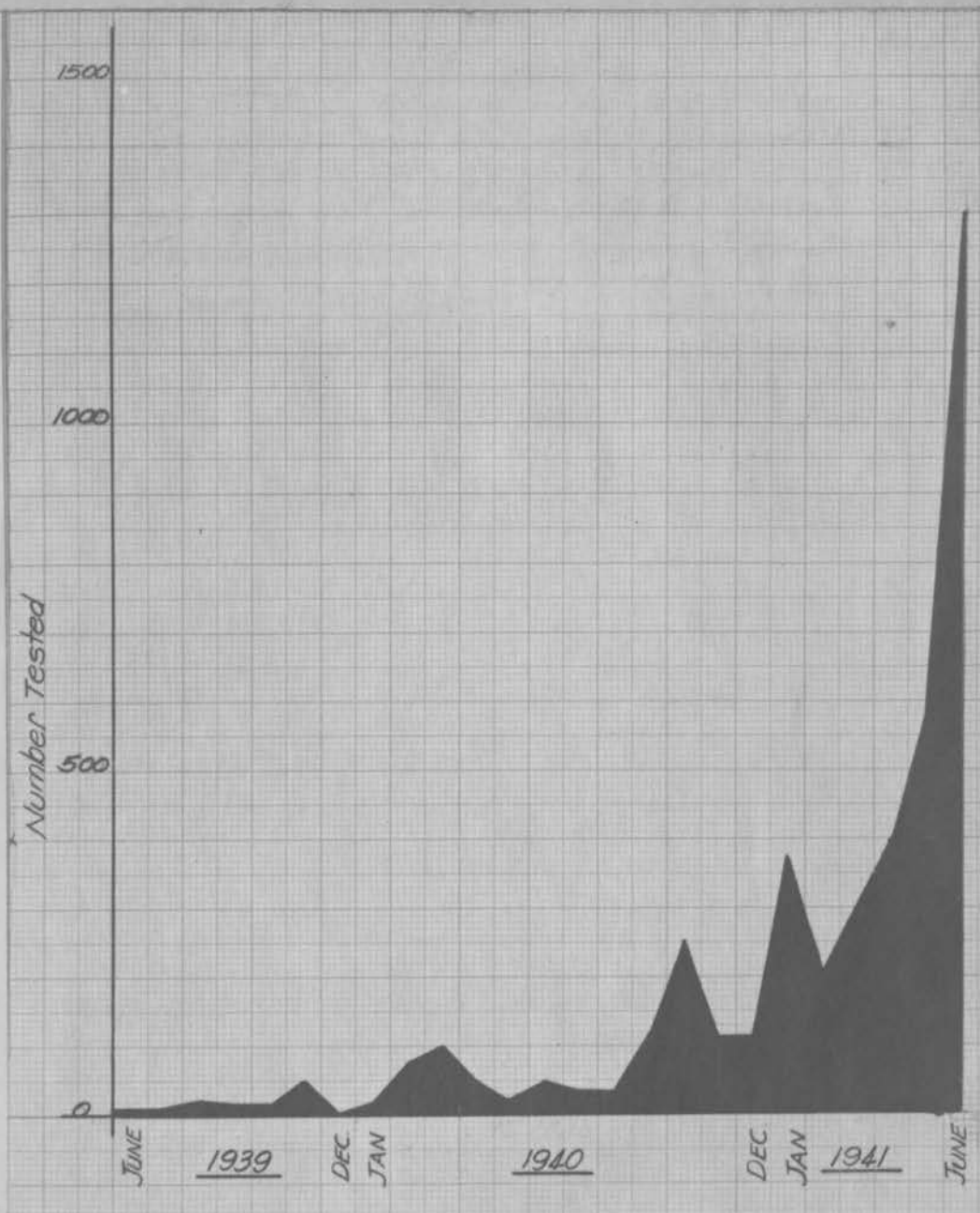


FIG. 4.-Number of Prospective Trainees Who Were Tested and Assigned to Vocational Classes

show a need for this phase of implementation that was provided in the new plan.

The purpose of securing information on curriculum modification was to enable the supervisory staff to keep vocational instruction abreast of industrial changes. Employers training needs were to be served by upgrading employees and by preparing new workers. An example of how curriculum information was used to meet a training need is given below.

A large number of requests for new classes, and for changes in existing classes for beauty operators, were received by the acting principal. As a result, school officials met with a group of employers and employees and made plans to introduce new courses and modify existing ones. Subsequently, courses were offered in salesmanship and hair styling.

Evidence that shows how completely the available training facilities are used is important in determining the effectiveness of this service. It is of interest to note the trend in enrollment figures for the Opportunity School for the past ten years, as shown in Figure 5. From 1931-32 through 1936-37, the enrollments were relatively constant, varying from 9,007 to 9,768. Official records of the Opportunity School show that in 1937-38 the division of distributive education was added, and enrollment figures rose to 11,806. An examination of the Denver Public School pay rolls for



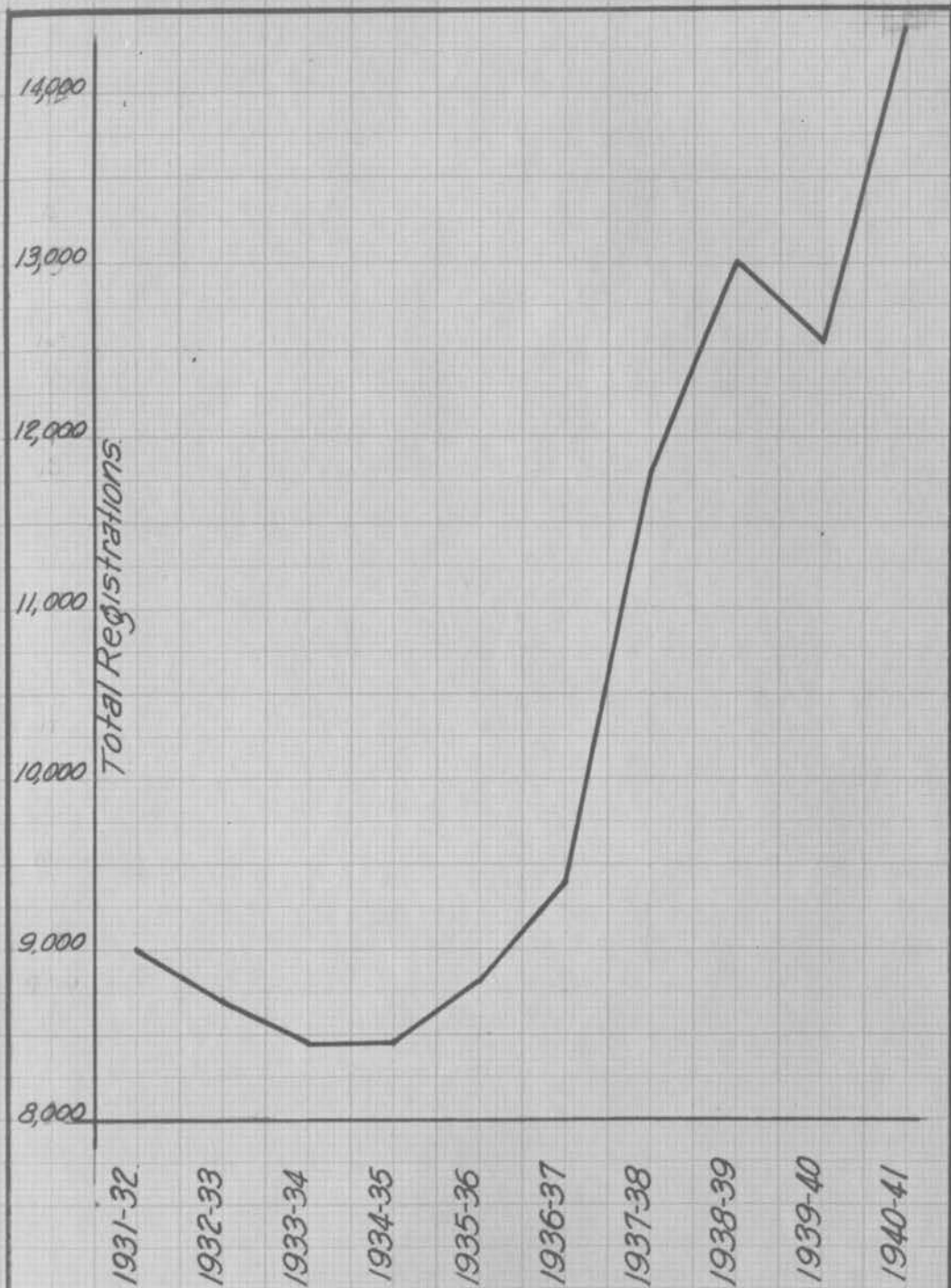


Fig. 5- Total Registrations in the Day and Evening Classes of the Emily Griffith Opportunity School.

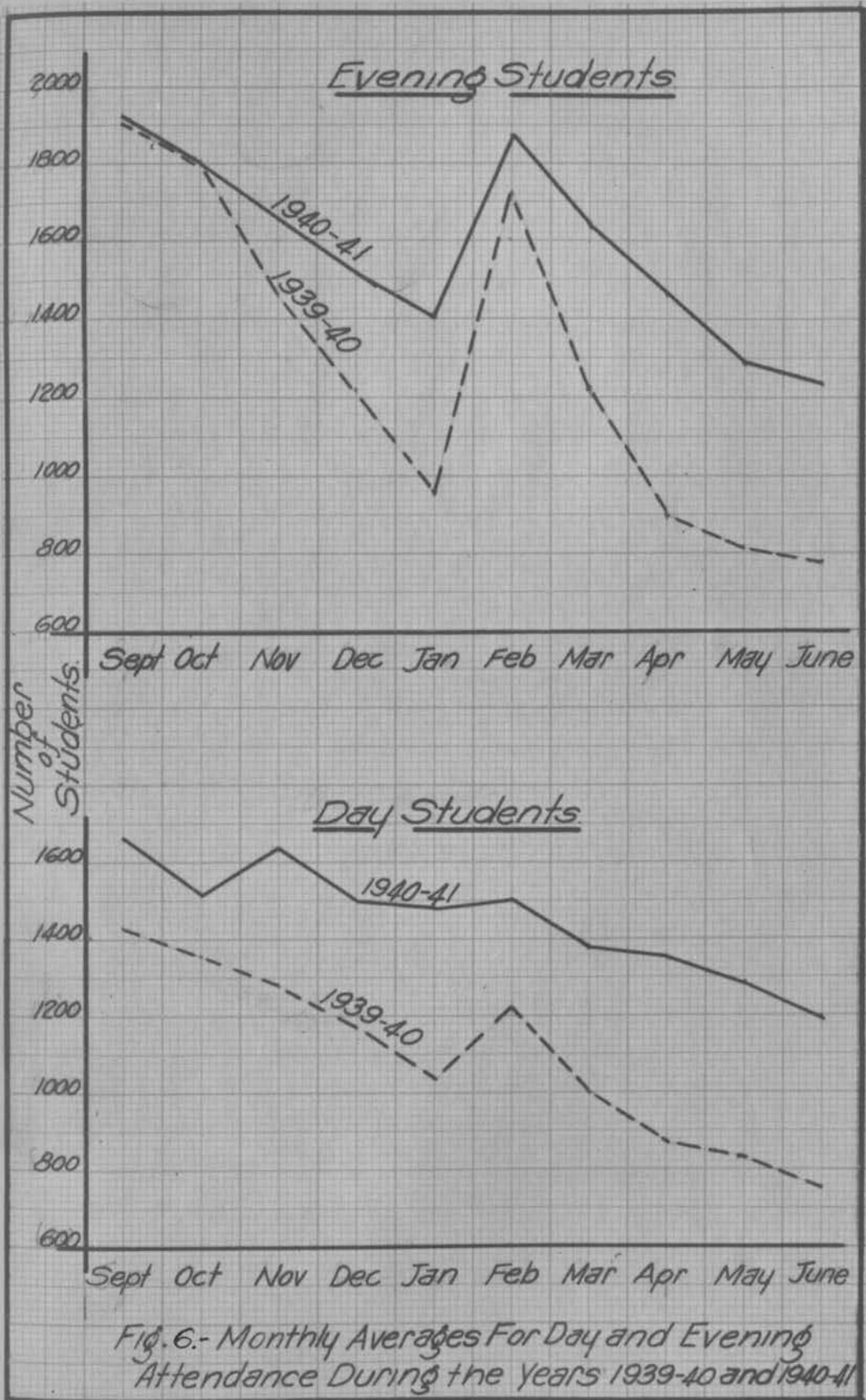
1938-39 shows that the program of vocational coordination was inaugurated during the last part of the first semester. This was the beginning of the Occupational Adjustment Service (7:31-36). As a result of the original survey program, in which numerous industrial contacts were made, the enrollment rose to 13,026. In 1939-40, when the original survey program faltered because of too much detail, and when the coordinators spent too much time in counseling individual students, the enrollment dropped to 12,548. At this point the need for research to determine what means of implementation should be inaugurated was very clear. Cooperative plans prescribed earlier in this chapter, were made under the direction of the acting principal of the Opportunity School to establish working relationships between the high schools and the Occupational Adjustment Service, and between Denver employers and the Occupational Adjustment Service.

The enrollment during 1940-41 reached an all-time high of 14,546. In addition to the 14,546 students enrolled in the regular program of the Opportunity School (18), 1,516 students were enrolled in defense training classes operated by the Opportunity School. It seems reasonable to conclude that under normal circumstances some of the defense training students would have enrolled in the regular courses offered by the Opportunity School. The changes in enrollment that have occurred since 1937-38 tend to show that a program of

working relationships with the high schools and the employers increases the number of persons who make use of the facilities of the Occupational Adjustment Service. The rather abrupt rise in enrollment figures for 1940-41, over 1939-40 and 1938-39, tends to indicate that the continuous contact program that has been developed through this study of implementation gives promise of being successful in meeting the needs of persons in Denver who are about to enter the labor market, and who are attempting to make progress in it.

Since the Opportunity School is a public school supported from tax revenues, its purpose is one of service to all who wish to learn. This same purpose, of course, holds true for the Occupational Adjustment Service of which the Opportunity School is an important part. Attendance data are interesting to study, because they frequently show large enrollments at the beginning of semesters, and small enrollments at the end. An investigation of Figure 6 shows that there were 1432 day students in average attendance in September, 1939, and 1046 in average monthly attendance in January 1940. Beginning in February, there were 1212 students to start the second semester, and in June the average monthly attendance had reduced to 757.

The following year, the average monthly attendance of day students in September was 1660. This



number decreased to 1487 in January 1941. During February, the average monthly attendance was 1499; this was the beginning of the new semester. The average monthly attendance dropped gradually until June, when it was 1193.

Two important facts have been revealed. First, there were more day school students in average attendance every month during the school year 1940-41, than during the school year 1939-40. Second, during the school year of 1939-40 the average attendance in June was 757, which is 52.9 percent of the average attendance of September, 1939, of 1432. In comparison, the average attendance in June, 1941, was 1,193, which is 71.8 percent of the average attendance of September, which was 1,660. These facts show that during every month of 1940-41 more people were making use of the training facilities of the Opportunity School than during the corresponding period in 1939-40. This appears to be an indication of the effectiveness of the program of implementation, since the effect of the preparedness program with war contracts allotted to Denver industries was to improve conditions in the labor market and make jobs readily available. Previously the decline in average monthly attendance toward the end of the school year was attributed to the fact that many persons left school to take jobs.

The evening program of the Opportunity School has always had excellent enrollments and rather good attendance. Average monthly attendance data for the

evening program present a picture that is comparable to the day program. When corresponding months are compared for the years of 1939-40 and 1940-41, it can be seen that there were more students in the average monthly attendance for the latter year than for the former, except in the month of September. In September, 1939, there were 1,921 evening students in average attendance, as compared to 1,917 in September, 1940. A further investigation of Figure 6 reveals that during 1939-40 the average attendance in June was 772, which is 40.2 percent of the average attendance of September, 1939, and of 1921. In comparison, the average attendance in June, 1941, was 1,227, which is 64.0 percent of the average attendance of September, 1940, of 1917.

The comparison of average monthly attendance data for the night school program for the years 1939-40 and 1940-41 reveals the trend that was indicated by the comparison of average monthly attendance data for the day program for the same years. Both comparisons show that the program of implementation that was developed on a cooperative basis gives promise of meeting the training needs of employers and the many of the labor market adjustment problems of employees.

## Chapter VI

### SUMMARY

An occupational education tour for school superintendents (16:10) was conducted in 1937, under the auspices of the National Occupational Conference, to study strengths and limitations of comprehensive programs of vocational education. They reported (16:10) that occupational adjustment is a continuous activity carried on by individuals who earned their own living. They also indicated that making occupational adjustments is a difficult task. It was recommended that city schools systems organize occupational adjustment services, having a three-fold function. The first function was that of counseling with individuals in the making of occupational choices, the second was to educate them for competence and effectiveness in the pursuit of their chosen occupations, and the third was to help them find employment in the fields of their choices. These three aspects of occupational adjustment are neither chronologically nor psychologically separate or sequential. Guidance does not cease when instruction begins, nor does initial placement write finis to the whole process. On the contrary, vocational instruction is in itself a powerful influence for guidance, and guidance very often

leans heavily on instruction, whereas placement is many times but a prelude to the recognition to the need for further guidance and instruction.

The report by the superintendent was the first scientific attempt to define the problem of occupational adjustment and assign to the public school the responsibility for organizing and operating such a service.

Numerous requests for assistance in solving occupational adjustment problems were received by officials in the Denver Public Schools during 1937. These local requests indicated that there was a need for the type of service that was recommended by the superintendents. About the same time, Essert and Hinderman (7:18-26) presented recommendations that an Occupational Adjustment Service be organized in Denver. A similar recommendation was made in the report on the youth problem in Denver (1:8). On January 1, 1938, four vocational coordinators were appointed to develop plans for an Occupational Adjustment Service. According to official records, the Denver Occupational Adjustment Service was inaugurated in January, 1939, at the Opportunity School, under the joint sponsorships of the Denver Public Schools, the Colorado State Employment Service, and the National Youth Administration of Colorado. The stated purpose was to provide a coordinated program of guidance, training, and placement.

During the period from February, 1939, to



June, 1940, it became apparent that satisfactory working relationships with the high schools and Denver employees were very much needed, but were not in effect. After a thorough discussion by school authorities, it was concluded that a plan of implementation for the Denver Occupational Service should be devised by means of research. This research study received its direction from an analysis of the problem:

- A. How many pupils over 16 years of age have dropped out of the Denver Public Senior High Schools annually from June 1, 1938, through June, 1940?
- B. How many high school graduates have entered the labor market annually from June 1, 1938, through June 1, 1940?
- C. What are the vocational plans of the dropouts and graduates, and what assistance do they need to enter the labor market in 1940-1941?
- D. What personnel is available in the high schools to coordinate the occupational adjustment activities of the high school drop-outs and graduates who enter the labor market?
- E. What assistance is given to high school drop-outs and graduates who enter the labor market?
- F. What organization, plan of procedure and devices can be inaugurated to assist high school graduates and drop-outs in making use of the Occupational Adjustment service?

G. Who are the employers in the community who can be served?

H. What personnel of the Emily Griffith Opportunity school should make the initial interview?

I. What tentative system of circuits for making industrial and business interviews should be established to provide information on vocational guidance and vocational training and placement needs?

J. What procedures should be followed by the interviews in securing the following information:

- (a) Technical changes.
- (b) Trends in employment.
- (c) Needs for workers.
- (d) Present source of workers.
- (e) Employee training needs.
- (f) Age requirements.

K. What should be the schedule for interviewers?

L. What permanent system of circuits for making interviews should be established and what personnel should do the interviewing?

M. What recommendations should be made?

The sources of data, needed in this study were records of the Census and Attendance Department of the Denver Public Schools, records of the superintendent's office, the Denver telephone directory, and officials of business and industrial firms in Denver.

Two methods were used in gathering data.

Transcriptions were made of records, and industrial and business officials were interviewed. The evidence was gathered and summarized with the aid of forms that were prepared for this purpose.

The information that was gathered and the pertinent findings from other researches was assembled in two classifications. The information pertaining to the establishment of a working relationship between the Occupational Adjustment Service, and the high schools constituted one group of data, and the information pertaining to the establishment of a working relationship with the Occupational Adjustment Service and the business and industrial concerns constituted the second group of data. This grouping made it possible to summarize in four steps all pertinent data for both parts of the new plan of implementation.

The first step was to describe specific needs and difficulties to be met. The second step was to scrutinize implementation procedures that were in effect. The third step was to devise, through cooperative means, new implementation procedures. The fourth step was to evaluate the effectiveness of these new procedures.

The specific problem surrounding the establishment of a working relationship between the Occupational Adjustment Service and the schools had to do with the adjustment difficulties of drop-outs and graduates. Table 1, shows that there were 5,166 withdrawals during

the school year 1940-1941. Nine hundred and forty-three planned to enter college, while 4,223 planned to enter the labor market. McNally (15:36-38) found that Denver youth in the labor market did not have specific vocational plans, definite vocational preparation or work experience. These three difficulties proved to be serious handicaps to getting jobs and making progress in them.

An examination of the services that were being provided for this group, revealed that coordinators in the Occupational Adjustment Services and teachers in the schools were attempting to help young people meet these problems. However, it was found that they had developed no definite plan of action. As a result, the high school pupils received little or no assistance. This is shown in the composite graphs in Figure 1, page 261, for the year 1939-40.

Because of this need, the vocational guidance phase of the general education program in the high school was developed on a cooperative basis. It included self-analysis, job analysis, methods of matching job requirements with individuals' abilities, methods of developing work histories, and a plan of presenting current local occupational information. A full-time coordinator was provided at South High School for the second semester. Full-time coordinators were provided for the other high schools for the last two months of 1940-41. These persons, under the direction

of the acting principal of the Opportunity School, and with the assistance of personnel from the Occupational Adjustment Service operate the new plan.

An appraisal of the effectiveness of the new program shows:

1. That a definite plan of occupational adjustment had been adopted by all Denver High Schools and incorporated in their programs of general education.
2. That each high school had at work a coordinator.
3. That the students of South High School made the most extensive use of the Occupational Adjustment Service, with the students of East High School were second, and the students from other high schools third. (See Figure 1, page 261, Figure 2, page 262, Figure 3, page 263. This tends to show the effectiveness of the high school coordinators.)
4. That in June, 1940, two hundred graduates registered with the Occupational Adjustment Service, whereas a year later 428 registered.
5. That a similar trend is shown by graphs in Figure 2, page 262, for high school graduates and drop-outs who enrolled for

training at the Opportunity School.

- 6. That during March, April and May, 1940, 60 jobs were secured for high school graduates and drop-outs, by the Occupational Adjustment Service, whereas, for the same months of 1941, when the new plan of implementation was in effect, 224 jobs were secured for withdrawals. (See Figure 3 , page 263.)

This evidence, the trends shown in the figures just designated, indicates that the plan of implementation designed to establish a working relationship between the high schools and the Occupational Adjustment Service has real merit. It is reasonable to expect that when the high school coordinators gain greater skill in performing their duties, the successful operation of this phase of the program will be assured, and a majority of the pupils' needs for assistance in entering the labor market will be fulfilled.

The foregoing information provides answers to subordinate questions relating to implementing procedures designed to establish effective working relationships between the Occupational Adjustment Service and the high school drop-outs and graduates, and on the basis of the findings it is recommended that this plan of implementation be extended and continued.

The specific problem surrounding the establishment of a working relationship between the Occupational Adjustment Service and the business and industrial firms of Denver had to do with meeting the training needs of employers and employees.

Persistent requests from employers for modifications in courses to bring them up to date established the need for implementation. McNally (15:16) showed that only 5.2 per cent of Denver youth who had been in the labor market from 1 to 9 years had made use of public placement facilities of any kind in securing jobs. This demonstrates the need for securing job placement information and job placement services. A continuous series of requests from high school principals and counselors revealed the need for current local guidance information.

An examination of the services that were being provided for employees and persons seeking employment revealed that detailed occupational surveys were planned and started with the purpose of gathering placement curriculum modification and guidance information. These surveys were carried on by means of a contact program with industry. Counseling was provided for students at the Opportunity School. This beginning program was made possible by the appointment of four vocational coordinators to the Occupational Adjustment Service staff in January, 1938.

The relative effectiveness of this beginning program was low, because the survey procedures were so detailed that only one survey was completed. The lack of effectiveness was also caused by the fact that the coordinators spent too much time in counseling activities.

Because of the ineffectiveness of the beginning plan of establishing working relationships between the Occupational Adjustment Service and business and industrial concerns, a new plan of action was developed on a cooperative basis. The first step was to group employers listed in the telephone directory according to the official list of courses offered by the Opportunity School. Each coordinator was assigned a district. A new contact form was organized, and ten firms in each district were contacted on a trial basis. After a review of the strength and shortcomings of this procedure, a revision of the contact plan was made.

Denver employers for whom the Opportunity School could provide training were regrouped according to two criteria. By applying the first criterion, employers were classified according to the following divisions: Trade and industrial, distributive occupations, service occupations, and clerical occupations. By applying the second criterion, employers were grouped homogeneously, on the basis according to the number of



their employees, their importance in the community, and needs for training. They were assigned to four groups. The first group was made up of employers who should be contacted every three months; the second group consisted of those who should be contacted every six months; the third group of those who should be contacted once a year; and the fourth group of those to be contacted only when they asked for assistance. This plan of classification is flexible in that changes may be made at any time on the basis of mutual consent on the part of both parties. The code of a given employer is designated by the first letters in the name of the classification, followed by a dash, and a number. An example for an employer in the trade and industries group would be TI - 1. These codes may be found on the lists of employers, and their addresses given in Chapter IV. After the employers cards were coded, they were placed in a "tickler" file.

The Acting Principal of the Opportunity School, in consultation with the coordinators, devised the following procedures to be used in making industrial contacts: interviewers were to visit all employers on their circuits and secure the information indicated on Form 3. The same day an interview was made the information was to be summarized on Form 4, for guidance; Form 5 for curriculum modification and supervision; and Form 6 for placement. On the day of the visit, all placement information and job orders were to be given to the Supervisor

of the Junior Placement Service. Curriculum information was to be given to the Acting Principal of the Opportunity School, and the cards bearing guidance information were to be given to the editor of the Guidance Bulletin. Guidance information was to be summarized and presented in three guidance bulletins, the first of which was to be issued in December. (3)

The next step in the plan was to have vocational teachers make industrial contacts under the supervision of the coordinator to whom they were responsible. Meetings of these teachers, coordinators, and the acting principal, were held to instruct the teachers in methods of making the contacts. Arrangements were made to relieve each instructor from his teaching duties one afternoon each week. This was made possible by providing related instructors for their students on that day. In addition to the school time allowed, teachers were expected to make additional calls on their own time as a partial fulfillment of the provisions of Colorado State Board for Vocational Education.

An appraisal of the effectiveness of the new program shows:

1. That three guidance bulletins were issued. Requests were received for 250 copies of the first one, 500 copies of the second, and 1000 copies of the third.

2. That, as a result of the information that was secured from employers and employees, numerous existing courses were modified and new courses were introduced.
3. That during 1937-38 the division of distribution education was added and the enrollment figures rose from 9,404 for the previous year to 11,806.
4. That during 1939-40, when the beginning progress faltered, the enrollment dropped from 13,026 to 12,548.
5. That during 1940-41, when the new plan of implementation was in effect, enrollment reached an all-time high of 14,546. In addition to the 14,546 students enrolled in the regular program of the Opportunity School, 1,516 students were enrolled in defense training classes, operated by the Opportunity School.
6. That the changes in enrollment since 1937-38 tend to show the working relationships with the high school and the employers increased the number of persons who made use of the facilities of the Occupational Adjustment Service.
7. That there were more day school students in average attendance every month during

the school year of 1940-1941 than for the corresponding months of the previous year.

8. That during 1939-40 the average monthly attendance for day students in June was 757, which is 52.9 per cent of the average attendance of September, 1939, of 1,432. The average attendance in June, 1941, was 1193, which is 71.8 per cent of the average attendance in September 1940 of 1660. See Figure 7, page 287.
9. That average monthly attendance figures for evening school students show an increase in the use of occupational adjustment service facilities comparable to those reported for day school students. (See Figure 1, page 261.)
10. That for 1939-40 the average attendance of evening school students in June was 772, which is 40.2 per cent of the average attendance in September, 1939, of 1929. The average in June, 1941, was 1,227, which is 64.0 per cent of the average attendance in September 1940 which was 1,917 students.

The comparison of average monthly attendance data for the night school program in the years 1939-40 and 1940-41 reveals the same trend that was indicated by a comparison of average monthly attendance data for

the day program for the same years. Both comparisons tend to show that the program of implementation that was developed on a cooperative basis gives promise of meeting the training needs of employers and the many of the labor market adjustment problems of employees.

The foregoing information provides answers to subordinate questions relating to implementing procedures designed, on the basis of the finding, to establish effective working relationships between the Occupational Adjustment Service and the employers. It is recommended that this plan of implementation be extended and continued.

It is recommended that investigations be made of the following subjects as problems for further study:

1. Ways and means of improving the effectiveness of the personal interview procedure.
2. Methods of effecting curriculum modifications more rapidly and effectively.
3. Methods and devices for increasing the effectiveness of vocational counseling.

## APPENDIX

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B

OCCUPATIONAL ADJUSTMENT PROGRAM  
IN GENERAL EDUCATION

SOUTH HIGH SCHOOL  
DENVER, COLORADO

- V. ARNOLD
- D. BRAINERD
- R. JORGENSEN

### OCCUPATIONAL ADJUSTMENT

Occupational adjustment is a continual process wherein an individual grows and adjusts thru periods of guidance, instruction, and employment until he obtains the highest degree of personal compensation and makes the greatest contribution to the group.

It is the responsibility of public schools to provide facilities for competent guidance, adequate training, and adequate placement of students in cooperation with other primary and secondary groups to insure the best possible occupational adjustment.



VOCATIONAL GUIDANCE

The objectives of vocational guidance in the general education program of South High School are to aid the pupil in making a wise occupational choice, based on adequate job analysis and individual evaluation and to provide assistance in developing his vocational plans.

It is not the plan of the general education program to provide vocational training but to cooperate closely with departments and agencies which provide vocational exploration and training.

VOCATIONAL GUIDANCE  
GENERAL EDUCATION

The following outline may assist teachers and pupils in reaching their vocational guidance objectives.

10B Aim:

To develop an occupational background, analyze individual skills, interests and aptitudes and give opportunity for developing valuable characteristics.

SUGGESTIONS

ACTIVITIES

1. Vocational Philosophy

1. Vocational Philosophy

a. Why work?

a. Have a discussion on what work is and how to achieve success and happiness for self and others.

b. Discuss popular heroes and let individuals report on ones he selects.

c. Read and report on biographies of successful men and their purpose in life including those who never completed high school and college.

d. Have successful men and women of this community (as selected by class) talk to the group on "success".

e. Collect pictures for the bulletin board and room symbolizing

1. Vocational Philosophy  
(cont'd.)

a. Why work?

1. Vocational Philosophy  
(cont'd.)

e. success. Emphasize and glorify labor.

f. See motion pictures of great men and women.

g. Discuss what an individual owes to society and how he can repay it.

h. Keep a scrapbook of articles on "work"

2. Self Analysis?

a. What does industry require?

1. Personal characteristics, attitudes, and habits.

2. Training and education.

3. Experiences.

2. Self Analysis?

a. What does industry require?

1. Take field trips to discover what employees do and see what their job is.

2. Have a South graduate tell what industry has demanded of him. (graduate of 2 years)

3. Make a chart showing what industry requires of employees.

4. List reasons why employment is terminated.

5. Add to scrapbook.

6. Have an employer talk on "what he asks of employees".

2. Self Analysis?  
(cont'd.)

b. How do I rate  
in light of these  
requirements?

1. Test skilled, interests, abilities, and attitudes.
2. Analyze health, emotional stability, personality, financial resources, morals, home environment.

c. What do I have that  
can be developed and  
how can I develop it?

1. Analyze hobbies
2. Special abilities

2. Self Analysis?  
(cont'd.)

b. How do I rate in  
light of these re-  
quirements?

1. Give tests on interests, abilities, and aptitudes. Perhaps on personality and attitudes.
2. Write a personality inventory based on test results.
3. Make an individual plan designed to aid pupil in making friends and in meeting people. (Have interviews)
4. Fill out parts of Career Survey Manual applicable to Sophomores.
5. Check individual health reports. (Individual conference)

c. What do I have that  
can be developed?

1. Have a hobby show.
2. Visit hobby exhibits.
3. Have hobbies that turned to vocations displayed. Show if possible how "avocation" often becomes "vocation".

2. Self Analysis?  
(cont'd.)

c.

d. What part time work experiences have I had?

- 1. How school is training for a job.
- 2. Contacts the pupil has made.
- 3. Work experience at South High (exploratory courses)
- 4. How hobbies are made into work experience.

2. Self Analysis?  
(cont'd.)

c.

d. What part-time work experiences have I had?

- 4. Read and collect articles showing how hobbies are made profitable.
- 5. List each individual's strongest ability.
- 6. From test results write a paper on "self analysis" in light of vocational requirements.
- 1. Write up an employment history. If advisable call on or write to employer to get record. Attach to notebook or cumulative record.
- 2. Write an evaluation of work experiences.
- 3. Keep cumulative record up to date on tests, use as "office work".
- 4. Register for part time work in community.
- 5. Make a list of jobs a high school pupil can get and handle. Discuss the value of obtaining and keeping a job.

With individual data on hand, have an individual conference to develop an occupational choice. Record choice in Survey Manual or Cumulative Record.--plan programs.

10A Aim:

To develop a functional occupational background based on an understanding of fields of work and to develop further skill in self analysis.

SUGGESTIONS

ACTIVITIES

1. What do people do?

- a. Merchandising
- b. Natural resources
- c. Communication and Transportation
- d. Industry
- e. Professions
- f. Distribution
- g. Services
- h. Production

1. What do people do?

- a. Artistic
- b. Humanistic
- c. Literary
- d. Scientific
- e. Commercial
- f. Executive
- g. Constructional

1. What do people do?

- a. Make a list of things we use and where they come from.
- b. List occupations of parents.
- c. Keep "What people do" in scrapbook.
- d. Select a "business", develop a study outline and make a thorough study of it. Emphasize jobs, job relationships, job preparedness, and the role of this business in society.
  - 1. Visit place studied.
  - 2. List different jobs.
  - 3. Analyze departments.
  - 4. Make an organization chart.

1. What do people do?  
(cont'd.)

h. Industrial

i. Mechanical

j. Technical

k. Production of  
raw material

l. Transportational

Thru a consumer approach a class may make its own list of community occupations and by selection, study jobs available and job relationships.

2. Self Analysis continued

1. What do people do?  
(cont'd.)

d.

5. Make a list of related fields.

6. Explain service areas.

7. Analyze working conditions, advantages and disadvantages.

8. Get movies of this industry.

2. Self Analysis continued

a. Make a list of 10B grades.

b. Review 10B analysis to check procedure being followed to develop fundamental skills.

c. Make a check list to be attached to cumulative record designed to check personal work habits.

1. promptness
2. absence
3. tardiness
4. Personal Appearance
5. Cooperation with school regulations

d. Take test on accepting authority.

e. Refer to list of why employment is terminated.

2. Self Analysis continued

2. Self Analysis continued

- f. Bring cumulative record up to date.
- g. Bring employment record up to date.

3. What can I do?

3. What can I do?

- a. In high school to prepare myself
- b. Colleges and training schools.

- a. Review occupational choice, in light of new information.
- b. Ask for interviews with teachers of special departments as to courses and their function.
- c. Review courses as exploratory experiences.
- d. Send for college catalogs.
- e. Check college entrance requirements, in light of occupational choice.
- f. Write a paper on my occupational choice, and what classes I can take that will help me in preparation for that job.
- g. Make a visit to college and campus.

Before programs are made, check home environment, financial conditions and all school data on the individual.

During this semester while studying a specific industry, a great deal can be done toward



developing an ideal attitude toward work and the romance and richness of American Industrial Culture.

Prior to vacation discuss desirability of participation in some area of work or in some training activity.

11B Aim:

To develop an understanding of the social and economic structure of our democratic society and how it functions.

SUGGESTIONS

1. Growth of Industry

ACTIVITIES

1. Growth of Industry

a. Read and discuss effects of:

- 1. Territorial expansion and frontiers
- 2. Inventions and their effect on industry
- 3. Shifts of industry
- 4. Uses of money in industry
- 5. Growth of labor unions
- 6. Effect of immigration on industry
- 7. Technological trends
- 8. New Industries

b. See movies on Development of modern industry. (I. H. C. Films)

1. Growth of Industry  
(cont'd.)

1. Growth of Industry  
(cont'd.)

- c. See movie on "Frontiers of the Future"
- d. Visit museum for development of industrial machinery. (See display on growth of transportation.)

2. Government and its relation to industry.

2. Government and its relation to industry.

- a. Make reports on Social Legislation.
  - 1. Old age pensions
  - 2. Unemployment and compensation
  - 3. Wages and hours
  - 4. Child Labor Laws
  - 5. Workingmen's compensation
  - 6. Working condition

- b. Make reports on Government control of industry
  - 1. Fair practices acts
  - 2. Health and Sanitation regulation
  - 3. License Acts

- c. Make a list of how government regulates a specific business.
- d. See units on unemployment, labor relations, social

2. Government and its  
relation to industry

2. Government and its re-  
lation to industry

- d. security, comparative governments, conservation, etc.
- e. Have speakers from government offices talk on any above topic to explain function and how they protect employees

3. Self Analysis continued

3. Self Analysis continued

- a. Revise occupational choice plan.
- b. Bring employment history up to date.
- c. Review
  - 1. Personal work habits.
  - 2. Development of skills and activities.
  - 3. College requirements and grades.
  - 4. Home environment.
- d. Make programs.

It is suggested that during this semester, individual fundamental skills tests could be given to check improvement.

It is recommended that pupils start making interviews, individually or in small groups.

It is recommended that individual counseling be used more often than during the first year.

## 11A Aim:

To develop fundamental skills necessary for adequate occupational adjustments and to aid pupils in gaining information of the general fields of occupations.

## SUGGESTIONS

## ACTIVITIES

- |  |  |
|--|--|
| <p>1. To develop fundamental skills in</p> <p>a. Spelling</p> <p>b. Writing</p> <p>c. Interpretation of graph language</p> <p>d. Simple arithmetic</p> | <p>1. To develop fundamental skills in</p> <p>a. Give spelling tests using words from occupational areas.</p> <p>b. Discuss remedial work in spelling.</p> <p>c. Teach unit in printing and have art teacher explain.</p> <p>d. Use unit on interpretation of the graph language.</p> <p>e. Practice making change.</p> <p>f. Borrow cash register and learn its use.</p> <p>g. Fill out sales slips</p> <p>h. Take apprenticeship tests.</p> <p>i. Take Civil Service tests.</p> <p>j. Take school tests.</p> |
| <p>2. To enable pupils to gain knowledge of fields of occupations.</p> <p>a. U. S. Census classification.</p>  | <p>2. To help pupils gain knowledge of fields of occupations.</p> <p>a. Consult U. S. Census for fields.</p>   |

2. To enable pupils to gain knowledge of fields of occupations. (cont'd.)

2. To help pupils gain knowledge of fields of occupations. (cont'd.)

- b. Make charts showing percentage of people in each field (for display in classroom)
- c. List occupations under each field.
- d. Consult list of Colorado employees as listed in census. Use Sales and Service tax information.
- e. Make chart of average salaries in each field.
- f. Have individuals write papers on hopeful fields.
- g. Discuss technological trends, jobs of the future.
- h. Have speakers talk on trends of industry man and machines, machine operator stage, science and industry.
- i. Have college professor talk on science and industry.
- j. Visit scientific laboratory.
- k. Have pupils write a paper on "My chance in my chosen profession or vocation."

## 3. Self Analysis continued 3. Self Analysis continued

- a. Bring vocational choice up to date.
- b. Bring work history to date.
- c. Bring cumulative record up to date.
- d. Check college choice and other training opportunities.
- e. Take any special ability tests which are advisable.
- f. Review Interest Vocations.

## 4. Part time work experiences.

## 4. Part time work experiences.

- a. Advise students of summer job opportunities and advantage of an early application.

It is recommended that during the study of occupational fields a thorough understanding of the employment picture be sought. The professions and white collar jobs have been greatly overemphasized and many opportunities have been shunned in the trade occupations.

## 12B Aim:

To assist pupils in reaching a definite occupational choice, developing an occupational plan and to aid in making a successful beginning on it.

SUGGESTIONS

ACTIVITIES

1. Self Analysis continued

1. Self Analysis continued

- a. Bring up to date records and check lists of the individual.
- b. Review Interest Vocations 8.2 b.c. Luflurrow, Strong
- c. Take any special ability test.
- d. Review, home environment, economic conditions, health, and any other conditions vital to occupational guidance.

2. Make an occupational choice.

2. Make an occupational choice.

- a. Choose two or three occupations for extensive study.

- a. Fill out job analysis of 3 occupations using Career Survey Manuals and additional job analysis sheets.
- b. Interview 3 men in fields chosen.
- c. Bring in any speaker advisable.
- d. Make visitations desirable, check employment possibilities.
- e. Write list of firms where individuals can get work in their field.
- f. Make flow charts of industries.

2. Make an occupational choice. (cont'd.)

2. Make an occupational choice. (cont'd.)

g. Make a promotion chart considering present position training and experiences. Consider all possibilities especially related fields--marriage, etc.

h. Have individual conference on individual plans.

i. See any movies applicable.

j. Attend career nights.

k. Discuss Job-Satisfaction.

3. Match Occupational choice requirements with individual qualities.

3. Match occupational choice requirements with individual qualities.

a. Use Thorndike method of matching.

4. Employment

4. Employment

a. Find holiday employment; preferably in chosen field. (18 years)

b. Evaluate experience.

c. Get employer's statements.

d. Discuss job satisfaction.

It is recommended that pupils be encouraged to be resourceful in their job analysis because of the value in making a wise occupational choice.



## 12A Aim:

To effect a more adequate articulation between high school and college or work.

## SUGGESTIONS

1. Investigate training facilities of this community and sources of information.
  - a. Colleges
  - b. Trade Schools
  - c. Business Schools
  - d. Music, Art Schools
  - e. Specialized Training
  - f. Schools
  - g. Adult Education Classes
  - h. Training facilities of Industry
  - i. Apprenticeships

## ACTIVITIES

1. Investigate training facilities in light of job analysis and choices.
  - a. Visit the schools mentioned.
  - b. Get college catalogs
    1. Write paper on college life.
    2. Have some note-taking experiences
    3. Spend a day on campus.
    4. Have South graduate come back for talk.
  - c. Visit state capital for information on sources of information concerning training and job information.
  - d. Plan college or training budget.
    1. time
    2. expense
  - e. Have representatives of schools or industries talk.
  - f. Have talk on apprenticeships and opportunities (also state laws).

1. Investigate training facilities of this community and sources of information. (cont'd.)

1. Investigate training facilities in light of job analysis and choices. (cont'd.)

- g. Make a list of places and men for visitations and conferences.
- h. Investigate scholarships and training-aid funds.
  - 1. Consult agencies of city which aid pupils in making adjustments.
  - i. Attend career nights

2. Analyze employer, employee relationships.

2. Analyze employer, employee relationships.

- a. What employers want.
- b. Business ethics.
- c. Characteristics of a good employer and of a good employee.
- d. Study individual psychology-job satisfaction.
- e. Have demonstrations of intelligence, learning, ego mechanisms, and whatever practical psychology is advisable.

- a. Take test on attitudes pertaining to authority.
- b. Review causes for terminations of employment.
- c. Write code of ethics for job.
- d. Get speakers from industry and professions to talk on ethics.
- e. Interview employees on why they like their jobs.
- f. List characteristics of a good employee-- a good employer.

3. Securing a position.

3. Securing a position.

- a. Role of chance.

- a. Write a plan for securing a position

3. Securing a position.  
(cont'd.)

- b. Contacts—personal.
- c. Influence of friends or family.
- d. Applications.
  - 1. interviews
  - 2. written
- e. Placement agencies
- f. Development of a job hunting plan.

3. Securing a position.  
(cont'd.)

- a. (follow outline of University of Wisconsin.)
- b. Have personnel managers talk to class on "how to get a job".
- c. Discuss dress and personal behaviours.
- d. See any friends who can help you "sell yourself".
- e. Have individuals make contact with business, write on opportunities in Denver, Colorado.
- f. Write and study different applications.
- g. Have speakers on interviews.
- h. Interview each other and teachers.
- i. Make job applications.
- j. Answer and analyze want ads.
- k. Have speakers from Colorado Employment Service and the Occupational Adjustment Service.
  - 1. Register with these services if advisable.

4. Work Exploratory Experiences

4. Work Exploratory Experiences

- a. If advisable plan individual work exploratory experiences, as part of job information.
- b. Plan work visitations on instruction from professional men.
- c. Plan an individual evaluation for each pupil.

5. Success on job.

5. Success on job.

- a. review philosophy of work
- b. see movies

The preceding plan of vocational guidance as part of the general guidance program emphasizes the need of functional presentation by means of a problems approach. Illustrations from actual life are given in order to prepare pupils to make adequate adjustments in the world of work. At the beginning group guidance and study is advisable. As a guidance group progresses more and more attention should be placed on individual guidance until the final semester. Pupils may work entirely on their own plans.

D

OUTLINE  
FOR  
SELF ANALYSIS

OCCUPATIONAL ADJUSTMENT SERVICE  
SOUTH HIGH SCHOOL

D

GUIDE FOR SELF-ANALYSIS

Personal History

Name \_\_\_\_\_ Address \_\_\_\_\_

Place of birth \_\_\_\_\_ Nationality \_\_\_\_\_

My parents' occupation

Father \_\_\_\_\_

Mother \_\_\_\_\_

Does my father work for himself? \_\_\_\_\_

If not, by whom is he employed? \_\_\_\_\_

What is his position? \_\_\_\_\_

Can I work for my father or mother? \_\_\_\_\_

Can my father or mother get me a job? \_\_\_\_\_

Do I have other relatives or friends who can get me a job? \_\_\_\_\_

Am I interested in the work they can get for me and does it fit my ability and capacities? Explain

Do I have friends who can give me good advice on selecting a career? Explain

Do I have to get a job when I leave school? Explain

Can I finance an additional training program? (college, commercial school, trade school, etc.)

Do I have any training facilities in my home? Explain

## Physical condition

Will my physical condition allow me to

Do hand labor? \_\_\_\_\_

Do lifting? \_\_\_\_\_

Use my eyes a lot? \_\_\_\_\_

Do a lot of walking? \_\_\_\_\_

Do tedious work? \_\_\_\_\_

Do monotonous work? \_\_\_\_\_

Work outside? \_\_\_\_\_

Do exacting work? \_\_\_\_\_

Sit at a desk all day? \_\_\_\_\_

Travel? \_\_\_\_\_

Stand on my feet all day? \_\_\_\_\_

Drive a car? \_\_\_\_\_

Endure heat? \_\_\_\_\_

Endure cold? \_\_\_\_\_

Work long hours? \_\_\_\_\_

Endure damp places? \_\_\_\_\_

Do I have a good sense of

Hearing? \_\_\_\_\_

Smell? \_\_\_\_\_

Taste? \_\_\_\_\_

Am I susceptible to certain diseases? \_\_\_\_\_

Do I have any physical defects which will influence my choice of a career? Explain

D

Do I have any special physical abilities which will influence my career? Explain

Will my physical appearance affect my career? Explain

Is my voice pleasing?

### Personal Analysis

Am I attracted toward any particular occupation? Explain

With what vocations have I become acquainted through close contact or through short periods of employment?

In what vocations have I friends or acquaintances?

To what extent do I like to use my hands?

Do I like to engage in handiwork (woodcarving, manual training, steel working, cooking, etc.)

Do I like to read?  
What type of reading?

Do I like to study? (explain what you like to study.)



## D

Do I like to start or help run organizations?  
Explain

Do I like to go to school?  
What do I like about it?

Do I meet people with ease?

Do I like to carry on a conversation?

Do I like responsibility?  
How do I know this?

Do I start things and not finish them?  
Explain

Do I like tedious work and accurate work?  
(doing chemistry or physic experiments)

Do I like to work with others in accomplishment  
of some one thing? Explain

What subjects do I like best?

D

Why do I like them?

Can I follow instructions?

Do I accept authority?

Am I prepared to start at the bottom in the job world?

Am I willing to work hard at menial tasks in exchange for an opportunity to learn?

Do I have any hobbies which may be turned into a career? Explain

Am I (write out)

Happy or unhappy? \_\_\_\_\_

Pleasant or unpleasant? \_\_\_\_\_

Cheerful or sullen? \_\_\_\_\_

Optimistic or pessimistic \_\_\_\_\_

Vivacious or stolid? \_\_\_\_\_

Excitable or calm? \_\_\_\_\_

Explosive or eventempered? \_\_\_\_\_

D

Warm or cold (in attitude toward others) \_\_\_\_\_

Am I

Agressive? \_\_\_\_\_

Confidant? \_\_\_\_\_

Dominating? \_\_\_\_\_

Persistant? \_\_\_\_\_

Poised? \_\_\_\_\_

A Leader? \_\_\_\_\_

Can I

Write plainly? \_\_\_\_\_

Spell correctly? \_\_\_\_\_

Read charts and graphs? \_\_\_\_\_

Speak clearly? \_\_\_\_\_

Am I

On time for appointments? \_\_\_\_\_

Dependable? \_\_\_\_\_

Personal Accomplishment

My average grade in subject matter fields:

English \_\_\_\_\_

Commercial \_\_\_\_\_

Language \_\_\_\_\_

Home Economics \_\_\_\_\_

Social Science \_\_\_\_\_

Music \_\_\_\_\_

Mathematics \_\_\_\_\_

Mechanical Drawing \_\_\_\_\_

Science \_\_\_\_\_

Industrial Arts \_\_\_\_\_

Art \_\_\_\_\_

Physical Education \_\_\_\_\_

D

My extra curricular activities:

My out of school activities: (clubs, church, etc.)

My special talent and training; (dancing, art, music, etc.)

My school attendance record 1939-40

Days absent \_\_\_\_\_

Times tardy \_\_\_\_\_

What training have I had in any occupation? Explain

What jobs am I now qualified to hold? Explain

E

OUTLINE FOR  
A  
A  
JOB ANALYSIS

OCCUPATIONAL ADJUSTMENT SERVICE  
SOUTH HIGH SCHOOL

E

AN OUTLINE FOR A JOB ANALYSIS

1. General information

- a. How many people are employed in this occupation in the United States? \_\_\_\_\_ In Colorado? \_\_\_\_\_ In Denver? \_\_\_\_\_
- b. How many people were employed in this occupation ten years ago in the United States? \_\_\_\_\_ In Colorado? \_\_\_\_\_ In Denver? \_\_\_\_\_
- c. What changes may be expected in this occupation in the future? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- d. Is this occupation overcrowded? \_\_\_\_\_  
 \_\_\_\_\_
- e. What are the related occupations? \_\_\_\_\_  
 \_\_\_\_\_
- f. Will I work for myself or for an employer? \_\_\_\_\_
- g. Does it require capital to get started? \_\_\_\_\_  
 \_\_\_\_\_
- h. What qualities are necessary for advancement? \_\_\_\_\_  
 \_\_\_\_\_
- i. Is this occupation seasonal or is the work steady? \_\_\_\_\_
- j. Is there a related job which would make employment continuous? \_\_\_\_\_
- k. What are the beginning jobs in this occupation? \_\_\_\_\_  
 \_\_\_\_\_
- l. What percentage of the workers are men? \_\_\_\_\_  
 Women? \_\_\_\_\_

E

2. Training required

a. How much formal education is required? \_\_\_\_\_

b. Does the necessary training have to be special training or will a general education be satisfactory? \_\_\_\_\_

c. What courses should be taken in high school? \_\_\_\_\_  
\_\_\_\_\_

d. Where could necessary training be obtained? \_\_\_\_\_  
\_\_\_\_\_

e. How much will this training cost? \_\_\_\_\_

f. Would an apprenticeship or internship be necessary? \_\_\_\_\_

g. Where can an apprenticeship or internship training be obtained? \_\_\_\_\_  
\_\_\_\_\_

How many years would it take? \_\_\_\_\_

How are people chosen for an apprenticeship? \_\_\_\_\_

For internships? \_\_\_\_\_  
\_\_\_\_\_

h. Can training for this occupation be secured while on the job? \_\_\_\_\_

How \_\_\_\_\_  
\_\_\_\_\_

i. What are the personal qualities necessary before a person can enter the training program? \_\_\_\_\_  
\_\_\_\_\_

j. After obtaining a beginning job, what training is necessary for advancement and how do you get it? \_\_\_\_\_  
\_\_\_\_\_

k. How many people are in training for this occupation? \_\_\_\_\_

E

- l. Do you need a license to enter this occupation? \_\_\_\_\_  
\_\_\_\_\_
- m. Are there any physical or mental examinations necessary at the end of the training periods? \_\_\_\_\_  
Explain \_\_\_\_\_  
\_\_\_\_\_
- n. Is any experience necessary before starting on a training program? \_\_\_\_\_ Explain \_\_\_\_\_  
\_\_\_\_\_

3. Advantages and disadvantages of this occupation

- a. Under what type of physical conditions is the work carried on? \_\_\_\_\_  
\_\_\_\_\_
- b. Is the work monotonous? \_\_\_\_\_ Exciting? \_\_\_\_\_
- c. Are there many restrictions on employees? \_\_\_\_\_
- d. Is advancement based on individual accomplishment? \_\_\_\_\_
- e. Could employment be found in different communities? \_\_\_\_\_
- f. Is the work dangerous? \_\_\_\_\_
- g. Do you have regular hours? \_\_\_\_\_
- h. Are there opportunities to develop initiative? \_\_\_\_\_
- i. Are there opportunities for self-improvement on the job? \_\_\_\_\_
- j. Are the employers interested in the welfare of the employees? \_\_\_\_\_
- k. Are the people in this occupation apparently happy? \_\_\_\_\_



## E

- l. What are the chances of permanent employment after the beginning job? \_\_\_\_\_  
\_\_\_\_\_
- m. Do many people leave this occupation after starting in it? \_\_\_\_\_
- n. What is the average age of the person in this occupation? \_\_\_\_\_
- o. What social relation does the worker have to the community? \_\_\_\_\_  
\_\_\_\_\_
- p. At what age are employees dropped from service? \_\_\_\_\_
- q. Are there any tenure laws operating? \_\_\_\_\_  
Explain \_\_\_\_\_  
\_\_\_\_\_
4. Remuneration of the occupation
- a. What is the salary of the beginner? \_\_\_\_\_
- b. On what basis is salary increased? \_\_\_\_\_  
\_\_\_\_\_
- c. What is the salary at the end of three years? \_\_\_\_\_  
Five years? \_\_\_\_\_ Fifteen years? \_\_\_\_\_
- d. How is the worker paid? Piece work \_\_\_\_\_  
by the day \_\_\_\_\_, by the week \_\_\_\_\_, by the  
month \_\_\_\_\_, by the year \_\_\_\_\_, commission? \_\_\_\_\_
- e. Is there a union wage scale? \_\_\_\_\_ What is  
it? \_\_\_\_\_
- f. Do employees receive bonuses? \_\_\_\_\_, Gifts? \_\_\_\_\_,  
Houses? \_\_\_\_\_, Cars \_\_\_\_\_?
- g. Does the firm have a profit-sharing plan? \_\_\_\_\_
- h. Does the worker receive pay while sick or disabled? \_\_\_\_\_  
While on vacation? \_\_\_\_\_
- i. Is there a pension plan connected with the occupation? \_\_\_\_\_

E

j. Are there any insurance plans in the occupation?  
\_\_\_\_\_

5. Who can get a job in this occupation?

a. What are the age restrictions for beginners? \_\_\_\_\_  
\_\_\_\_\_

b. Do you enter this occupation through family connections? \_\_\_\_\_  
\_\_\_\_\_

c. Are there any racial restrictions? \_\_\_\_\_  
\_\_\_\_\_

d. What are the physical restrictions? \_\_\_\_\_  
\_\_\_\_\_

e. Do you have to be elected to enter the occupation?  
\_\_\_\_\_

f. Do you need a license? \_\_\_\_\_  
\_\_\_\_\_

g. Is there any outstanding personal, mental, social, or physical qualification necessary for entrance in the occupation? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

h. Do you have to belong to a union to find employment? \_\_\_\_\_  
\_\_\_\_\_

i. Are there any residential requirements? \_\_\_\_\_  
Explain \_\_\_\_\_  
\_\_\_\_\_

j. Are there any religious requirements? \_\_\_\_\_  
Explain \_\_\_\_\_  
\_\_\_\_\_

k. Are there any special ways of obtaining employment? \_\_\_\_\_  
\_\_\_\_\_

6. What are the duties and responsibilities of the worker in this occupation? \_\_\_\_\_  
\_\_\_\_\_

## E

- a. Do the duties involve dealing primarily with people, things, or ideas? Make a list falling under each of 3 columns.

<u>With Ideas</u>	<u>With Things</u>	<u>With People</u>
(Means duties requiring ability to understand and manage ideas and symbols)	(Means duties requiring ability to manipulate tools, objects, machinery and deal mentally with mechanical movements)	(Means duties requiring ability to understand and manage people, to act wisely in human relations)
Examples:	Examples:	Examples:
1. Reading graphs	1. Handling leather	1. Selling insurance
2. Reading financial reports	2. Using drills	2. Inspire employees
3. Writing law cases	3. Tracing plans	3. Making people feel well.
4. Handling experimental data	4. Making displays	4. Managing public relations
5. Keeping records	5. Doing construction work	
6. Using mathematical figures		

- b. Write a word picture of a day's work in this occupation. A week's work.
7. How do I get a job in this occupation?

E

- a. What steps should be taken from date of this study to getting employment? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
- b. Draft a chart showing the industry as a whole and route of promotion. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
- c. What trade papers, magazines, or professional organizations are in this occupation? \_\_\_\_\_  
 Should a person belong or subscribe to these? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7.

Information for this outline from:

- 1. How to Choose a Career - Science Research Associates
- 2. Carett Surver Manual - The Institute for Research
- 3. Career Problems - University of Denver Students
- 4. A Method of Matching Individual Qualities with Occupational Requirements - R. A. Hinderman

F

A METHOD OF MATCHING INDIVIDUAL  
ABILITIES WITH JOB REQUIREMENTS

DR. R. A. HINDERMAN

DIRECTOR OF RESEARCH AND SPECIAL SCHOOL SERVICE

DENVER PUBLIC SCHOOLS

## F

A METHOD OF MATCHING INDIVIDUAL  
QUALITIES WITH OCCUPATIONAL REQUIREMENTS

R. A. Hinderman  
Director of Research and  
Special School Services  
Denver Public Schools

Thorndike in his study discovered that people perform in three ways, and that these three ways are common to all people. He found through Psychological tests that the three ways of performance could be measured by a study of the student's (1) Abstract Intelligence, (2) Mechanical Aptitude, and (3) Social Intelligence. He also established the fact that all occupations required the use of the three classifications listed in varying degrees. Since both student abilities and occupational duties could be classified with respect to "Abstract Intelligence", "Mechanical Aptitude", and "Social Intelligence", he arrived at a common basis for measurement.

Two charts are made for comparative purposes.

Chart I. Measures the qualifications of the student using his record of study and grades. He would be measured or graded as "above", "normal", or "below", in relation to his class.

CHART I

DATE	THE STUDENT	NAME
ABSTRACT INTELLIGENCE	MECHANICAL APTITUDE	SOCIAL INTELLIGENCE
I.Q. Math Literature History	Laboratory Science Chemistry Gym	Extracurricular Activities Personality Rating Leadership Culture

F

Chart II. Distribute the duties under three classifications, on basis of which is needed most in performing duties, Then determine the relative amount of ability required by:

1. Importance of duties in each column.
2. Number of duties in each column.

In breaking down the duties you should indicate whether the person should have "light", "average", or "great amount" of "Abstract Intelligence", Mechanical Aptitude", or "Social Intelligence" to qualify for the job. It is advisable to encourage students to interview successful people on the job and determine duties.

CHART II

ABSTRACT INTELLIGENCE	MECHANICAL APTITUDE	SOCIAL INTELLIGENCE
Read financial reports	Window display	Adjustor
Sales and stock control	Advertising	Inspires employees
Record keeping	Manufacturing	Leadership
Merchandise sources	Storage	
	Construction	

A study or comparison of the qualifications of the student (Chart I) with job requirements (Chart II) would enable student and counselor to arrive at a wise choice. Experimental evidence has shown these charts to be very helpful and fairly accurate, but we must keep in mind that "A person can fail because he has too much ability, and also can fail because he has too little ability."

DEFINITIONS

By abstract intelligence is meant the ability to understand and manage ideas and symbols.

Engineering ability includes both the ability to understand scientific theories, to work with facts and machinery and the behavior of the physical world, and the ability to deal creatively with mechanical systems.

By general intelligence is meant the ability to understand and deal with abstract and concrete relations.

**THE CLASSIFICATION OF GENERAL INTELLIGENCE**

**1. HIGH PROFESSIONAL AND ACADEMIC ACHIEVEMENT**

Requires very superior intelligence with training equivalent to a college graduate from a four-year institution.

High standards, with ability for creative and fine creative work, such as lawyer, college president, president of a large manufacturing concern, etc.

**2. LOW PROFESSIONAL AND ACADEMIC ACHIEVEMENT**

Requires superior intelligence with training equivalent to 3 or 4 years of college or to level of executive of moderately large business.

Achievements less creative than in group 1 but also possessing reasonable and increasing ability, and an executive of a moderately large business, university teacher, high school teacher, etc.

**3. TECHNICAL, MANAGERIAL, ADMINISTRATIVE ACHIEVEMENT**

Requires high average intelligence with training equivalent to high school graduation.

High executive (manager, department head) or higher positions with often increasing ability with abstract ability.



systems and details, such as electrical circuits, wood cabinet bodies, photographic art, lithography, map drawing, rubber stamps, etc.

4. **ADDED TRAINING ON JOB-CLASS RELATED SKILLS**

Requiring workers' intelligence with application of new methods beyond the eight grade.

Including work involving specialized skill set knowledge, basic level of a complicated but concrete nature and requiring particular technical training, such as wire connections, electrical meter set, file work, types, etc.

5. **ADDED-CLASS KNOWLEDGE**

Requiring low average or slightly below average intelligence, with learning potential to seventh or eighth grade.

Work involving a mixture of technical knowledge or skill set involving of special abilities, such as dexterity in the performance of repetitive and jacking work, such as gutter in factories, operations in factories (special machines but in non-automated processes and are unable to repair or set up the machines), lowest grades of electrical work also, such as rubber stamps, rollers, etc., etc.

6. **USUAL SKILLS**

Requiring inferior intelligence only, with no formal training necessary.

Involves usual work under supervision and requiring no skill or learning knowledge, such as bar laborers, rubber stamping work.

## CLASSIFICATION OF TECHNICAL SKILLS

1. **Initiative** -- requires highest degree of mechanical ability and knowledge, usually specialized knowledge of high order, and sufficient mastery of principles involved to utilize them as independent and creative applications. Examples: Executive mechanical design, machine building, mechanical engineer.
2. **Higher technical** -- requires substantial ability and knowledge of high degree, considerable specialized training, and mastery of principles permitting independent, although not necessarily original, work. Examples: Master mechanic, tool maker, civil and electrical engineer.
3. **Skilled tradesman, high level** -- requires mechanical ability and specialized skills, but is able to do original work, based practice, etc., independent of high technical supervision.
4. **Skilled tradesman, low-level** -- requires some mechanical ability and skill, but only a limited knowledge of the processes involved. The work is partly planned and requires some supervision. Examples: Machine operator, metal finisher, tire maker, painter.
5. **Semi-skilled operative** -- requires manual dexterity, but little mechanical skill or knowledge, except what can be acquired in a short period of training; usually involves adjustment to an extremely repetitive system. Examples: Telephone operator, table operator, weaver, hand assembly worker.
6. **Unskilled** -- requires no technical knowledge and no definite level of mechanical ability, although the degree of the learning may in part determine the utilization of the worker. Examples: Day laborer, street sweeper, porter, sailor.

public officials to governmental activities.

### THE TECHNIQUES OF PUBLIC OPINION

1. Intimidation -- Intimidation -- direct contact with the public in attempting to convince them or to give any directly influence the public in opinion.  
Examples: Politicians, life insurance salesman, bank clerks.
2. Impersonal -- requires ability to understand and control public, either as voters or as citizens, must be able to inspire confidence and cooperation.  
Examples: Executive, factory worker, farmer, lawyer, politician, and everybody.
3. Personal -- Personal -- tends to use direct or indirect contact with public in other than direct, face-to-face situations; usually through medium of communication, such as the newspaper, radio, etc.
4. Working contact and services -- direct contact with the public to fulfill some work involving a small degree of intimacy, or contact with the public.
5. Individual-file contact -- requires this ability to get along with individuals and family members. Examples: Job interview, factory worker, office clerk.
6. Personal negotiation -- no public activity involved; work usually requires specialized skills and knowledge.  
Examples: Negotiator, politician, stock market, arbitrator, salesman, and factory inspector worker.

February 12, 1960

THE SECOND LAW

ENTROPY & PROBABILITY THEORY  
AND THE SECOND LAW

STATE POLICE OFFICE  
Baltimore, Maryland

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_  
Zip \_\_\_\_\_  
Telephone \_\_\_\_\_  
Occupation \_\_\_\_\_  
Education \_\_\_\_\_  
Martial Status \_\_\_\_\_  
Date of Birth \_\_\_\_\_  
Sex \_\_\_\_\_  
Race \_\_\_\_\_  
Religion \_\_\_\_\_  
Political Party \_\_\_\_\_  
Social Security Number \_\_\_\_\_  
Mailing Address \_\_\_\_\_  
Mailing City \_\_\_\_\_  
Mailing State \_\_\_\_\_  
Mailing Zip \_\_\_\_\_  
Mailing Telephone \_\_\_\_\_  
Mailing Occupation \_\_\_\_\_  
Mailing Education \_\_\_\_\_  
Mailing Martial Status \_\_\_\_\_  
Mailing Date of Birth \_\_\_\_\_  
Mailing Sex \_\_\_\_\_  
Mailing Race \_\_\_\_\_  
Mailing Religion \_\_\_\_\_  
Mailing Political Party \_\_\_\_\_  
Mailing Social Security Number \_\_\_\_\_

STATE POLICE OFFICE

UNITED STATES GOVERNMENT  
OFFICE OF EDUCATION  
VOCATIONAL BUREAU  
WASHINGTON, D. C. 20540  
December 8, 1961

This is the first of a series of three vocational guidance bulletins. The information has been gathered from various sources and is considered pertinent to persons who are thinking of entering the labor market. The subjects treated in this bulletin are:

- I. Job Opportunities
- II. Courses Offered at Daily Vocational Opportunity School
- III. Apprenticeship
- IV. Minimum Labor Law
- V. Child Labor Law and Hour Law
- VI. Social Security Number Matters
- VII. Bibliography

Charles E. Miller  
acting Principal  
Daily Vocational Opportunity School

Ray L. Haddock  
Director of Research and  
Vocational Division

John J. Gray  
Assistant Superintendent in Charge  
of Secondary Education and the  
Daily Vocational Opportunity School

JOB OPPORTUNITIES

Opportunities in many fields of employment exist today due to the present emergency preparation program. A shortage of qualified workers exists today in many fields due to rapidly expanding economic output in manufacturing war materials. For long this shortage will continue depends upon the duration of the present crisis, but it is safe to assume that industry of certain classifications will have to be prohibited until we develop an adequate defense program. There is a very urgent demand for highly skilled workers in mechanical jobs at present. Thus far, we must consider this fact, to prevent workers from their jobs and inducted into military service, replacement workers must take their places. If our military forces are to be moved to several millions of men, many workers will be required to fill jobs while men are serving in our war units. It is natural to expect that these jobs will be filled by those who will be exempt from military service, an employee for the most part well employed who can be depended upon to serve through the system. This is necessary due to the expense connected in training workers for jobs. It would seem desirable under these circumstances that any man would be employed to replace men as was the case in the last World War. It is probable that many more will find employment in factories than in the past. Special work may be done. Many adjustments will be necessary in the future to come, but this fact must be considered. Many job opportunities will develop in the near future.

At the present time job opportunities for qualified workers exist in the metal crafts; steel metal workers are in great demand due

increased airplane production. The airplane plants are hiring all practical workers that apply for work. Airplane gas and electric are being used at present for specialized work in the airplane production. The airplane plants are hiring all qualified workers that apply for work. Airplane gas and electric are workers are needed at present for specialized work in the airplane factories. Capable lay-out men are very much in demand. Technicians are also needed in various practically all the large industrial plants, as many of the workers are coming from one industry to another to take advantage of higher wage standards. Workers with mechanical experience are in demand all over the country. Technicians are finding ready opportunities for their services with a shortage of workers in this field. In the various turn out plants are finding their way into plants which are eager to have their services. We can safely say that all workers with mechanical experience are very much in demand by those firms engaged in filling out and equipment contracts. From reliable sources the need for workers in mechanical pursuits will continue for the next five years. It is possible that approximately requirements will be changed and highly specialized training courses will be offered to supply the necessary workers performing certain routine jobs.

A great demand for workers in the building trades exists today. Plumbers, bricklayers, stonecutters, glaziers, electricians, and so on are finding a ready market for their services. The government is building and will continue to build many structures for use in the war program. Our own Army field is only one of several such building units in the course of construction. All workers in the



...ing trades should find steady employment for the next two years  
... opportunities for many new workers.

Building offers a very promising future for some for the  
next five years in the government hospitals. The expanding program  
of the Panama Canal Zone offers opportunities to nurses and the  
possibility of nurses to fill the requirements in areas at present. The  
nursing profession should experience a period of exceptional job opportu-  
nities.

Pathologists, bacteriologists, and domestic scientists are finding a  
very market for their services. In Denver the opportunities for  
qualified workers in these occupations have been continuous for several  
years and this work is not seasonal. This type of work offers excellent  
opportunities for young women who find it necessary to work their way  
through school.

Specialized stenographers are very much in demand at present,  
they employment is offered to qualified court reporters, legal stenog-  
raphers and those prepared to handle assignments in insurance firms.  
The demand has been active for several years.

Those experienced in cleaning, drying, and spotting are also  
in demand; also those qualified to operate different presses. This  
kind of employment offers year around work.

Small shops are looking now for qualified workers to be  
employed during the Christmas rush period. Opportunity School offers a  
short training program in selling, restocking, wrapping, and inspection  
of goods. This offers opportunities for those qualified to serve in these occu-  
pations. Last year the placement record of those taking instruction in  
these work was very high.

In conclusion, the future holds many job opportunities and those interested in employment should explore the requirements of various jobs and then prepare for the job possibilities that seem certain to develop. The next few years will be a period of great interest to us workers as the preparation program will undoubtedly meet a high demand.

The Daily British Opportunity School was established in 1962 in order to assist the citizens of Denver to prepare themselves for jobs. Since it is a part of the Denver Public Schools system and is supported by local taxes, it is unable to accept students who are not residents of the county, nor is it possible for students not living within the county limits to pay tuition.

The opportunity school exists primarily for the benefit of those who because of age are not eligible to attend other public schools. Except in rare cases and upon the approval of the principal, students under the age of 18 are not permitted to enroll.

Most of the courses offered in the Opportunity School are of a vocational nature, although some training is given in conventional fields. Trade courses are of two kinds: trade preparatory, or those designed to teach the beginner specific skills required in a given occupation; trade extension, those which enable the person regularly employed to advance more rapidly in his work because of a better understanding of the business he is doing. For example, a glazier's extension course at his job in the daytime might attend a trade extension class in this subject at night, while a young person without an occupational skill might attend either in the evening or daytime a trade preparatory type of trade extension. In addition to these courses the Opportunity School is conducting a group of "refresher" courses as a part of the National Defense Training program. Only those with at least one year's experience at the trade are permitted to take this type of training.

It will be noted in the list of courses that the Opportunity School has a small high school department. While the courses offered are identical with those offered in other Denver Public High Schools, and while the same diploma is given upon completion of the required learning, the high school department exists for the benefit of those who are not eligible to attend other high schools. Students who can attend other schools are not admitted to the high school department of the Opportunity School.

**ARTS**  
Mon., Tues., Wed., Thurs., 7:00 p.m. to 8:15 p.m.

This course is designed to meet the needs of those employed in some phase of advertising. As far as art is concerned is devoted to copywriting and layout. In commercial art is taught in this class, although the relationship of art to copywriting and layout work is discussed. Small store owners and managers will find this course most helpful.

**ARTS**

**ARTS**

Mon., Tues., Wed., Thurs., 7:00 p.m. to 8:15 p.m.

This class is for those working in heating and ventilating establishments. This is a theory class. Air conditioning, as taught in this class, pertains to elementary principles of heating and ventilating. It would be helpful to those employed in heating and ventilating firms. This should not be considered as preparation for the popularly misnamed job of "air conditioning". See Heating and Ventilating.

**ARTS**

Mon., Tues., Wed., Thurs., 7:00 p.m. to 8:15 p.m.

Open to those who have had engineering air conditioning or the equivalent. This is a continuation of the engineering class.

**ARTS**

July 7:00 a.m. to 8:15 p.m. 4 nights 7:00 p.m. to 8:15 p.m.

8:15 p.m. to 9:15 p.m.

A fundamental background in all phases of business arithmetic is given in this course. Instruction is mostly individual and designed to meet individual needs.

**ARTS**

4 days a week 7:00 a.m. to 8:15 p.m. 4 nights 7:00 p.m. to 8:15 p.m.

Provides individual instruction in arithmetic needed in various types of shop work. Of most help to those engaged in various phases of mechanical and construction work.

**ARTS**

See Electricity

**ARTS**

Mon., Tues., Wed., Thurs., 8:15 p.m. to 9:15 p.m.

Mon., Tues., Thurs., 7:00 p.m. to 8:15 p.m.

For those interested in the development of artistic abilities. No previous instruction is required. Strictly commercial art is not taught in this class, but the art taught may be used successfully as in illustrating, cover work, etc.


**MECHANICS**

Daily 7:00 a.m. to 1:00 p.m. 4 nights 7:00 p.m. to 9:00 p.m.  
Open to those who wish to follow the trade, and to those wanting all the facts who wish to become more efficient. The course covers principles of engines, troubleshooting, theory, diagnosis, and generation. Materials are required to furnish own hand tools. Special tools and equipment furnished by the school.

**MECHANICS, RELATED**

Mon., Wed. 7:00 p.m. to 9:00 p.m.  
Open to employed auto mechanics. Primarily a lecture and theory course on new equipment and the subjects related to the trade.

**PAINT**

Mon., Tues., Wed., Fri. 8:00 a.m. to 1:00 p.m.  
Thurs., Thurs. 7:00 p.m. to 9:00 p.m.  
Day course open to those who plan to enter painting trade. Theory and its application to all phases of painting. Actual shop work under actual shop conditions. Night class open to those who are working or have worked in the painting trade.

**PAINT PAINT TRADE**

See Cosmetology

**PAINT AND MASONRY**

Mon., Wed., 7:00 p.m. to 9:00 p.m.  
Fundamentals of masonry are taught as well as many types of masonry. Plaster making, glass painting, and picture transferring may be taken with this course.

**PARALEL MATHS**

Daily 8:00 a.m. to 1:00 p.m. Wed., 8:00 p.m. to 1:00 p.m.  
This class is designed particularly for those who find a need for computer reading in their daily work. Course content is limited to the interpretation of diagrams.

**PAINT AND PAINT**

3 nights 7:00 p.m. to 11:00 p.m.  
Enrollment is limited to one night per week. Both residential and extensive types of painting are given. Finishing, spot writing, and general body and bumper repair are included.

**PAINTING**

Daily 8:00 a.m. to 1:00 p.m. 4 nights 7:00 p.m. to 9:00 p.m.  
Open to anyone. Double entry system of painting taught. This course is of high school level, and includes theory, mathematics, partnership and corporation bookkeeping, accounting and auditing are not included.

**PRELIMINARY**

July 12th noon to 5:00 p.m.

**APPRENTICE**

Mon., Tues., Thurs., 5:00 p.m. to 8:00 p.m.

This is a preparatory type of class. The study is designed to give practical training in lettering, spacing, binder class, etc. The night class is one of a preparatory nature similar to the above, and, in addition, there is a trade extension class in which enrollment is limited to those working at the trade. In this class one night is devoted to theory and one night to practice.

**GENERAL TRAINING**

July 18th 8:00 a.m. to 5:00 p.m. 4 nights 7:00 p.m. to 9:00 p.m.

Fundamentals of grammar, system construction, letter setting and business terminology are taught.

**APPRENTICE**

4 nights 7:00 p.m. to 9:00 p.m.

For apprentices and others working regularly at the trade. Elementary apprentice training given Tuesday and Thursday. Advanced shop training on Monday, and blueprint reading for advanced apprentices on Wednesday.

**APPRENTICE, GENERAL**

Wed., 7:00 p.m. to 9:00 p.m.

For those not working at the trade.

**APPRENTICE**

4 nights 8:00 to 10:00 p.m.

Open to anyone wishing to prepare for department store or restaurant lettering.

**APPRENTICE, LICENSE**

Provides instruction for those who plan to obtain a State Chauffeur's license. Covers state and local regulations for truck drivers and chauffeurs.

**APPRENTICE**

**GENERAL**

Mon., Wed., 7:00 p.m. to 9:00 p.m.

Designed for those who use chemistry in their daily work or desire to give them an understanding of the fundamentals of this subject.

**APPRENTICE**

Thurs., Thurs., 7:00 p.m. to 9:00 p.m.

Open only to regularly employed workers in the dyeing and finishing of textile industries. This course covers the chemistry of dyeing and finishing and spotting of textiles.

Tues. 7:00 a.m. to 12:00 noon; Fri. 1:00 p.m. to 5:00 p.m.  
 & a slight 7:00 p.m. to 9:00 p.m.

For those who plan to take citizenship examinations.

#### ENGLISH

Tues. 7:00 a.m. to 12:00 noon; 1:00 p.m. to 5:00 p.m.

Wed. 7:00 p.m. to 9:00 p.m.

This course does not prepare the individual for any one specific civil service examination. It is intended to help individuals who are weak in the arithmetic or English grade tests usually included in the general tests which are a part of all civil service examinations.

#### ENGLISH

Tues. 7:00 a.m. to 12:00 noon; 1:00 p.m. to 5:00 p.m.

Offers instruction to those who like to work in class. Designed for vocational rather than vocational training.

#### ENGLISH AND HISTORY

See Chemistry, Textile

#### GENERAL LAW

Tues. 1:00 p.m. to 5:00 p.m.

Covers the first semester of the school year - September to the latter part of January.

Elementary principles of law as related to contracts, agency, etc. of benefit to those employed in other executive occupations.

#### GERMAN

See Office Methods

#### HISTORY

##### AMERICAN FOR PEOPLE

Thurs. 1:00 p.m. to 4:00 p.m.

Open to those who have a basic knowledge of current history. Instruction includes basic principles of quantity theory and management problems such as overhead and pricing, food costs, equipment pricing, menu planning, advertising, etc. Designed for those who plan to use this knowledge vocationally.  
 Fees: \$1.00 per semester plus text.

##### NEW YORK STATE

Thurs. 7:00 a.m. to 1:00 p.m.; 5:00 p.m. to 9:00 p.m.

Instruction in preparation of guest books for as little as \$50. Emphasis is placed upon complete table service. Topics covered are: menus for company, buffet supper, picnic luncheon, bridge parties, brunch, etc. Open to those who have not attended previous weeks I and II or Evening Session.  
 Fees: \$25 per week.



#### WINTER MEALS

Mon. 8:00 a.m. to 1:00 p.m.

Tues. 1:00 p.m. to 7:15 p.m.; 7:00 p.m. to 9:15 p.m.

Two-day balanced meal planning and menuing being combined with simple attractive table service. Practice in menu planning, marketing, food preparation, and serving.  
Fees: \$12 per week

#### WINTER FOODS, I

Mon. 8:00 a.m. to 1:00 p.m.

Tues. 1:00 p.m. to 7:15 p.m. and 7:00 p.m. to 9:15 p.m.

Instruction in planning, buying, preparation, and serving of the Family's Food. Each day's instruction is complete in itself. Fees: \$12 a semester

#### WINTER FOODS, II

Mon. 8:00 a.m. to 11:00 a.m.

Tue. 1:00 p.m. to 7:15 p.m.; 7:00 p.m. to 9:15 p.m.

Open to those who have had Everyday Foods I. Covers advanced menuing, using basic recipes obtained in Everyday Foods I.  
Fees: \$11.50 per semester

#### WINTER MEALS

Fri. 1:00 p.m. to 4:00 p.m.

Attention is given in this course to individual and family attention to diet and nutrition. Instruction is given in the preparation of the balanced diet. Part of the diet is devoted to theory and part of it to actual food preparation.

#### WINTER MEALS

Fri. 1:00 to 1:40 p.m.

This course offers a study of foods in relation to body building and health promotion. It covers the planning of well-balanced meals and the preparation of basic dishes. Attention is given to the study of food values and food responses.  
Fees: \$12 a semester

#### WINTER MEALS

Fri. 10:00 a.m. to 11:40 a.m.

Designed to help those who are concerned with intelligently household planning and economical purchase of clothing, household equipment, shoes, silver, cosmetics, food, etc. Field trips and outside speakers are used in instruction.

#### WINTER MEALS

July 8:00 a.m. to 9:00 p.m.

Designed to meet requirements of the State Board of Cosmetology. It takes up all phases of beauty work with the exception of permanent waving. Initial cost, to include uniform, supplies, etc., will amount to approximately \$25.00. Daily attendance, during the hours indicated, is necessary in order to meet the State Board requirements. Students must be 18 years of age, and at least two years of high school work is recommended. A health certificate is required.

See Sewing

#### WRITING SKILLS

##### SHORT STORY WRITING

Sec. 1, Fall p.m. to 4:00 p.m. 4 nights Fall p.m. to Fall p.m.  
This is a practical course for those who wish to write for publications. The principles and construction of the short story are discussed. Emphasis is given to content. Close criticism of individual stories is given.

##### COMPOSITION

Sec. 1, Fall p.m. to 4:00 p.m. 4 nights Fall p.m. to Fall p.m.  
Open to anyone interested in developing the ability to write essays, feature articles, etc. Attention is given to correct paper writing and methods for articles and essays are discussed.

#### WELL-BEING

See Medical and Dental Textbooks

#### WRITING

See Office Machines

#### WRITING

See Short Story

#### WRITING

See Journalism

#### WRITING

##### ARCHITECTURAL

Sec. 1, Fall p.m. to 4:00 p.m. 4 nights Fall p.m. to Fall p.m.  
This course provides thorough instruction in the use of drawing instruments, the designing of small houses, both front and back, beginning with the foundation footings and proceeding step by step through the framing of walls and roof's detailing work, windows, trimmings; the design of fireplaces and all other special features pertaining to home construction.

#### WRITING

Sec. 1, Fall p.m. to 4:00 p.m. 4 nights Fall p.m. to Fall p.m.  
Open to those having at least eighth grade education or equivalent. Some algebra and some geometry are desirable but not essential. It is also necessary for the student to have a good pen with which to write in connection with their composition. Course covers elementary mechanical drawing, use of cross sections, isometric and conventional systems. Basic designing and short metal fitting is also included in this course to meet individual needs. Approx cost of materials used which will average \$1.00 to \$2.00 per year.

#### WRITING

See Sewing

**See Office Notices**

**WEEKLY COURSE**  
Daily 7:00 a.m. to 9:00 p.m.

This course is a comprehensive study of all electrical subjects matter, both theoretical and practical. Some of the subjects covered are: Fundamentals of direct current, magnetism, direct current motor and generators, direct current transmission, direct current relay, lighting and lighting problems, alternating current Fundamentals, alternating current machinery, transformers, relays, meters and measurements, etc.

**WEEKLY COURSE**  
Mon., Wed., 7:00 p.m. to 9:00 p.m.

This class covers such general subjects as DC/AC law, magnetism, generators, motors, relays, starting trends, etc.

**WEEKLY COURSE**  
Tue., Thurs., 7:00 p.m. to 9:00 p.m.

This is those who have had beginning electricity or the equivalent. Designed to give those having a background in electricity a better understanding of electrical theory and to qualify them for advancement in electrical operations, construction, and maintenance fields. Topics include A.C. theory, A.C. machinery, transformers, special equipment, distribution and transmission. Laboratory work given to illustrate theory.

**See Bulletin English**

**WEEKLY COURSE**  
4 nights 7:00 p.m. to 9:00 p.m.

For those who wish to improve their ability to read and write the English language.

**WEEKLY COURSE**  
Daily 7:00 a.m. to 9:00 p.m.

This course provides thorough training in estimation of costs, such as construction for basements, foundations and retaining walls. Estimation of material cost in both building and reconstruction and superstructure and labor costs while prevailing wage scales for this locality are covered.

**WIFE RELATION**  
Classes (by appointment)

Designed to help the bride in her adjustment to home and family living. Individual conferences are held by appointment.

**ADVANCED PUPILS**

(By appointment - evenings)

Open to any exceptional pupil, primarily designed to provide work to exceptional students class.

**ADVANCED STUDIES**

Mon., Wed., 8:00 a.m. to 11:00 a.m.

Elementary care, diet, hygiene, elementary child psychology, general care and feeding of infants. Open to exceptional students.

**PSYCHOLOGY**

Thurs., 8:00 a.m. to 11:00 a.m.

Open to those planning marriage counseling careers. Designed to equip prospective brides and grooms with problems such as preparation for wedding, budgeting, housing, furnishing the home, marital relationship. Special consideration on individual problems.

**FLIGHT**

Daily 8:00 a.m. to 10:00 a.m.; 11:00 a.m. to 12:00 noon  
1:00 p.m. to 3:00 p.m.

Mon., Wed., 1:00 p.m. to 3:00 p.m.

Its main course is various systems of flying. Field trips are conducted to various large business organizations for observation of flying systems in operation.

**BOAT**

See Coding

**HEALTH AND VENTILATING**

**HEATING**

Mon., Wed., 7:00 p.m. to 9:00 p.m.

Elementary building lessons, physical comfort, heat circulation, and general information up to the subject of refrigeration in heating.

**ADVANCED**

Thurs., Thurs., 7:00 p.m. to 9:00 p.m.

Open to those who have had beginning heating and ventilating up to the equivalent. Review of elementary heating and ventilating and the study of refrigeration and cooling are covered.

**THE STATE SCHOOLS**

Daily 8:00 a.m. to 3:00 p.m. 4 nights 7:00 p.m. to 9:00 p.m.

The opportunity is being maintained a small high school department for those unable to attend other Denver Public High Schools. Classes in regular high school subjects are held daily from 8:00 to 3:00 and individual instruction is provided each evening from 7:00 to 9:00 p.m. and from 1:00 to 3:00 to the forenoon. It is possible to obtain the regular Denver Public Schools high school diploma upon the completion of the prescribed course of study.

**See Foods, Family Relations**

**FOOD TRAINING**

**Mon., 8:00 a.m. to 10:00 a.m.; Wed., 7:00 p.m. to 9:15 p.m.**  
Open to women who have had experience as waitresses or the new hotel waitress training. Designed to prepare women for dining room waitress work in the new hotels and restaurants. The course includes elementary study of Foods and Diet, handling of guests, management problems, employee supervision, etc.

**HOTEL TRAINING**

This class is designed primarily for men 21 years of age or over, of good physique, who are interested in obtaining work in the housekeeping department of a hotel. The course includes 16 1-hour lessons in the classroom or at a hotel, plus 20 hours of practical work in a hotel designated by the school. A class will be organized when a sufficient number of students have signified their intention of enrolling in the course.

**HOTEL TRAINING**

**RESTAURANT**

**Tues., Thurs., 7:00 p.m. to 9:15 p.m.**  
Open to women age 20 to 45. Good health is necessary as this work requires hard physical labor. Instruction is designed to prepare women for work as hotel maids, linen room attendants, and housekeepers. The course includes 24 two-hour lessons plus 20 hours of practical experience in hotel situations.

**RESTAURANT**

**Mon., Wed., 7:00 p.m. to 9:15 p.m.**  
Open to women age 20 to 45 who have had previous hotel employment or large scale housekeeping experience. Designed to prepare women for advancement in hotel or institution work. Includes a review of and detailed instruction regarding dining, purchase and care of supplies, and interdepartmental relationships. The course includes 24 two-hour lessons, and between 20 and 40 hours of practice in an actual hotel situation.

**HOME DECORATION**

**Fri., 1:00 p.m. to 3:40 p.m.; Sun., 7:00 p.m. to 9:15 p.m.**  
For women interested in improving the appearance of the home interior. Covers principles of design, background, and furniture arrangement. Covers decorating schemes to include rug, curtains, lights and accessories. Several styles of furniture are illustrated.

**WRITING**

**See Creative Writing**

**GENERAL INSTRUCTION**

July 8:00 a.m. to 8:00 p.m. 4 nights 7:00 p.m. to 9:00 p.m.  
 At least two years of commercial shop experience are required for entrance in this course. The fingering system and types of compensation are covered.

**GRADE 1**

Mon., Wed., 7:00 p.m. to 9:00 p.m.  
 Two years commercial shop experience required for entrance. The course covers analysis of construction of the linotype machine, instruction given in adjustment and maintenance.

**GRADE 2**

Mon., 7:00 p.m. to 9:00 p.m.  
 Designed primarily for the deaf of hearing.

**GRADE 3**

Wed., 7:00 p.m. to 9:00 p.m.  
 Open to those who have some knowledge of lip reading. Continuation of beginning lip reading.

**GRADE 4**

Thurs., 7:00 p.m. to 9:00 p.m.  
 Individual instruction in special difficulties resulting from hearing defects. This course does not include help in spelling or other speech defects.

**GRADE 5**

July 8:00 a.m. to 8:00 p.m. 4 nights 7:00 p.m. to 9:00 p.m.  
 This course is designed to meet individual needs and afford thorough training required of a competent machinist. Training is offered in hammering, letter work, galleys, tool and die making, stoper, setting machine, lead treatment, and drill press.

**DEAF AND DEAFER ASSISTANTS**

**DEAF ASSISTANTS**  
 Open only to regularly employed dental assistants interested in professional advancement. Covers elementary bacteriology, dental anatomy, oral hygiene, general dental procedure.

**DEAF ASSISTANTS**

Wed., 7:00 p.m. to 9:00 p.m.  
 Typical course topics are: nomenclature of anatomy, elementary bacteriology, general office procedure.

**DEAF AND DEAFER ASSISTANTS**

Mon., Tues., Wed., Thurs., 8:00 p.m. to 10:00 p.m.  
 Open to anyone. Students must have taken, or must agree to take typing, shorthand, bookkeeping, and Business English. This is a practical course for those who wish to become either dental or dental assistants. Elementary bacteriology, nomenclature of anatomy, office procedure, and other scientific topics are included.

**PAINTING**  
 Tues., Thurs., Sat. 8:00 a.m. to 12:00 noon

Instruction of new hats, renovating, reweaving, and the styling of old materials, are covered. Designing, blocking, making frames, and trimming are specific units.

**RECORDING**  
 See Office Machines

**RECORDING**  
 See Office Machines

**SEWING MACHINES**  
 Sun., Sat., Tues., Thurs., 7:00 p.m. to 9:00 p.m.  
 Daily 8:00 a.m. to 2:00 p.m.

Instruction is given in the use of the dressmaker, systems, compressor, multigraph, stencigraph, and sewing machine. Work is conducted on an individual basis.

**STENCILING AND REPLICATING**  
 Tues., Thurs., 7:00 p.m. to 9:00 p.m.

Open to those who are working in the printing and duplicating trade. This training is given for industrial apprentices who are working as learners, and for journeymen who are improving themselves in this field of work. Individual instruction is given each student.

**PERSONALITY ADJUSTMENT**  
 Fri., 8:00 a.m. to 12:00 a.m.

Open to anyone who feels he has a personality problem. Purpose of this course is to develop a better understanding of one's self and of other people, and to develop the ability to get along with others. Topics such as personal appearance, everyday manners, and habit formation are covered.

**PHYSICS**  
 Tues., Thurs., 7:00 p.m. to 9:00 p.m.

This course is helpful to those whose daily work demands a broader knowledge of the physical sciences. Help is given to those preparing for civil service examinations. Attention is given to individual needs. The work is primarily theoretical, although some laboratory work in mechanics, heat, electricity, light, and sound are subjects covered.

**PLUMBING**  
 Tues., Thurs., 7:00 p.m. to 9:00 p.m.

Open to those who are working in the plumbing trade. This training is given for industrial apprentices who are working as learners, and for journeymen who are improving themselves in this field of work. Individual instruction is given each student. (See writing for plumbers and electricians.)

**RECORDING**  
 Sun., Sat., 8:00 p.m. to 10:00 p.m.

Open to those who are working in the trade. This training is given for industrial apprentices who are working as learners, and for journeymen who are improving themselves in this field of work. Individual instruction is given each student.

**STENOGRAPHY**

4 nights 7:00 p.m. to 9:00 p.m.  
This course covers actual operation of the steno press, Shoup and Kelly process.

**STENOGRAPHY**

4 nights 7:00 p.m. to 9:00 p.m.  
This course is open to those who are working at the printing trade. Instruction is arranged to meet individual need and covers steno practice, composition, and linotype work.

**STENOGRAPHY**

Daily 7:00 a.m. to 9:00 p.m.  
Open to those interested in preparing for work at the trade. Covers all phases of hand composition.

**STENOGRAPHY**

Mon., Wed., 7:00 p.m. to 9:00 p.m.  
Open to women. This class provides an opportunity for those who wish to develop the ability to speak before an audience. Individual help is given and group discussions are frequently held. This course provides an excellent opportunity for the exchange of ideas on current problems.

**STENOGRAPHY**

Tues., Thurs., 7:00 p.m. to 9:00 p.m.  
Open to women interested in developing an improving the ability to speak before a microphone. Individual instruction is given, and students are provided an opportunity to use a microphone.

**STENOGRAPHY**

Daily 7:00 a.m. to 9:00 p.m.  
Mon., Tues., Wed., Thurs., 7:00 p.m. to 9:00 p.m.  
This is a course in the Fundamentals of radio theory and practice. The work is entirely of a technical nature and should not be confused with radio broadcasting. The evening class is restricted in scope because of time limitation.

**STENOGRAPHY**

Mon., Wed., 7:00 p.m. to 9:00 p.m.  
The course presents a knowledge of the Fundamentals of radio theory and practice. It deals with the subjects listed under beginning radio (see above) at a more advanced level.

**STENOGRAPHY**

Mon., Fri., 7:00 p.m. to 9:00 p.m.  
Open to individuals desiring to retread courses. Covers necessary classroom work to supplement shop work in the various classifications of retreaded apprentices. Course covers suggested reading, use of steno drawings and steno material.



**REFRIGERATION**

Two, Wed, 7:00 p.m. to 9:00 p.m.

Open only to those regularly employed in the service or sales of refrigeration equipment. Course topics are: principles of refrigeration, common refrigerants, and operation of refrigerative equipment.

**RETAIL SALES**

See Salesmanship

**RETAIL SALES**

**RETAIL SALES**

Daily 8:00 a.m. to 12:00 a.m.

Open only to those employed at least half-time in a retail store. The course deals with the subjects listed under retail sales (see Direct Selling) at an advanced level. Individual and group conferences are held to assist in the solution of problems encountered on the job.

**RETAIL SALES**

Three, 7:00 p.m. to 9:00 p.m.

Designed to assist those engaged in direct selling (those who seek the customer). Topics included are the selling of goods, selecting of customers, follow-up, and analysis of the sales field.

**RETAIL SALES**

Two, 7:00 p.m. to 9:00 p.m.

This course emphasizes sales theory, and should be taken in conjunction with either the retail or direct selling course. The fundamental principles of the psychology of selling are stressed. Approach, customer analysis, human relationships, etc. are also included.

**REAL ESTATE**

Four, 7:00 p.m. to 9:00 p.m.

Sponsored by the Denver Real Estate Institute. Persons planning to take the Real Estate Board Examination will find this course helpful. Topics included are: appraisal, contracts, management, business opportunities, real estate law, real estate insurance, sales, etc.

**RETAIL SALES**

Daily 1:00 p.m. to 5:00 p.m. Two 7:00 p.m. to 9:00 p.m.

This course consists of the fundamental principles of selling, sales techniques, manuscript writing, speech for sales people elementary arithmetic, and specific merchandise information.

**RETAIL**

**RETAIL SALES**

Three, Wed, 1:00 p.m. to 5:00 p.m.; 7:00 p.m. to 9:00 p.m.

Course covers principles of design in relation to dress, proper colors for various occasions and types, fundamental principles of patternmaking and fitting. Also some materials used about the.

**CONSTRUCTION**

Daily 7:00 a.m. to 12:00 noon; 1:00 p.m. to 4:00 p.m.  
 4 nights 7:00 p.m. to 9:00 p.m.

Construction of garments for women and children. Advanced students may construct coats, suits, skirts, pajamas, etc. Emphasis placed upon correct finish in every detail.

**CONSTRUCTION**

Tue., Thurs., 1:00 p.m. to 4:00 p.m.

Open to those who have had Costume Design. Students make designs, develop patterns, and construct garments from the patterns. Students furnish all materials and do fitting.

**SEWING**

4 nights 7:00 p.m. to 9:00 p.m.

Course fundamentals of sewing and dressmaking and construction of garments. Commercial patterns are used.

**SEWING**

Mon., Wed., 7:00 to 9:00 p.m.

Open to those working at this trade or in a related occupation. Instruction is given in the use of sewing instruments. The method of laying out patterns to a small scale, by the use of projections and parallel lines is taught. It also instructs the student to check his work by triangulation and other methods.

**SEWING AND REPAIRING**

Daily 7:00 a.m. to 9:00 p.m. 4 nights 7:00 p.m. to 9:00 p.m.

Course includes constructing, presswork, machine, cloth selection, basic upper alterations, special alterations as given for original and deferred fact. Fees are charged for materials used.

**SEWING****SEWING**

Daily 7:00 a.m. to 9:00 p.m. 4 nights 7:00 p.m. to 9:00 p.m.

This is a beginner's class in the dress system. Students must start this class with the group. An individual instruction plan is given. Two classes are started periodically throughout the school year.

**SEWING****BASIC DICTATION**

Daily 7:00 a.m. to 12:00 a.m.

This is a course in dictation for those who have a basic knowledge of shorthand. Dictation is given at the rate of 60, 70, and 80 words per minute.

**ADVANCED DICTATION**

Daily 11:00 a.m. to 12:00 noon; 2:00 p.m. to 3:00 p.m.

Dictation is given at the rate of 80 and 90 words per minute in the morning class. Dictation at a faster rate is given in the afternoon class, 90 to 100 words per minute.

**STENOGRAPHY**

Daily 9:00 a.m. to 12:00 noon

Open to those with a knowledge of typing and shorthand. Practice is given in dictation and transcription of shorthand notes in class during the class hour.

**SHORTHAND REVIEW**

Daily 12:00 a.m. to 1:00 p.m. 4 nights 7:00 p.m. to 8:00 p.m.

This is a refresher course for those who have studied the Gregg Manual of shorthand. Emphasis is placed upon an increase of speed through accuracy in taking notes.

**SPED STUDIES**

Daily 1:00 p.m. to 2:00 p.m.

Designed to improve the speed of those who have a basic knowledge of shorthand.

**COURSES FOR MEDICAL AND DENTAL ASSISTANTS**

Daily 12:00 a.m. to 12:00 noon

Designed to provide students regularly enrolled in the medical and dental departments class with a knowledge of medical and dental terminology.

**ARTS**

See Creative Writing

**LEGAL WRITING**

Mon., Wed., 9:00 a.m. to 12:00 a.m.; 7:00 p.m. to 8:00 p.m.

Designed to prepare students for employment as stenographic writers or to assist them in writing notes for personal use. This course is of particular help to small store owners or employees who find a need for stenographic in their work.

**SLIDE RULE**

Mon., Wed., 9:00 p.m. to 10:00 p.m.

This class is very desirable for those who need to make quick estimates or calculations. Attention is given to individual goals. The slide rule is particularly adapted to the work of statisticians, chemists, mechanics, architects, engineers or students.

**RELIEF COURSE**

Daily 9:00 a.m. to 12:00 noon; 6:00 p.m. to 7:00 p.m.

Designed to help those who wish to improve their ability to spell. Some attention is given to vocabulary development.

**STENOGRAPHY**

STENOGRAPHY, THEORY

Wed., 7:00 p.m. to 8:00 p.m.

This is a related reading course for apprentices working at the stenographic trade.

**RELIEF**

See Reading for Fingers and Stenographers.

**STENOGRAPHY****By appointment**

Open to any stenographer or manager. Individual consultation is held for the purpose of analysis of problems encountered in the operation of the small store or business. Problems in credit, promotion, display, accounting, etc. are given special consideration.

**STENOGRAPHY COURSE**

Tues., Thurs. 7:00 p.m. to 9:15 p.m.

The subjects included are: shorthand, routing systems, telegraph and teletypewriter transmission, bank book transmission, orders and memoranda, fillers, address theory, etc.

**STENOGRAPHY****ADVANCED**

Friday 7:00 p.m. to 9:15 p.m.

Open to any person dealing with freight or passenger movements. This course deals with problems of freight and passenger rates on bus, railroad, airline and truck.

**STENOGRAPHY**

Tue., 7:00 p.m. to 9:15 p.m.

Open to anyone dealing with freight or passenger movements, of more value to experienced traffic people and to those who have completed the beginning course. This course deals with the more complicated problems of freight and passenger movements.

**STENOGRAPHY****INDUSTRIAL**

Daily 8:00 a.m. to 1:00 p.m.

4 nights 7:00 p.m. to 9:15 p.m.

This is a fundamental course for those who wish to use the typewriter. In this class a foundation is laid through which a student later can reach the level of all industrial readiness tests.

**STENOGRAPHY**

Daily 8:00 a.m. to 1:00 p.m. 4 nights 7:00 p.m. to 9:15 p.m.

Open to those who have had beginning typing or its equivalent. Attention is given to speed and accuracy in typing correct business letters and forms.

**STENOGRAPHY**

Daily 8:00 a.m. to 1:00 p.m.

Designed primarily to help those who wish to learn to type for personal rather than for vocational reasons.

**STENOGRAPHY**

Daily 8:00 a.m. to 11:00 a.m. Tues., Thurs. 7:00 p.m. to 9:15 p.m.

Open to women who are interested in preparing for employment as waitresses. State health certificate is required before enrollment. This course is designed to prepare beginners and to provide advanced training for those who wish to improve themselves in this field.

**ADVANCED TRAINING - (Continued)**

The course includes diagrams, etc. work, case preparation and work, set-up, standard exercises, student report and summary of work, the written as a memorandum, and other related training. Approximately 1/2 hr for abbreviated material.

**WELDING**

Welding 1000 1/2 hrs. to 1000 1/2 hrs. Four classes 1000 1/2 hrs. to 1000 1/2 hrs. Open to anyone. Students must attend theory class before taking shop practice. Attention is given to individual needs. This course is designed to give new beginners for work at the welding trade and to see also those whose work demands some knowledge of the fundamental and technical principles of welding. Shop operations, and practical training is given in both oxyacetylene and electric welding.

**WELDING FOR PLUMBERS AND MECHANICALS**

Open, 1000 1/2 hrs. to 1000 1/2 hrs.  
This class is designed to meet the needs of those who are working as plumbers and as mechanicals. Training is given for the purpose of adding another skill to those who are working in this field.

**FIELD WORK**

Open, 1000 1/2 hrs. to 1000 1/2 hrs.  
Open only to those who are demonstrating a need for knowledge of vision therapy in their daily work. Topics included are: vision, reading, report, and allied subjects. Field visits are made by the class, and store visits are conducted by the group.

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APPENDIX

Specific apprenticeship training as required by some trades or industry is provided by Holly Springs Opportunity School. There is an understanding by all parties concerned that the trainee placed on a job will be assured of further training and job security, so far as possible, until he becomes a competent worker or journeyman.

An apprentice is a person, at least 18 years of age, who has entered into an agreement with a responsible employer, association, or organization to be (1) hired as a learner, (2) paid as a learner, (3) worked as a learner, or (4) promoted as a learner, for a stated length of time until he becomes a journeyman.

The school does not provide apprenticeships. The school will help the prospective learner to secure employment as a beginning worker in the skilled trades the same as they will help anyone find work.

The Colorado Minimum Wage and Labor Law for Women and  
 girls administered by the Industrial Commission of Colorado was  
 passed by the State Legislature in 1917. The purpose of the act is  
 the determination of minimum wages and proper conditions of labor for  
 men and women. The Industrial Commission was given authority to  
 establish minimum wage rates under the provisions of the act. It  
 shall be the duty of the Commission to inquire into the wages paid to  
 men employees above the age of (18) eighteen years, and also em-  
 ployees under (18) eighteen years of age; also into the conditions of  
 labor surrounding said employees, in any occupation in this state, if  
 the Commission has reason to believe that such conditions of labor  
 are detrimental to the health or morals of said employees, or that  
 the wages paid to a substantial number of employees are inadequate to  
 supply the necessary cost of living and to maintain such employees in  
 health.

The word "minor" as used in this act refers to and means  
 any person of either sex under the age of (18) eighteen years; the  
 word "woman" as used in this act refers to and means a female person  
 of or over the age of (18) eighteen years.

In June 20, 1918, the Industrial Commission issued Order  
 Number 1, "Governing Women and Minors in Laundry Occupations in the  
 State Trade."

In January 17, 1919, the Industrial Commission issued Order  
 Number 2, "Governing Women and Minors in Retail Trade Occupations."

In December 4, 1918, the Industrial Commission issued Order  
 Number 3, "Governing Women and Minors in Beauty Service Occupations."

In June 19, 1900, the Industrial Commission issued Order  
number 4, "Increasing the Employment of Women and Children in Public  
Manufacturing Companies in the State of Colorado."



## THE UNITED STATES LABOR AND BUREAU LAW

By an act of Congress the so-called "Wage and Hour Law" was passed and it now applies to all employees who manufacture or process goods later shipped outside the state.

Example: The act applies, for instance, to employees (line casting workers, stenographers, etc.) of a manufacturer in Denver, when goods that are later shipped to New Haven, Connecticut, or any destination outside the State of Colorado. It applies to workers of rolling, telegraph, telephone, railroad, bus, or traveling companies along business across state lines. It applies to establishments who either receive goods from outside the state or sell them across state lines. Certain exceptions are allowed, a list of which may be obtained from our Local Wage and Hour Office located in Room 109, Custom House.

The law sets up "straight time" and "overtime". Straight time means 40 hours of work in a working week. After October 24, 1940, straight time will mean the first 40 hours of work. Time after 40 hours and after 40 hours following October 24, 1940 is called overtime.

If you are employed by a concern under the provisions of the Wage and Hour Law, you should receive 50 cents an hour as a minimum until October 24, 1940 when the rate increases to 40 cents per hour. Between October 24, 1939 and October 24, 1940 the minimum rate for straight time was 35 cents per hour with time and a half after 40 hours.

For overtime the worker must be paid time and a half for 40 extra hours of work.

Example: Suppose your regular hourly rate of pay is \$10 an hour and you worked 40 hours last week. Suppose that your regular hourly rate of pay is \$8 an hour. You worked 8 hours over the previous week of 40 hours a week. Therefore, you should be paid at least eight times \$8 an hour or \$64.00 for your 8 hours overtime in addition to straight time for the first 40 hours.

Inspectors of the Wage and Hour Division visit plants to enforce the law. They look at time books, time clocks, cards, pay rolls, pay checks, and other records of wages and hours. They figure the wages due employees under the law and see that they have been paid. Inspectors may ask employees questions at any time about the wages they receive, and also the hours of work. The employer must keep a true record of hours worked and the wages paid. If the employer violates the law, the Wage and Hour Division can get a court order preventing him from doing so in the future, or it can prosecute him criminally. He may be fined up to \$10,000 and for second offenses may be jail as long as six months. The employee can sue his employer, and if a violation of the law is proved, can collect twice the amount he is due court costs and a reasonable attorney's fee.

This law also covers young workers. It will be a violation of the law if a young worker is employed in or about an establishment in which goods are produced for shipment in interstate commerce, if he is under 16 years of age. However, if he is between 14 and 16 years, he may work in certain occupations if the hours and conditions of work are in accordance with regulations issued by the Children's Bureau, United States Department of Labor, Washington, D. C. A copy of these

complaints may be secured by writing to the Children's Bureau.

Should you be employed by a concern under the provisions of this act, and you are in any way doubtful as to whether you are getting the wages or overtime pay due you under the law, you should contact your local office. Your employer will be violating the law if he discriminates against you or discharges you for making a complaint.

This law is intended to establish minimum wage scales and to control hours of work, as well to distribute jobs to the way we are now unemployed.

## SOCIAL SECURITY ACCOUNT NUMBERS

All persons desiring to secure equipment should arrange for a social security account number. It is not necessary to wait until applicants reach the age of 18 years, as social security applies to all individuals then and if they are employed as wage earners. The procedure regarding the procedure in securing numbers is outlined in the bulletins.

All employment is not subject to social security. The term "employment" means any service of whatever nature, performed within the United States by an employee for his employer with certain exceptions. A copy of exceptions may be secured at the Denver Field Office, 300 Jefferson Building.

Application blanks for social security account numbers Form No. 4 may be obtained at the Denver Field Office, 300 Jefferson Building, or at the Denver Post Office, or from the employer. Your answer to the questions on the application form enable the Social Security Board to identify you among all the other persons of the same name (if there there probably are several) listed on its records. Your answers are held by the Board as strictly confidential, and are used only by the government agencies engaged with the administration of the Social Security Act.

After receipt of your application by the Field Office, a social security account number is assigned to you and an account card issued to you. Shortly afterwards, an individual ledger sheet with the name and account number is set up for you by the Records Division of the Social Security Board. (Such procedure is very similar to that

allowed by a savings bank in keeping a record of your bank deposits.)

Upon presenting yourself for work, you should check the employer your social security account number card so that he can use your number on his informational tax returns to the State Unemployment Compensation Division, and through the Bureau of Internal Revenue, to the Federal Old Age and Survivors Insurance Bureau to check your employer reports the amount of wages that he has paid to you. Your employer must make such returns at the end of each quarter year, and if he does not report your account number, it may be very difficult for the Social Security Board to identify you as the person who worked for him.

When the Social Security Board receives your employer's informational returns it posts the amount of wages paid to you to your ledger sheet. Regardless of where you work (provided, of course, that it is in "employment" covered by the Social Security Act), these savings continue until you retire after age 65, or until your prior work. When the first of such events occur, the record of wages appearing on your ledger sheet becomes the basis for determining the benefit which may be payable to you or to your family.

About the middle of each year, you may get a partial card from the District Field Office which you can send to the Social Security Board and find out how much your total wage credits were at the end of the previous year. If you have kept a personal record of your savings, you will be able to check on any possible errors or omissions in your ledger sheet. **Remember in that event note that the year old card can be sent to the Social-**



You should write your social security account number down in several places so as to save yourself from inconvenience if you should lose your account card. In case of loss, you may obtain a duplicate card with your name number on it through any field office of the Social Security Board. This account number will serve you throughout your lifetime; you will never need another.

Should you change your name because of marriage; discover that an error was made in your date of birth; or that any other wrong information was given in your original application, you may make a correction on a form supplied by the Field Office.

Remember! Your social security account number is as much a protection to your old age and survivors insurance account as a lock key is to your savings account.

A free moving picture film is available showing the purpose of social security and how it works. Parties must be given three weeks in advance to insure a definite date for showing the film. Application for the film should be sent to Mr. Deane, Denver Field Office, 800 Patterson Building. Additional information is printed. Film may be secured from this office free of charge.

**MEMORANDUM**

**Publications of the Industrial Commission of Colorado:**

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CENTER PUBLIC SCHOOL

CENTER OCCUPATIONAL ADJUSTMENT CENTER  
EDUCATIONAL DIVISION COLLECTED RECORD FOR  
April 1941

This is the record of a series of vocational  
activities. The information has been placed from  
a number of sources, with a view toward making it  
of direct, practical use to those persons who hope  
to find and keep a place in the competitive labor  
market.

William S. Miller  
Serving Principal, Public Schools, Wash-  
ington, D.C.

Ray A. Matthews  
Director of Research and Vocational  
Studies

John J. Fay  
Assistant Superintendent in Charge  
of Secondary Education and the Public  
Schools, Washington, D.C.

Prepared by the Colorado Institute of Research  
and Projects Administration



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**ACKNOWLEDGMENT**

### THE OPPORTUNITY SCHOOL.

The Daily Vocational Opportunity School is a public institution operated by the Board of Education of Denver the main aim of the public schools in Denver. Its training program is designed to meet the needs of those who are not eligible to attend, or who are not attending, any other public school in the city.

The purpose of Opportunity School is to serve those citizens of Denver who wish to upgrade and improve themselves in specific vocations. The school work is not at college level, and, with the exception of the High School Department, it does not prepare young people for college or the professions. It does, however, provide practical and thorough training in the skills and technical phases of most fields of work for which it offers training courses.

Three different types of classes are offered:

1. Elementary and High School training for those who are unable to attend the regular public schools because of work hours, age, or other reasons. Students eligible to attend regular schools are encouraged to do so; in this way, white and negroes can use the school to complete regular school work.
2. Vocational classes for those who desire to develop a hobby, or an interest in some art or hobby. Day working, night study working, and the Day after Fall into this group.
3. Vocational training of a practical type, so that workers may enter employment with sufficient skill and knowledge to

hold a position. This training helps an individual to not only become proficient at the job he or she will also discover his skills and knowledge, and evaluate his in working position.

**How to enroll in a class at Opportunity School:**

It is possible to enter each Opportunity School class at any time during the year. It is necessary to register in the evening for evening classes and during the day for day classes. Registration hours for day classes are from 9:00 to 10:00 a.m. until 5:00 p.m. the afternoon, Monday through Friday; for evening classes, from 6:00 to 9:00 p.m. in the evening, Monday through Thursday.

At the information desk in the hall on the first floor of the old building at the corner of 10th and Walnut, a receptionist will greet you. If you have decided upon the type of study you wish, you will be directed to one of the counselors, who are all specialists in the different fields of work. The counselor may ask you to visit with the instructor of a new class class for further specific information.

The Opportunity School training program is available to those who live within the city limits of Denver and who are not attending any other school in the city. Students under 18 must fill in "Parent cards," and have them approved before registration.

**How to register in the equipment division of the Vocational Adjustment Section**

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They should also attend classes at Opportunity School and the in-service equipment or a change of position, should register in Item 7 on the main floor of the old building. In order that positions can be filled, it is necessary to have a storage of applicants on the rolls of the equipment service. It is also necessary to keep this registration up-to-date by reviewing it at weekly intervals.

#### **The selection of applicants for training in shops**

The Opportunity School training program has always been "for those who wish to learn." Instructors will try to place students -- in view of their abilities, experience, and interests -- where they can gain the most from the instruction offered. For beginning workers who need training, the Director (Principal) adjustment service offers tests that determine aptitudes and abilities of students; from the test-results, recommendations are made for training from which the individual can gain maximum efficiency. Any student who needs the most type of training he needs, will be directed to the shop or class.

Opportunity School has many classes in the various departments; to attend one class that may be quite advanced, a student sometimes finds it necessary to take a preliminary course; however, he will be so advised by the instructor.

Professors working in specific fields who are upgrading themselves with a new course attachment in their present position or to gain additional proficiency at their job, are

usually give preference over preparatory students. However, many preparatory classes are offered in the school.

See certification of teachers in department.

Each student who obtains a certificate indicating his preparation in the field in which he has been trained. These certificates do not carry grades or ratings; they are simply an indication of the experience that the student has had during the course.

A student is assessed on his efficiency in doing classroom work. Class instruction is -- as best as possible -- on a level with employment demands in the different fields of work.

I  
NATIONAL ANNUAL REPORT

Beginning in 1940, the public schools throughout the United States began regional conferences in the north, representative groups of occupational adjustment. These conferences, planned in 12 leading cities, were under the direction of 12 selected school superintendents who also visited different cities in many States. The object was to make a preliminary study of the many methods used and tried through the country under which occupational adjustments were being made or attempted. These visits and conferences provided a clearing house where practical methods could be separated from the unworkable, and where one city could avoid the past mistakes of another.

To establish a method of selecting occupational employment in Denver, Dr. Roy A. Kistner, Director of General and Vocational Education, and Dr. Paul Smith, Principal High Vocational Department School, made specific studies in selected cities. They presented a report of their findings with definite recommendations upon which to build a service in Denver. This study evolved the present scientific occupational adjustment service. This service provides a center where the employer who needs a job to be brought into touch with the employee who needs a career, such a meeting of employer and employee, in addition to being of mutual benefit, also benefits the locality. The occupational adjustment service is the outgrowth of a new spirit in education; during the depression years, Denver Public Schools realized they could be more direct in their relation with all individuals -- not just school cities

can be said to be doing could believe even greater service to the job.

Occupational service is directed primarily toward guiding the entering job-seeker in the selection of work that he is capable of and fitted for. Training him for the job will thereby placing him in a position to realize his vocational progress. It is a practical service there can be no point in placing a worker in a job he is unfitted for, or in one where he lacks the skill and training necessary to discharge his duties. Neither employer, employee, nor the public can benefit from such a placement.

The guidance function of the service is essentially practical, counseling for the individual. The counselor is an impartial, unbiased, skilled person who has accurate and authoritative knowledge to correlate a choice with the actual job-requirements of the locality. For example, even if the individual is well-fitted for training as a commercial artist, he should not be guided along what paths if the locality offers little or no opportunity for a job of that description. Here again, the counselor's information is localistic.

The concept of unemployment through regional community effort is the purpose of the Occupational department service.

**UNEMPLOYMENT AND OCCUPATIONAL SERVICE FOR YOUTH**

In the summer of 1938 the Public Education Council of Denver submitted the report of a Youth Occupational Survey -- a survey that found there were approximately 3,000 youths under 18 years of age who were either totally or partly unemployed. Following this, an attempt

in the problem was placed. The former Public Schools, the National Trade Administration, and the National State Employment Service set up the Vocational Adjustment Service for the purpose of carrying the youth of Deaver through the threefold program of occupational guidance, training, and placement.

But can I get up there yet? But can I know for what I am best fitted? If I am not happy in my present job, but can I change jobs? These and other questions are constantly being answered by the Vocational Adjustment Service. Any individual who has come out of Deaver and has been a steady job man usually is smart enough to understand the old Deaver the problem is a private one. If the boy or girl already has the background of training and interest for placement, the Service will attempt to find a paying job. But, if the individual does not know where his interests or abilities lie or where to change jobs, Vocational Adjustment attempts through the training program to locate these interests and abilities. A separate battery of tests is built for each individual; a necessary procedure because no two persons have identical problems.

When interests and abilities have been located, the next question is that of a job. In some cases, it is possible to secure immediate employment; in other cases, it is necessary to attend one of the Service's own training classes. Just as soon as the individual reaches the point where he is qualified for the new work, an attempt will be made to place him. A job for the student is the ultimate aim and end of the entire service.



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Opportunity School urges all former High School "drop-outs" and teachers who are not going to return to the Hill, to come to Opportunity School, Room 7, and register with the occupational adjustment service before May 15.

## JOB OPPORTUNITIES

Job opportunities in what subject? They exist in a great number of fields, provided the prospective job holder has met the requirements of the employer and has taken the training required of a beginning worker. We all know that all work requires a certain amount of "job intelligence" plus the ability to do the job. Opportunity School can direct your ability into the proper channel and then, through its vocational training program, give you the additional "job know" that employers demand.

Because of the rapidly expanding National Defense Program employment will be broadened in scope to take in not only heavy industries, such as machine shop, welding, and related work, but also other occupations that will be directly and indirectly affected by the National Defense Program.

Here are a few job opportunities in Denver:

**THE FUTURE**

The sky climbing industry can always use men and women trained as sky divers, rappellers, or paratroopers. Particularly at this time, young men and women should give consideration to this field. Trained personnel is now being in our service in the frontier outposts of the Midwest and the Atlantic and Pacific Coasts in opening jobs in Denver.

**WORKING FOR THE GOVERNMENT OFFICE ASSISTANTS**

Not so many years ago a trained medical or dental secretary was a secretary, a secretary was a secretary, and it was necessary for her to stay in medical fields and learn her job more or less "on her own." However, this is no longer the case. Before we can have that to make their contribution to professional teams and procedures. Opportunity School has found that there is a demand for trained medical and

local office activities. This field will proceed as far as possible toward an increased number and variety of jobs into the national and regional activities of the Army, Navy, and civilian services.

**TRAFFIC MANAGEMENT**

Year by year, traffic management grows into a more complex field, and presents a challenge to anyone concerned with the movement of all classes of goods. This is true whether cargo units are sent by rail, truck, water, or air. Jobs are going to be open to persons with a knowledge of traffic management, because the Defense Program has accelerated its activity to move war materials from their traffic and this means more traffic jobs, more cargo jobs, more route clerks, etc. Investigate this opportunity.

**TRUCK TRAINING**

Because of the difficulty in finding qualified young men for these jobs, a class was started this spring for the purpose of training men on these vehicles. But this class will not supply enough men to satisfy the demand out of the class started ten years ago, so more effort must be made to persuade employers.

**TRUCKING EMPLOYMENT SERVICE**

This field has certain requirements that prevent the study of workers from leaving the large. However, there is a training class at the present time, and it is possible that there will be one next fall.

**TRUCKING EMPLOYMENT SERVICE**

Those qualified in this field are having no difficulty in finding employment. Further training classes for this type of work was started in April 1, 1945.

**TRUCKING**

It is not possible to enroll in a self-administering class. In this field, there are many possibilities for the right type of job, and with the appropriate amount of study, jobs with this training will be in demand. It is an interesting fact that a number of the graduates in this field are college graduates. The word of interest is another one of the possibilities in this field.

**TRUCKING**

The demand here is a rapidly growing one, where job opportunities for a young man in this type of work are unlimited. From the study of "new history" and relative interests, these jobs are "good ones."

**WORK OPPORTUNITIES**

This field is probably one of the most growing at the present time. The National Business League would care for placements, which means more openings. Jobs are open for men and women alike and offer good chances for promotion. At the present time there are training classes open for men only only. In case of a student in need for private employment, an attempt will be made to place him. For information on this class by writing to the Opportunity School.

**GENERAL NOTES**

Reports indicate a shortage of well-trained laundry workers, and there are many opportunities in this field. Some of the jobs are for "washer," "sorter," "press room," etc.

**GENERAL OBSERVATIONS**

Young men with mechanical ability have, especially at the present time, many opportunities. The school has difficulty in finding individuals with mechanical ability to fill the training classes. Inasmuch as we have a living fee, an agreement with employers is required to have the ability tested and verified at the Vocational Adjustment Service. Students have been very steady and rapid from these classes.

The above list indicates a few of the many jobs at the present time.

During the month of March, Opportunity School made 100 placements. If you are interested and desire help in your vocational problem, contact the Vocational Adjustment Service, Room 7, Government Building.

CONTRIBUTION TO MILITARY SERVICE

It is of course obvious at the present time that hundreds of thousands of young men will be withdrawn from the labor market and enlisted into a large and powerful military organization. While many of these men have never had a glimpse of the economic labor life, many others are leaving established positions that must be filled. In these military branches are vast opportunities for young men, quite aside from the national emergency that requires their services.

THE CASE

Let's see what the Army offers to the additional young man. Of course, it offers training, adventure, a new life - but what about pay and the chance for advancement?

In addition to a regular pay check, the Army furnishes clothing, food, housing, and medical and dental treatment free of charge. The private soldier makes pay for these benefits, and they represent actual value. The monthly pay schedule of the enlisted soldier ranges from \$71.00, that of a private with less than four months' service, to that of a sergeant who makes monthly pay of \$207.00. After thirty years of service in the Army, soldiers are entitled to three-quarters pay, plus allowances of \$14.75 a month. For the youth with high school or college education, there are even greater opportunities.

Education, both military and civil, being offered splendid opportunities to the young man choosing a career. Advance private (one of the

may involve) involve an average of 200-300 a month, the pay of air pilots ranges between 200-300 and 300-400. Pilots are essentially trained for administrative and executive positions in industry.

To meet the increasing demand for competent airplane pilots, the Army Air Corps initiates flying schools to train flying cadets at Fort Ord, Oregon. Each cadet is paid 275.00 a month. In addition, there is a tuition allowance of 12.00 a day during the course. All necessary uniforms and flying equipment are furnished without cost. A prospective flying cadet must meet the following requirements:

- 1. Unmarried
- 2. A citizen of the United States.
- 3. Not less than twenty, nor more than twenty-seven, years old.
- 4. Present a certified document from the registrar of a recognized college or university stating that he has satisfactorily completed at least one-half of the necessary credits leading to a degree that normally requires four years' work. If unable to present such a certificate, the cadet must pass a written examination.
- 5. Must be physically sound and in excellent health.

END PAGE

The young men in our country appreciate the fine opportunities offered by enlistment in the Army.

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In high school, the young man receives the Army as an apprentice journeyman he receives \$15.00 a month, plus a complete outfit of clothing; all living expenses are provided. After four months' service, the pay is automatically increased to \$20.00 a month. From that on, it is possible to receive a gradual increase in pay. The promotion to chief machanic rank, with uniform pay and allowances of \$4,000.00 a year, this is possible without ever obtaining commissioned officer's rank.

Thirty percent of Army men reach the ceiling of chief petty officer before they have completed sixteen years' service. Chief petty officer pay is approximately \$107.00 a month, plus subsistence and lodging on board ship. While on shore duty, extra allowances bring total pay to approximately \$125.00 a month. Free dental and medical care also are provided. Upon separation, after twenty years of service there is guaranteed retirement pay for life. A chief petty officer who has served twenty years in the Army, may retire on \$25.00 a month for ten years; at the end of ten years, this increases to \$35.00 a month for life and retirement pay is as any officer has right to hold a private job. When the Army man has reached retirement age, provided he has taken advantage of the training offered, he will have learned a trade that will prepare him for employment in civil life.

The Army requires each man to study and complete regular training courses for advancement in rating or a grade where a man may gain more valuable trade experience than he can in most civil occupations. The trades that can be learned while in the Army are mechanical, electrical, painter, printer, baker, radio, carpenter, millwright, welder, stoker

gunner, pharmacist, photographer, teleprinter, musician, electrician, and signaller.

Recruits from all regions, they life offers excellent opportunity and pay for the eligible young men.

**THE SERVICE**

The Service is not for something of a soldier and everything of a soldier, the pay ranges from \$15.00 to \$127.00 a month, according to rank and length of service. There is additional pay for specialized work, such as computer, clerk, or glider qualification or an expert rifleman also increases pay. After thirty years of service, retirement pay is requested or with 75% of pay, plus allowances for quarters, food, and flight.

From the Service and the Army, each year 100 selected men are appointed to the Royal Academy at Sandhurst, England. They are selected by competitive examination, which are given selected men who are not more than 30 years of age. Most selected men must have a high school education and be able to pass the regular mental and physical examinations.

Men desiring to enlist in the Service serve for aviation duty each month (total for general service and complete a course of month training; after two years they are eligible for flight training.

In addition to their regular pay, Service receive \$15,000 in life insurance; the premiums are paid by the Service Corps. Some releases from active duty, include with their pay or more service are paid a cash sum of 1,000,000 plus in in addition to any pay and allowances



They may otherwise receive.

### THE FIRST BRANCH

Another specialized branch of the military service is the Coast Guard. This service has many purely preventive duties; one of these are enforcement of law on the high seas, aiding state-division vessels, law patrol, hurricane relief, destruction of ferocious, maintenance of light marks, carrying mail to Alaska and, in general, any aid to navigation.

The service is open for enlistment at this time; qualified men 17 to 22 either as apprentices receive with pay of \$21.00 a month, plus clothing allowance, or with the other branches, enlistment, quarters, and medical attention are furnished. After three-months' service, an advance to second-class recruit carries pay of \$23.00 a month. The top pay and allowance of a chief warrant officer can amount to as much as \$2,000 a year.

The Coast Guard places the men especially upon engineering and training as in the other branches. Schools range through power, radio, pharmacology, coast and harbor, gun, signal, gunnery, and even highly specialized courses in radio engineering and gunnery.

Retirement pay is provided by at the age of 34, or after twenty-years' service. This branch offers excellent opportunity for young men in a service that carries on duties fundamentally of a preventive nature.

THE NATIONAL DEFENSE PROGRAM

The National Defense Program brought attention to the nation that to the extent of widespread depression and unemployment a shortage exists in many of the skilled trades. In part, this may have been due to the depression, which industry has grown but not trained our workers.

STATUS OF 1939

Job opportunities are increasing under National Defense. The demand for the various types of workers has grown with an increasing equality, which cannot help but affect private employment. Numerous officials will insist that the Defense Program go on, and qualified workers must either be found or trained for the jobs now opening.

There are three sources from which defense workers can be drawn: boys and girls - just out of school, who have never been in the labor market; men and women, victims of our past depression, who are not unemployed, and the employed workers of private industry. The first two groups will not affect private industry to any great extent, but when the last group is tapped, industry is bound to suffer.

Because of the immediate pressure of the Defense Program, the role of pay, and the hours of work, many steadily employed workers are ready and willing to quit good jobs for the war work. It may seem that pay (if we are not stopped to consider the defense law) will be the job factor. Will they be able to qualify or to go back to their old job when the Defense Program is finished?

While a large number of Defense Program jobs could be filled by young people new to the labor market, and by the unemployed, they will, in the main, be filled by established workers. Defense spending that would still have to be filled, in any instance, by untrained and inexperienced workers. In addition, Defense activity will even increase national payrolls, which in turn will increase the number of jobs in private industry employment. This adds up to more job opportunities for both the beginning worker and the experienced worker, and more chance for promotion in private industry.

**CONCERN OF THE HIGH SCHOOL GRADUATE**

High School and Junior High School youths, in choosing an occupation that may be followed for the rest of their lives, should consider what may happen in the next three, five, or ten years. Right now, it is true, there is a job for anyone over 18 years of age who has a few technical aptitude and a small amount of training. Thousands for a moment are specialists who have been trained in one phase of military work and can do very little other than operate a single machine. They will be their position when industries in defense production are shut down!

The present demand for workers in line production will help provide funds for the additional youth to attend college, so will as to give the new experience of the outside world. Today, employees demand that prospective employees have some industrial experience. Here is the chance to get it, and to learn while working.

The young person who obtains one of these jobs that are an outgrowth of Defense expansion, should not view the situation as "settling." While the job at present is attractive, the possible duration should be of the greatest importance to the young worker. What will be its end? The job holder will be sure further increased his skills and therefore his value on the job he has been holding, so that he will be particularly to be one of those left over. The opportunity for young people to learn in the skilled building and mechanical trades has never been better. Lincoln, Wiley Post, Wilson, Walter Chrysler, and William Bushnell all spent several apprenticeships or said they are very satisfied anyway.

The youths who learn themselves with an eye to the future should not believe jobs scarce, will eventually be closed off from the to not have such training.

#### JOB IN ARMED SERVICES

An accurate example of this attraction is the arm plants being constructed west of Denver. This concern will require approximately 1,000 skilled and unskilled and a considerably greater number of unskilled workers. To obtain training that will better equip you for a job in this as well as other prospective defense industries, the National Defense Program has set up through the GLENN COLETT (formerly School and other school steps, classes giving the type of work that will be required for employment. Young people should remember, however, that while working in these plants, they must continually better themselves.

by attending some school during the time they are employed. When this beneficial emergency is over or as eventually it will be or they will be far better qualified than the people who suggested to leave while working.

Young people who desire this type of training should go to Opportunity School Room 7 on the main floor of the old building at 1200 and Wilson. See Mr. Hollman.

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## LESTER PERELL SCHOOL

DEVELOP OCCUPATIONAL OPPORTUNITY SERVICE

OCCUPATIONAL OPPORTUNITY SERVICE BULLETIN NUMBER THREE

MAY 1961

This bulletin is prepared for the high school graduate and student who, his military education completed, finds himself at that point where he must get a job.

Walter W. Miller  
Acting Principal, Emily Griffith Opportunity School

Ray A. Anderson  
Director of Vocational and Technical Education

John J. Day  
Assistant Superintendent in Charge  
of Secondary Education and the Emily Griffith Opportunity School

Reprinted, in part, by The National Youth Program  
and Project Administration

## PREFACE

For the first time in years the high school graduate can find that there is a place for him in industry. Demand calls for placement in jobs for graduates that industry is creating for graduates. But while it is calling for him, it is also demanding that he supplement his Fundamental education with some specific training so that he can fill a definite niche in industrial production. This specific training is offered as opportunity comes, from the young person who is job-hunting his trade at the same time.

The production of defense equipment and supplies is enlarging rapidly and is increasing the ability of workers to try all kinds of occupations. As a result, more workers are needed in the regular fields of production, distribution, and service.



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## I A FORMAL SPEECH

Approximately 1,800,000 youths will enter the labor market in the United States this June. Graduates of colleges, high schools and grade schools will take up the bulk of this youth labor force, which, incidentally, is the largest in our history. There is this group are youths who will drop out of school without graduating. Obviously, all graduates will not be in this group of job-seekers. Approximately one-third of the high school graduates will continue their studies in colleges, and many of the girls will marry or stay at home.

What are the problems of the 1,800,000 youths who, for the first time in their lives, face the reality of finding a permanent job? In what directions are they to travel?

Let us have a look at the opportunities in some of the major economic divisions. According to STATISTICAL TRENDS magazine, the private business is enjoying one of the best years. Tight are on the business and as a result of defense spending, men are going back to work. Demand for working men should remain. Institutions have realized long before that they are not for those who would like to withdraw themselves in a self-fulfilling job, and opportunity is meeting the young men with training and ability to perform phases of industrial work. Institutions are not at an all-time high.

Among college graduates, the expansion of 1944 will take them to job possibilities. They will find opportunities in private or government employment.

Several ways to use of the fastest growing job-fields in the coun-

typ. This field has shown an increase of 1,700,000 workers between 1933 and 1940. It should be stressed, however, that there are very few people leaving electrical work than there are new opportunities. Even so, thoroughly trained, specialized workers have a good chance of finding employment.

During the past few years there has been an increase of 10% in Federal, State and Municipal jobs; the demands of National Defense are resulting in good jobs for new workers in the field of government employment.

Transportation and communication fields show an upward curve; training is one of the fastest growing industries.

According to primary releases of the Census Bureau, the number of American youths in the 16 to 24 age group has increased by more than 500,000 since 1935; there are more youths in this group who have had no work experience than there were ten years ago. A study of census figures shows that in 1935 about 65% of the young people between 16 and 24 were working or had held jobs at some time, according to the first report of the 1940 census, however, only 55% of these youths have had work experience. The individual without a job record of any kind is at a distinct disadvantage in his quest for employment. The young applicant must realize the importance of acquiring some work experience even though it is not in the job that he intends to seek his occupation.

The value of experience gained on any job is shown by the fact that out of 1,416 engineering workers placed by the Bureau Occupational Adjustment Service during the past year, 1,200 had worked before; only 216 had no former work experience.

ADULT EDUCATION BOARD NEWS.

The Adult Education Board School beginning June 12 will be the fourth consecutive session held at Opportunity Schools. It is a public educational program of the State Projects Administration sponsored by the State Public Schools. Starting in 1936, the summer school has grown each year. This is a free school offering an complete course of study as may private schools were tuition be charged and it is open to all residents of Duane over 14; there are no entrance requirements and a student may enter at any time and devote as many hours as he can spare.

The courses of study offered range from First grade and Spelling Book- ing, through Business and Commercial work to Public Speaking and Radio Broadcasting. A unique feature of the whole instruction is the field trips as these students collect specimens that are later studied by laboratory methods.

There are English classes for persons who desire to learn to read and write, citizenship classes for those taking an informational paper and advanced classes for persons who recently obtained citizenship. Opportunity School has a library and a trained librarian who will advise students and furnish them the necessary reading material.

The Vocational Adjustment Service - the summer program of which is explained in Chapter 22 of this bulletin - is located in Room 7; this service will assist any student in the summer school to obtain a job and advise students on courses that prepare them for different occupations.

Registrations for the summer school begin June 7; classes begin on June 12 and end during the day - ending through Friday. Participation

are listed, as these two registers first will be cancelled, and most of others will be placed on waiting list.

The following are the courses offered together with the teachers' name, days and hours of class and room where classes are held. Other courses may be organized, provided that a sufficient number of requests for such are received.

**COURSE LISTING  
AND SCHEDULE**

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>DAY AND HOUR</u>	<u>ROOM</u>
<b>ART</b>			
First year and drawing	David Goodrich	Mon. Wed. 1:30-4:30	212
Art appreciation	John Thomas	Thurs. Thurs. 1:30-4:30	212
Design	John Thomas	Mon. Wed. 7:00-9:30	212
<b>ENGLISH</b>			
How to write a book and book review	Gertrude Johnson	Thurs. 10:00-12:00 a.m.	212
<b>FINANCIAL</b>	Harold E. Day	Mon. Wed. 1:30-4:30	212
<b>COMMERCE</b>	Ellen Johnson	Mon. Wed. 1:30-4:30 Thurs. 1:30-4:30	212
<b>PHYSICAL</b>			
Improving yourself	Ernestine Lee	Wed. 1:30-4:30	212
Health, beauty and dietetics	Ernestine Lee	Mon. Wed. 7:00-9:30	212
Food Habits	Ernestine Lee	Mon. Wed. 1:30-4:30	212
Business arithmetic	William Franklin	Thurs. Thurs. 7:00-9:30	212
<b>READING METHOD</b>			
Improvement and Short Story Writing	Ellen Johnson	Thurs. 1:30-4:30	212
<b>REMARKS - (Days and hours to be announced)</b>			
<b>SPANISH</b>			
Elementary Grammar of Social Studies	E. Williamson	Thurs. 7:00-9:30	212

(continued next page)

COURSE	INSTRUCTOR	MEETINGS	CRS.
FIRST AID (Comp.) (1 cr.)	John Gandy	Tue., Thur., 10:00-11:00	01
	Frank Thomas	Mon., Wed., 10:00-11:00	01
First Aid Course Emphasizing	Edna Schneider	Mon., Wed., 10:00-11:00	01-02
First Aid	Edna Lee	Tue., Thur., 10:00-11:00	01
		Fri., Sat., 10:00-11:00	01
First Aid (Continued)	Charles Gandy	Tue., 10:00-11:00 Wed., 10:00-11:00 a. m.	01
LEARNING			
Spanish - Beginning	Jose Herrera	Mon., 10:00-11:00 Tue., 10:00-11:00	01
Spanish - Advanced	Jose Herrera	Mon., Wed., 10:00-11:00	01
SCIENCE	Walter L. Miller	Mon., Tue., Wed., Thur., Fri., 10:00-11:00 Sat., Sun., 10:00-11:00 10:00-11:00	01
SCIENCE			
Science	L. J. Swanson	Mon., 10:00-11:00	01
Chem.	Marie Murray	Fri., 10:00-11:00 a. m.	01
Phys.	Marie Murray	Mon., 10:00-11:00 a. m.	01
SCIENCE RELATED			
Other Speech	Walter L. Miller	Tue., 10:00-11:00 a. m. Tue., 10:00-11:00 Wed., 10:00-11:00	01
SCIENCE RELATED (Continued)	Walter L. Miller	Tue., Thur., 10:00-11:00	01
SCIENCE OF EARLY YEARS (Continued)			
Algebra, Geometry Advanced Intermediate	A. L. Sells	Tue., Thur., 10:00-11:00	01
Physics, Trig. Math. Basic Math	A. L. Sells	Mon., Wed., 10:00-11:00	01
SCIENCE RELATED	Charles Gandy	Mon., Wed., 10:00-11:00	01

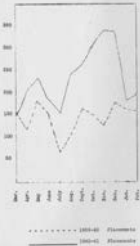
### UNEMPLOYMENT ADJUSTMENT SERVICE (UAS) SERVICES

Unemployment looks no reaction and a reaction to the last thing that a person out of a job wants. For that reason, the Denver Occupational Adjustment Service located at Opportunity School will remain open and continue to offer its aid to the public throughout the winter months.

What does the Occupational Adjustment Service offer? First it offers reaction counseling or this could be called "job advice." The counselor is a trained adult who helps to analyze your individual problem. If you do not know where your interests lie or what your abilities are, the service attempts to locate these by private talks with the counselor, and through multiple tests. The value of these tests in locating abilities has been determined by many experiments. After interests and abilities have been defined, it is often obvious that a definite program of specific training is necessary. In this training period, a part time job is frequently necessary; the service will attempt to find or help you to find such a job. The length of the training period and the time necessary to get into a full time job will depend on the kind of work chosen, your study effort, and the number of jobs available.

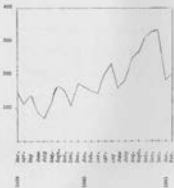
The following graphs and chart give a picture of the applications received by the Occupational Adjustment Service and the actual placements that have been made by it; the chart shows how these placements were distributed among the occupations.

PLANNING AND OTHER THE NEXT YEAR  
 NUMBER YEARS OF THE PLANNING YEAR

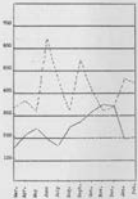




## Scale of Payments

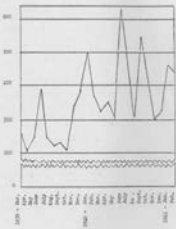


CHANGES IN PLACEMENT TRENDS BY APPLICANTS FOR THE FIFTY YEAR.



..... The applicants } 1940-1950  
———— Placement }

Figure 10. Air application



## HOW TO GET A JOB

There is no one pattern that all job seekers can follow with assurance of success. The next step your own job campaign. The suggestions given here are guides, not guarantees. For questions about the Government's response to the market need and the job, place this booklet in addressed envelopes to high school contacts, if it occurs they are not experienced "job-seekers." The suggestions that follow will help, but you should consult with the representative of the Occupational Adjustment Service in your school. Although the program of occupational adjustment is building an ever-growing place for the vocational counselor, young people still secure jobs as a result of their own efforts — independently, or through the assistance of parents, friends, and other friends.

The first thing you — a job seeker — should do, is to let everyone know you are looking for a job: tell your friends, your relatives, your minister, your teachers, and the business men with whom your family trades. Job openings frequently come from the most unexpected sources.

The next step is to contact your school representative of the Occupational Adjustment Service, he will take an appointment for an interview with a counselor of the Occupational Adjustment Service and for registration with the employment service; if you have a Social Security account number, bring it with you to the interview — if you do not have this number you may get it at the Social Security Board office, 500 Patterson Building.

It is possible that the Occupational Adjustment Service Counselor



can refer you to an immediate job opening, but more probable that he will refer you to the testing section to verify the skills you believe you have or to discover vocational aptitudes that you may not have yet assessed. The counselor may be able to give information about places where you should make an application or may suggest a program for personal improvement before making further contacts with prospective employers, or may act for further interviews or to say say that you will be satisfied if a job opening is found. During the interview, the counselor will record any lines of information concerning yourself which will be helpful in job placement - and you should respond readily to all questions that are asked.

The problem of getting a job is not solved by registration with the Vocational Adjustment Service. After you - with the assistance of the vocational counselor - have decided upon the kind of work that you would like, a list of all possible employers should be made; the city directory and the classified sections of the telephone directory is useful. You don't call upon these employers in alphabetical or geographic order. The place to start hunting a job is where you have some personal acquaintance. This should not be confused with what is often thought of as "pull." There are many kinds of personal contacts that are not in the category of "pull." If you have no personal contacts with any place that might offer a job, perhaps one can be developed by speaking to all your friends; you may get acquainted with someone who knows the man for a business where you would like to be employed.

There are still other methods that lead to openings. For example, a well-prepared advertisement in the newspaper - with an element of originality - may bring responses. Submit the advertising sections of

the company, although neither is legal here — especially in connection with listed advertisements.

Securing a job opening is the first and not the most important part of getting the job. The personal interview with employer or his representative is the decisive step. In most cases you will fill out an application blank. The questions asked will deal with such information as the following, and it is well to prepare for the interview by giving some thought to these questions.

1. Your name, address, telephone number.
2. Your age, sex, date and place of birth.
3. Your height, weight, color of hair and eyes.
4. Your race, nationality, and religion.
5. Names of your parents and their places of birth.
6. Your physical disabilities, and service record.
7. The length of residence in the city, county, and state.
8. Your formal schooling system.
9. Any educational training and school record, including extracurricular.
10. Your trade or occupational experience.
11. Whether you are single, married, divorced, or separated.
12. Whether you live with parents, relatives, board or keep house.
13. Status of dependents.
14. Whether you are a member of any labor union.
15. Whether you have a relative employed by the firm.
16. Further training, and salary required.
17. Whether you are suited for other positions in the firm.
18. Whether you are furnished bond if required.
19. Your work history and references.
20. Any special training or experience which especially fits you for the job.
21. Your desire for further training.
22. Your willingness to leave the city.

Read the answers to these questions, and give them reality.

It is very important to apply for a specific job. Don't say that you are do anything — the employer will assume that you really have no training, experience or interest that might fit you for his work. Be certain that the employer will notice at once how you look, whether you are well groomed, appropriately dressed, clean and neat. The first im-

prediction of you may be the deciding one to not spoil this opportunity by overlooking it.

It is probable that the average time required for job placement in 1961 will be less than it has been during the past years; but if you do not find a job during the first week or even month, do not conclude that there is no place for you. It may be that you have not found that place; it is also possible that you are not prepared for it.

In the first case, you should keep in close contact with the Unemployment Adjustment Service and all other people who know that you are prepared for work. If you fail to get your job back you wanted, re-evaluate yourself and consult with members of the staff of the Unemployment Adjustment Service. You might also meet some employer who could discuss the situation with you. You may have a personality defect that can be corrected under guidance of the Unemployment Adjustment Service. If additional skills are necessary, the counselor will also suggest some by which training can be secured.

The foregoing suggestions are based on the assumption that you will be hired by another person or firm. There are also opportunities for young people with special abilities to go into business for themselves. Such new projects and possibilities that this bulletin cannot deal with here. Any member of the Unemployment Adjustment Service staff will be glad to discuss your situation with you.

The following chapter contains four stories that my young "job-hunter" — especially the high school graduate or student — should study carefully.

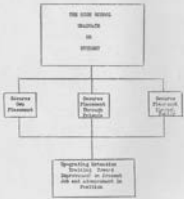
## 7

## TWO MONTHS' TRAINING

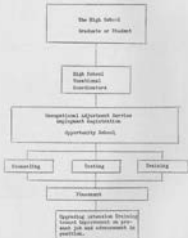
The following four charts have been prepared to show graphically the path that a high school graduate or student may follow on the road to a job. They show there is no error learning, but he can obtain guidance and counsel, and practical steps to take in establishing himself in a profession and paying services and in adjusting himself to that position.



THE LONG TERM IMPACTS OF STRENGTH AND ENDURANCE  
ON THE PROSTATE AND TESTES OF MEN IN PHYSICAL  
TRAINING



Participating in setting a job involves the occupational adjustment service, the school social workers in contact with both the program staff of setting a job and that of the student teacher.



to find the better candidate about 1964, the two firms wanted to provide not only the education aspects of the specialty school, to insure specific instruction were developed (1964) or not.



and to all instructional materials for a job. The only course material or program not used in teaching content for a job or below the minimum level.



## LOCAL DEFENSE NEEDS

The Agricultural School offers training classes based on the needs of students, employers, and the public. To determine what classes are needed, periodical surveys of shops, plants, and employers are being made (monthly). When a training need is determined, the school prepares the course of study that will best benefit the student, the employer, and the public.

Some of the trends discovered are noted in the following comparison that are characterized as "multiple courses." Such a course means that the student will be placed in a position upon the completion of fundamental training. Standards for these classes are established by the employer.

## WAPPING

The inexperienced wrapper in a retail store is introducing in a new phase and mostly to an employer. Details regarding fundamentals, such as best type, size and weight of paper for different types of merchandise, proper method of packing, and speed, are learned through practice. It is possible for a student to acquire these skills in a class of this type. Because of present demands, we have strong reason to believe that a large percentage of the students of such a class can be placed in jobs. It is also true that many workers that have acquired a shipping class. This opportunity should not be overlooked by the business owner.

## PACKAGING

Retail business has been increasing, and there is a growing demand for trained persons to do a systematic approach which gives us in price, quality, amount, and size. Such training will increase the accuracy of exchanges and shipments.

## WRAPPING

The packing of merchandise goods is a special skill. Customers' quality and the cost of handling, demand that delicate merchandise be wrapped and packed correctly for mailing or delivery. Methods of packing this kind of merchandise are taught in the class room. The chance for placement at the close of instruction are excellent.

**RESTAURANT COOK**

A steady supply of the restaurant industry brought out those labor-saving devices restaurant operators employ more people than any other business group except the distributive trade, a large number of the employees are not local people, restaurant operators prefer local employees because of dependability, persistence, and the possibility of promotion to the customer. Restaurant jobs require frequent on or off-duty training can be secured through the Opportunity School. The National Restaurant Association reports that the need for workers is evident in all parts of the country. Because the time shortage has been given as the need to more food, the Government found the higher type of employee that is being demanded. General employment trends indicate general job opportunities in restaurant work. Four of these opportunities are given below.

**BAKERS**

There is a definite shortage of workers who meet the requirements of their job. Bakers of high type, men, and with pleasing personalities should find work. Work a girl, with a minimum amount of training, can expect a wage of \$12.00 to \$14.00 a week with extra and tips. In many cases, this amounts to \$15.00 a week. Jobs of this kind are available to the girl who meets work her way through school, or many employees meet part time workers.

**CHEF - SAUCE**

This position is made from twenty to thirty-five years of age, with previous training or experience. The salaries are from \$12.00 to \$14.00 a week or more are included.

**HEAD BAKER**

Good school boys and women are in demand. This work involves making pastries, cakes, biscuits, and so forth, and is a desirable occupation for those who enjoy working with food. Age is not an factor in these jobs.

**BAKERS**

For boys with experience or training are usually able to find employment. Because of the type of work, a good or steady employee can prove superior to an employee. This work offers good opportunity for the boy who meets work his way through school.

The present operating Defense Program is creating rapid changes in the work-field. For information concerning these changes consult the Occupational Adjustment Service, Room 7, Opportunity School.

### GENERAL INFORMATION

From time to time Opportunity School will present reports on job opportunities in specific fields. The facts upon which this report is made are based on interviews and contacts made by the School's monitoring staff directly with the industry or profession. The following information about opportunities and openings is presented in a non-evaluative form to show the high school graduate the nature of beginning jobs in this field -- jobs without need of specialized optical training.

#### GENERAL INFORMATION

Number of firms contacted	31
Total number of employees	207
Beginning jobs for men	14
Beginning jobs for men	48
Jobs for women not classified as beginning	48
Jobs for men not classified as beginning	86
Age range for men in beginning jobs	18 to 40
Average age for men in beginning jobs	27
Age range for men in beginning jobs	17 to 40
Average age for men in beginning jobs	25
Age range for women in nonbeginning jobs	18 to 40
Age range for men in nonbeginning jobs	17 to 40
Average age for men in nonbeginning jobs	31

#### REPRESENTATIVE JOBS FOR MEN

Position	Job	Education
Assistant to Spectralist	Assistant to Fitting Glasses	High school education
Bill clerk	Fitting, Trained in job	High school
Bookkeeper	Bookkeeping and record keeping	High school and business college
Contract	Selling, Fitting	High school and business college
Bookkeeper-Clerk	Bookkeeping and typing	High school and business college

Cartographer-photographer	Photography and drawing Specialized	High school and business college
Photographer, receptionist	Photography and making prints	Photographic ability
Photographer	Charge of office, work in film development	High school business school
Typist	Type machine, stenographer	Intelligence, print skill, accuracy
		High school business college

MINIMUM JOB REQUIREMENTS

Position	Duties	Education
Clerk	Receiving, filing, record keeping	High school, business college
General type	Delivery, all jobs	High school equivalent, desire to progress into the branches of specialty
Stenographer	Work in office, filing, reporting	Good general education, good personality, and ability to meet public in special requirements
Typist	Typing	Good general education, desire to learn and progress
Shipping clerk	Care for shipping	General education, mathematics, accuracy, desire to learn and progress

JOB REQUIREMENTS CLASSIFIED BY POSITION

Position	Duties	Education
Bookkeeper	Not given in form	Accuracy and skill, ability to meet pressure
Operator's assistant	Assists operator, does some record keeping	High school
Stenographer	Work in office and make prints	High school and experience
Fieldman and receiver	Filing, signing, receiving, writing	Must be accurate and able to communicate in this work. A good person try to be trained for this work
Surface day	Take out job for printer and surface	High school and formal training in specialty



**THE**

**THE TRUCK DRIVER**

A number of our classes are offered from time to time either as one-semester courses plus the periods the are already employed in specific fields and have some fundamental training for their themselves and quite able to meet the requirements of employers. In a number of our staff organizations, there are only the first themselves "just enter the line" and some additional training as offered in these are covered by "just this one."

**COURSES**

A course in Motor Vehicle Traffic Management is now being offered to those 20 persons who are employed by someone using motor vehicle license permits. This class is in the nature of an experiment for other courses we will consider shipping business, miscellaneous business, freight classification, tariff regulations, tariff interpretation and previous papers to this work. This class hopes to enable the employee to grasp the fundamentals of Motor Vehicle Traffic Management for their better his present position. This will may be incorporated into our regular Traffic Management course and part.

**LEGAL, FINANCIAL AND ACCOUNTING**

This course will consider the different kinds of credits, how to interview and give or receive credits, methods of working out will be presentation of weekly accounting with, will also be a study of the kinds of collecting, the legal position, the basis, and the credit man's job today.

**TRUCK LINES AND TRUCKS**

This class is to teach the efficiency, independence and professional capability so that the man realize the needs of various kinds of work equipment as to type, size, power, operation and value. This is an extensive course resulting from the demands for such trucks given from local stores and from nearly a hundred requests for such study.

**TRUCKING BUSINESS**

This is an educational course given for heavy operators and heavy ship owners and preparing heavy operators. It is a short work course of eight meetings and will consider how to deal with the accounts, how to use as to better serve her and guide her in the use and purchase of equipment.

**TRUCKING BUSINESS**

This night class is the result of requests from students in the preparatory and intermediate business and general education course. It is a short work course of six meetings and has an enrollment of 25.

DEVELOPMENT OF THE PROGRAM

Under a Federal reauthorization plan, Opportunity School at the present time is offering three groups of Defense Training classes. Group I, classes are within Opportunity School, Group II, classes in the stage of other schools directed by Opportunity School, Group III, classes conducted at Long Field and in various vocational plants.

In Group I, Hospital reading related mathematics, welding, and other shop practices are conducted at Opportunity School.

In Group II, Forging, sheet metal work, pattern making, and hospital reading classes are conducted at North High School's machine shop practice and hospital reading are also given at West High and East High while a course in help and tender work is offered at the B. T. A. Building.

Group III comprises the supplementary Defense Training classes; these are directed by Opportunity School. At Long Field -- at the request of the Forwarding Office -- for the past few years Opportunity has been giving courses in mathematics of high school level, machine shop practices, welding, plumbing, electric and electrical subjects. At the same time through the school district a class in foremanship of the better level Foreman Training, classes in heat treatment, sheet metal, and welding and carpenter's fitting, at the Intermediate Training studies of hospital reading of shop mechanical equipment and shop mathematics, and in various machine shops throughout the city, classes in related mathematics and hospital reading are being held.

The Forging constitutes the major group of the Defense Training program. In addition, the school is conducting preemployment classes for

6. Principles of Metallurgy

College Physics and Chemistry lectures in theory, laboratory work in theory.

7. Advanced Metallurgy

College Physics and Chemistry, also mathematics through calculus lectures in theory, laboratory work at limited time limits.

8. Iron Smelting

College Chemistry and Physics lectures and laboratory at school.

9. The Metallurgy of Iron and Steel

College Physics and Chemistry lectures in theory.

10. Testing of Metallurgical Products

High school graduate with Chemistry and Physics lectures and laboratory at school.

11. Metallurgical Practice for Mechanical Engineers

High school graduate with Chemistry lectures and laboratory in theory.

12. Advanced Metallurgical Practice and Smelting

Class covering or elementary covering and smelting lectures in theory, laboratory in theory.

13. Iron Smelting

Mathematical design and construction through calculus lectures in theory, laboratory in theory.

6. Introduction of Mathematics

College Physics and Chemistry courses in Science, laboratory work in Science.

7. Mathematical Background

College Physics and Chemistry, also mathematics through calculus courses in Science, laboratory work at several times levels.

8. General Science

College Chemistry and Physics, lectures and laboratory in Science.

9. The Philosophy of Science

College Physics and Chemistry, lectures in Science.

10. History of Science

High school graduate - with Chemistry and Physics, lectures and laboratory in Science.

11. Advanced Physics for Scientific Research

High school graduate with Chemistry, lectures and laboratory in Science.

12. Advanced Chemistry, Lectures and Laboratory

Phase carrying or elementary carrying and carrying, lectures in Science, laboratory in Science.

13. General Science

Mathematical design and mathematics through calculus, lectures in Science, laboratory in Science.

It has happened before in our country; it is happening again. Today is the age of youth. Industry demands young people and it challenges them to learn so they can offer specific talents and useful skills. This will also mean dollars and cents to the young production. Because of the Defense Program and expanding commercial activity, today's need is for the specialized ability. This bulletin has pointed out a number of ways in which the young high school graduate or student can get the specialized training he needs here. Opportunity School is not only willing to give you the advantage of the housing and competitive services — it is anxious to do so.

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**EASTERN OCCUPATIONAL SURVEY**

Survey Agent \_\_\_\_\_ Date \_\_\_\_\_ 19\_\_

Location of Firm \_\_\_\_\_

Name of Firm \_\_\_\_\_

Character of Production of Firm \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ORGANIZATION OF FIRM BY DEPARTMENT**  
(List departments by name)

- |                          |                            |
|--------------------------|----------------------------|
| ___1. Office             | ___9. Billing & Collecting |
| ___2. Sales, New Order   | ___10. Working             |
| ___3. Sales, Total Order | ___11. Store               |
| ___4. Service            | ___12. Storage Battery     |
| ___5. Repair Shop        | ___13. Electrical          |
| ___6. Paint Shop         | ___14. _____               |
| ___7. Shop & Factory     | ___15. _____               |
| ___8. Stock Room         | ___16. _____               |











YOUR INFORMATION SERVICE TO THE FUTURE OF THE INDUSTRY

1. What are the apparent technological trends that may cause unemployment?

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2. What are the trends toward job specialization in the automotive industry?

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3. What are the probable lines of development in repair equipment?

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4. What is your reaction toward apprentice training?

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5. What is your attitude as to open or closed shop?

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6. Do you require portable workers?  Yes  No

7. What seasonal variation is to be found in the automotive industry?

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8. What is your attitude toward school training program?

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9. What suggestions do you submit for increasing employment?

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10. What is the source of skilled or competent workers?

_____ Service	_____ Home Shop	_____ Tire
_____ Repair Shop	_____ Milling &	_____ Storage
_____ Paint Shop	_____ Driveway	_____ Battery
_____ Body & Fender	_____ Rusting	_____ Clean-
		_____ tinned

Other Sources

11. What is the present labor attraction?

12. What are the probable lines of development in automotive tooling?

13. What is the probable future demand for skilled workers? \_\_\_\_\_ Tool, \_\_\_\_\_ Part.

14. Ratio of expenditures to gross sales (by shop.)

_____ Service	_____ Home Shop	_____ Tire
_____ Repair Shop	_____ Milling &	_____ Storage
_____ Paint Shop	_____ Driveway	_____ Battery
_____ Body & Fender	_____ Rusting	_____ Clean-
		_____ tinned

15. General Shop Conditions. \_\_\_\_\_ Tool \_\_\_\_\_ Part

\_\_\_\_\_ Part

16. Remarks

Dr. Botzinger (1991/1992)

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