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A job analysis of thirty negro group workers in Atlanta, Georgia and their attitudes toward their work

Katie E. Moore
ATLANTA UNIVERSITY

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A JOB ANALYSIS OF THIRTY NEGRO GROUP WORKERS IN ATLANTA, GEORGIA AND THEIR ATTITUDES TOWARD THEIR WORK

A THESIS

SUBMITTED TO THE FACULTY OF THE ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY

KATIE ELIZABETH MOORE

ATLANTA, GEORGIA
JUNE 1947
ACKNOWLEDGEMENTS

The writer wishes to express deep appreciation to the thirty group workers of Bethlehem Center, The Boy Scouts, The Girl's Scouts, The George Washington Carver Boy's Club, The Phyllis Wheatley Young Women's Christian Association, Eagan Homes, Grady Homes, Herndon and University Homes of the Atlanta Housing Authority of Atlanta, Georgia, for their interest and cooperation. Sincere and grateful appreciation is due Mr. Joseph Shabses and Mr. John C. Alston under whose help and guidance this study was completed.

K. E. M.
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CHAPTER I

INTRODUCTION

Working conditions are important factors in considering all occupations. The first job analysis of social workers was made in 1926 by The American Association of Social Workers. A committee was selected to carry out this project. This committee provided information about the content of social work occupations, what qualifications a worker should have for social work positions, and what is involved in the work.

The job analysis serves "as a basis for evolving training methods, thus increasing stability, general efficiency, earning power and the general happiness and adjustment of the worker. It is used as a basis for salary grading and organized methods of promotion, in this way eliminating the many injustices and misunderstandings which arise when these are left to chance and to the whims of a supervisor."

Workers often find that their jobs are not the profitable ventures that they had hoped they would be. This study is an attempt to examine and give descriptions about the jobs of thirty Negro group workers in Atlanta, Georgia. This study will also give information about the attitudes of these workers.

Authorities have not agreed as to which points to include in a job analysis. However, certain elements enter into the content of every job. The writer included some of the points she considered pertinent to a job analysis of group workers.

Duties of workers, requirements and qualifications, and conditions of work will be listed. Every item involved in the

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work and its relation to other jobs in the organization will not be listed but the most usual practices will be pointed out.

Purpose

Many workers enter into new fields and find their work different from their expectations. Some social workers do not find their profession satisfactory. The aim of this study is to describe the jobs of thirty Negro group workers in Atlanta, Georgia, to determine what factors influenced these workers to enter into group work, to describe their jobs in relation to their agencies, and to present a picture of the attitudes of these workers concerning their profession.

Scope

This study will be confined to thirty Negro workers in Atlanta, Georgia, who were employed in social agencies such as: The Butler Street Young Men's Christian Association, Boy Scouts of America, Girl Scouts, Inc., The Negro Boy's Club, Bethlehem Center, University, Herndon, Eagan, and Grady Homes of the Atlanta Housing Authority, during February and March of 1947.

Method

The chief method used to secure this information was through personal interviews with the workers. Data received from interviews and questionnaires were compiled and analyzed. Information was secured from National Social Work organizations, and books and articles on social group work were consulted.
Limitations

All of the workers interviewed did not reveal their responsibilities and attitudes completely thus causing a limitation in providing a complete picture of the content of their jobs and attitudes toward their profession.

Writings on job analyses in the field of group work are limited.
CHAPTER II

GROUP WORK AS A PROFESSION

Social group work is a method of personality development. When several individuals are brought together, there is an interaction of one personality on another.

The social group worker aware of the processes involved in personality interaction, attempts to guide these processes in a way that will make for the fullest possible development of each individual in the group.¹

The group worker must have insight into the human needs of the individual, seek to develop each individual to his fullest capacity, and work toward meeting these needs in a group setting.

Qualifications of Group Workers

Group workers should be graduates of an accredited college. Emphasis should be placed on the social sciences and humanities, during the college training period. Professional training on the graduate level is preferred and the worker should have received a Master's degree in social work.

All workers are expected to have the following personal qualifications: interest in, respect for, and ability to work democratically with people of any national, racial, religious, social and economic background; leadership ability, resourcefulness; integrity; friendliness; good health - physical and mental; bearing and manner that reflect mature personality and command the confidence of others; interest and belief in progress and social change.²

Among the attributes of a profession as formulated by Abraham Flexner, and more recently by William E. Wickenden, are the following four qualities which have special relevance to professional training.

1. A body of knowledge (science) and of art (skill) held as a common profession, extended by united effort and capable of communication through an orderly and highly specialized educational discipline.

2. A standard of qualifications for admission to the profession, based on character, training and competency.

3. An educational process of professional aims and quality that imposes an obligation on the professional group for the support and ordering of education.

4. A recognition of status by colleagues or by organized society, as a basis of good standing.  

A group worker should have a definite goal in mind. This goal can be achieved if there is an understanding of the individual's needs and interests. No one can lead, understand, and love human beings without knowledge and wisdom. The modern social worker has realized the importance of developing constructive ways to help human nature. This step forward is a great advance in comparison with our previous efforts which were well intentioned but not uniform. Psychiatry, and psychology have helped group workers to enhance personality and do more effective work.

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The Importance of a Social Goal

"If the group work field is to properly serve youth and society, it must be prepared to carry its work into early adulthood, stimulate cultural and intellectual interests, and broaden social vision."\(^1\)

We are not interested chiefly in having our social groups occupied by large numbers of individuals. We want to provide these groups with opportunities to grow spiritually, mentally, and physically, to develop emotionally, and socially, and understand the world in which we live.

A social goal will bring about personality development, good citizenship, responsibility and self government, and opportunities for social experiences.

Well-rounded mature people with a capacity to work with people and to stimulate the interest of the group must be found to work with groups. The groups' interest can not be stimulated unless the worker has an interest in the work to be performed. Interest, dependability, resourcefulness, and understanding are vital qualities of all good workers and of those aspiring to become better workers.

Group work training needs to be related to current problems and needs of people. Unless there is a relation between the program and the need, the experience can not have real meaning for the persons served.

\(^1\) Ibid., p. 82.
New Trends in Group Work

"Group work is still in its infancy. It lacks direction and standards. It is so ill-defined in its functioning that every kind of corporate effort to any sort of end may claim to be group work." In recent years many new trends have been made in the field of group work. The most basic trend in group work thinking is the growing awareness that group workers must provide satisfying experiences for individuals to aid them in adjusting to the complexities of modern living. Our complicated patterns of modern society prevent the average man from participating in the actual administration of government. He does not make decisions for the welfare of the public even though he is a small but important part of that public. He is helpless, perplexed, and dependent on others. "He must rely on the promised benevolence of political, industrial, and other leaders." We have made excellent progress in formulating the objectives of group work. Our greatest need at present is to translate our objectives in terms of processes and relationships. Good objectives are often nullified by poor practice. The difficulties lie in the conflict between the leader's concepts and his own background. Many leaders who have advanced social and educational views rely unconsciously on familiar traditional educational approaches.3


We have discussed new trends in group work as they are related to all individuals. In the usual situation the group worker deals with individuals who are normal and provides them with growth producing situations which will give satisfaction, freedom of expression, and security, which help to develop balanced personalities. An attempt has been made on the part of therapists to work with maladjusted and emotionally disturbed individuals. This attempt has resulted in psychotherapeutic techniques which are frequently being used by trained group therapists and are producing constructive relations for patients.

The function of psychotherapy is to make the client accessible to the more general educative process. Group therapy, for instance, "seeks to recondition the ego structure" with a view to making it possible for the child to engage in and benefit from the regular influences of his environment, home, school, church, and general recreation.1

In the normal situation the members are provided with the elements of an effective life in group relations. The leader exposes the group to opportunities for creative activity by making available a world of art, literature, science, wisdom, and fine human relationships.2 This method of treatment must not be confused with those used in normal group situations. The function is different and also the purpose.

2 Ibid., p. 4.
In recent years the group work field has also placed emphasis on providing recreation from tax funds. However, "this is not pronounced as the assumption of relief has been in the public assistance field."¹

Group members have taken an interest in social action. Some needs of individuals must be met outside of the group. "As a knowledge is built up of the group work process and its role intending toward action in meeting outside of the group some of the needs of its members, there is likely to be much more stress placed upon developing techniques of social action."²

Greater stress has been placed upon developing effective records in order to retain factual material about the group. This information is obtained from direct contact with individuals in the group setting, outside of the group meetings, or from records of other agencies.

The most noticeable trend is the emphasis placed on the professional training of workers and the careful selection and placement of workers. Greater individualization of group members, extension activities, work with small groups, creative activities for occupational groups, and the addition of a case worker to the group work staff are also new trends. These trends reveal onward and upward developments and potentialities of the field of group work.

²Ibid., p. 425.
CHAPTER III

A DESCRIPTION OF SOCIAL AGENCIES SERVING THE RECREATIONAL NEEDS OF NEGROES IN ATLANTA

Atlanta, the metropolis of the Southeast, had a total population of 356,000 in 1947. The estimated population of greater Atlanta, was 550,000. Of this number thirty four percent were Negroes.

Atlanta has ten social agencies providing recreational services for Negroes. They are:

Bethlehem Center
The Boy Scouts
The Girl Scouts
The George Washington Carver Boy's Club
The Butler Street Young Men's Christian Association
The Phyllis Wheatley Young Women's Christian Association
Eagan, Grady, Herndon, and University Homes of the Atlanta Housing Authority

The purpose of these Youth Serving Organizations is to help young people as individuals and as members of groups, understand themselves, their resources and liabilities; gain skill in personal relationships; make wise choices in life; understand the world in which they live, and be concerned with its people and its problems; develop attitudes and skills which will enable them to participate constructively as citizens in building a democratic society. The organizations cooperate in community activities in the interest of improving conditions affecting young people.

Bethlehem Center

Physical Facilities.— Bethlehem Community Center was established in April, 1944. The present building and location

1 Conference with an employee at The Chamber of Commerce, Atlanta, Georgia, April, 1947.

2 Positions in Youth Serving Organizations Published by The Jewish Welfare Board, (New York, 1945), p. 5.
is very inaccessible but contains adequate space for facilities for recreational purposes, such as: a reception room, two rooms for assembly and dancing, club rooms, game rooms, a play room, movie room, work shop, clinic, an outdoor playground and a basketball court.

**Group Served.** All age groups are served. The kindergarten department serves children from three to five years of age. Clubs and recreational activities serve girls from six to twenty. Twelve organized groups serve children and three serve adults.

**Program.** Clubs include shop work for boys and sport teams. Girls' groups include: cooking, handicraft, story and music clubs. Co-educational activities such as Teen-Age canteen, movies, forum groups and Bible study clubs interest younger groups, and older women take an interest in craft clubs. This program encourages every youngster connected with the organization to become a member of some club group. The Health Department cooperates with the Center. A clinic was established recently. Other agencies such as the Young Women's Christian Association cooperate closely with this agency.

**Personnel.** The staff consists of a Director, a kindergarten teacher, a boys' worker, a girls' worker and two volunteer workers.¹

¹Conference with the Director of the Center, March 21, 1947.
Boy Scouts

Physical Facilities. - This agency cooperates with other community agencies. Boy Scouts assemble in churches, schools, and housing projects. Facilities vary in accordance with supplies found at meeting places.

Group Served. - The organization serves young boys and men. Cubs range from nine to eleven, Scouts from twelve to fifteen, Senior Scouts from sixteen to eighteen, and all ages of adults known as scouters.

Program. - The scouting program provides for physical fitness activities. The scout learns basic scout rules. He acquires hiking and camping skills through outdoor living. First aid for the home, street, and school is part of the scouts emergency service training. Scouts track and trail, stalk and judge, cook, and do rope work. Adventures on the water include fishing expeditions, cruises, canoe trips, swimming, boating and life saving. Good turns are demonstrated throughout the year at Thanksgiving, Christmas and during other holidays.

Personnel. - A Field Executive and an Assistant Field Executive serve this organization.¹

¹Conference with the Assistant Field Executive, March 10, 1947.

Girl Scouts

Physical Facilities. - This organization will observe its fifth year or anniversary in May of 1947. The organization
is open to Negro girls in various sections of Atlanta such as: Pittsburgh, Central Atlanta, Summer Hill, and Decatur. The program is made available to girls in churches, housing projects, and schools; facilities vary with different places of assembly.

**Group Served.**- This organization serves girls from eight to eighteen. At the end of the month of February, 1947, the enrollment was as follows: Number of registered scouts, 484. Of this number 128 were brownie, 273 were intermediate, and 83 were senior. The total number of registered troops was 34. Of this number 8 were brownie, 19 were intermediate and 7 were senior.

**Program.**- The program includes arts and crafts, community life, health and safety, homemaking, international friendship, literature and dramatics, music and dancing, nature, the out-of-doors, sports and games.

**Personal.**- The personnel consists of a Field Director and a secretary. 1

The George Washington Carver Boy's Club

The Boy's Club provides a meeting place to meet the social, health, vocational, and recreational needs of boys.

**Physical Facilities.**- Recreation rooms provide space for the boys to engage in physical activities. The boys have access to a large swimming pool, locker, basket ball court.

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1Conference with the Field Director, February 14, 1947.
punching bag, a shop for wood work, ping pong tables, and a library.

**Program.** The program is varied. The club offers activities such as basketball, boxing, swimming, games, and shop work.

**Group Served.** The club serves any boy between the ages of eight and eighteen.

**Personnel.** The personnel of the Boy's Club includes a director, a physical and health director, boys' worker, shop instructor and a secretary.¹

The Butler Street Young Men's Christian Association

**Physical Facilities.** Physical facilities consist of two lounges - one for men and two for ladies, an assembly hall, recreation and club rooms. Indoor equipment includes a swimming pool, basketball court, three pool tables for young men, two for boys and several ping pong tables. Dart boards, checker boards, and Chinese checkers are available. Weights, a boxing set which includes two punching bags, boxing gloves, and a floor mat for boxing are also provided. Badminton and volleyball sets encourage eager participation in these games. The playground is for foot ball and soft ball games.

**Group Served.** This organization serves all age groups. Young men and boys, girls and women. This is the place where 4,807 individuals were served during the first six months of

¹ Conference with the Boys' Worker, March 12, 1947.
1946. This is the place where 467 teen age boys and girls are provided wholesome fun at their canteen and the place from which sprung the USO teen age canteen where 417 boys and girls are getting basic instructions in public decorum.¹

Program.—The physical department supplies physical education activities for the membership of the Butler Street Young Men's Christian Association. The objectives of the physical education department include not only health, physical fitness, play skills and the like, but personality adjustment, education for social participation, education for leisure, and the development of a Christian philosophy of life.²

Under the supervision and direction of department directors this organization carries out a co-educational health program, plus club and canteen programs, social activities, parties and monthly socials. Outdoor camping for boys and girls is a major summer activity. Extension work is carried out in these areas: Pittsburgh, schools, housing projects, College Park, and Merritts Avenue.

Personnel.—"The personnel of social agencies is perhaps the most important single item in evaluating the quality of the service rendered in the community."³ This agency has a staff of

¹Annual Report, Fall Planning Conference 1946-1947, Camp John Hope, Augusta, Georgia, p. 3.
²Interview with the Physical Director of the Butler Street Young Men's Christian Association, February 20, 1947.
nine major workers. They are: Executive Secretary, Business Secretary, Program Co-ordinator, Membership Secretary, Physical Director, Assistant Physical Director, Extension Secretary, Youth Secretary, and Boys' Work Secretary.

The Phyllis Wheatley Young Women's Christian Association

The Phyllis Wheatley Branch of the Young Women's Christian Association is a Christian organization which endeavors to develop Atlanta's Negro girls into fine women.

Physical Facilities.- Physical facilities include club rooms, and supplies found in schools, churches, community centers and other cooperating agencies.

Group Served.- This organization is open to any girl or woman who is interested and agrees to carry out the purpose of the Young Women's Christian Association.

Program.- This agency recognizes the normal interest of teen age girls and boys and provides activities and groups in which they work and play together, whether it be in the canteen, on a bicycle trip, a hike or a serious discussion group. The program serves all ages—young and old. Picnics, hikes, dancing, sewing, sports, arts, and crafts, banquets, and dramatics are some of the activities members engage in.

Personnel.- The positions of the staff are: Executive Director, Business Secretary, Clerical Assistant, Industrial, Business and Professional Director, Senior Y-Teens Director,
Junior Y-Teens Director, Director of Extension Program (two directors serve here), and Director of Health Education and Recreation.

Eagan Homes

Physical Facilities.— These include one recreation hall for groups, a playground, swings, and slides, a ping pong table, and pool table.

Group Served.— All groups are served. These include nursery children, teen agers, mothers, fathers, and veterans.

Program.— The veterans community club is composed of twenty two war veterans. Clubs and organizations serve all age groups. The Well Baby Clinic cares for babies, the Nursery serves small children and adult clubs serve the mothers in the project.

Personnel.— One management aide worker and one recreation worker serve this project.  

Grady Homes

Physical Facilities.— Physical facilities consist of an auditorium, a playground with swings and a slide board, a reading room, a play room, and a ping pong table.

Group Served.— All ages of boys and girls, and men and women are served.

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1 Conference, Y-Teens Director, February 26, 1947.
2 Conference, Recreation Worker, March 17, 1947.
Program.- Senior canteens serve adolescents from fourteen to seventeen years of age. The boy scouts, girl scouts and arts and crafts club serve different age groups of boys and girls. The sewing club serves mothers in the project and The Eagle Commandos Club is composed of a group of boys from eight to ten years. Other adult clubs and a canteen for young adults serve the age group eighteen to twenty-five.

Personnel.- One management aide worker, a recreation leader, and nursery school teacher serve as recreation workers and plan group activities for the tenants of this project.\(^1\)

Herndon Homes

Physical Facilities.- Physical facilities consist of a recreation hall, a game room, a playground and a library. Ping pong tables, games, and soft balls and bats.

Group Served.- All ages are served such as: Kindergarten children, adolescents, young adults and mothers and fathers.

Program.- Clubs serve adults, branches of national organizations such as: Boy Scouts, Girl Scouts, and Girl Reserves. Social programs, a hobby club, Good Buddies Club, and a sewing club serve all ages.

Personnel.- The personnel consists of a management aide worker, a recreation worker and volunteer resident workers from the project.\(^2\)

\(^1\)Conference, Recreation Worker, March 13, 1947.

\(^2\)Conference with Recreation Leader, March 18, 1947.
University Homes

Physical Facilities.— Four recreation halls, a playground, an athletic field, an auditorium, ping pong tables, a pool table and one dark room serve as physical facilities for tenants of this project.

Group Served.— All ages are served.

Program.— Adult education classes, music clubs, a thrift club, girl and boy scouts, young adult clubs, and junior and senior canteens serve the residents of University Homes.

Personnel.— Personnel of the project includes a recreation worker, management aide worker and nursery school teacher.¹

¹ Conference with Recreation Worker, March 14, 1947.
CHAPTER IV

ANALYSIS OF GROUP WORKERS STUDIED

Age and Sex of Workers

Most of the workers studied entered the group work field after they reached the age of twenty one. Some of them entered directly from college. Others became professionals after working as volunteers in social work or after experience in other occupations.

The group director is almost invariably a man for work with men or boys, and a woman for work with women or girls, although in occasional instances, a woman supervises certain boys' groups or activities. The age range is usually between twenty one and forty-five years, sometimes younger where the work lies with younger groups, or older where the contacts are with young men or women. Chronological age is sometimes considered of little importance, provided the worker is old enough, on the one hand, to have passed through the major issues facing the group and, on the other hand, not so old that the life situations of the group seem to him unimportant.

TABLE 1

AGE RANGE OF THIRTY NEGRO GROUP WORKERS IN ATLANTA, GEORGIA IN FEBRUARY AND MARCH OF 1947

<table>
<thead>
<tr>
<th>Age</th>
<th>Total</th>
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<th>Female</th>
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<tbody>
<tr>
<td>Total</td>
<td>30</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>20-29</td>
<td>11</td>
<td>6</td>
<td>5</td>
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<tr>
<td>30-39</td>
<td>12</td>
<td>4</td>
<td>8</td>
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<tr>
<td>40-49</td>
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<td>50 and over</td>
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Table 1 reveals that the female workers ranged in age from twenty to over fifty years. Male workers ranged from twenty to fifty years. The largest number of females were between thirty and forty while the largest number of males were between twenty and thirty years of age.

**TABLE 2**

MARITAL STATUS OF THIRTY NEGRO GROUP WORKERS IN ATLANTA, GEORGIA IN FEBRUARY AND MARCH 1947

<table>
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<th>Marital Status</th>
<th>Total</th>
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<th>Female</th>
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<td>Total</td>
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<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 2 indicates that the greatest number of single men and women were between twenty and thirty years of age. The greatest number of married workers were between thirty and forty years of age. One woman was divorced, and one was widowed.

**Health**

Many organizations do not require the worker to undergo a physical examination before becoming employed. However, good health in addition to physical endurance, readiness for effective action and vitality are necessary physical requirements for all group workers.
Group workers must come in close contact with people, many of whom are not physically well and live in homes where diseases exist. It is desirable for all workers to have periodic examinations for their protection.

Each worker interviewed was in good health and was physically able to perform his or her job which required constant movement, physical exercise and night work in most instances.

Conditions of Work

The group director is commonly subject to irregular hours and frequent overtime. Organizations of the type with which he works serve the public in its leisure time; therefore, the onus of work comes in the late afternoon and at night in connection with clubs, classes and activities; and although it is important for the worker to be able to compensate by taking time off in the morning or afternoon, he is frequently prevented from doing so by reason of administrative routine, reports, and accounts, procuring equipment, neighborhood visiting, court cases, callers, interviews with leaders, committee work and conferences.

Workers cannot work to their fullest capacity in many agencies because of the lack of space and equipment. Those factors in addition to trained workers determine the success or failure of a group program.

---

TABLE 3
DIFFICULTIES IN CONDITIONS OF WORK IN AGENCIES OF THIRTY NEGRO GROUP WORKERS

<table>
<thead>
<tr>
<th>Working Conditions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>21</td>
</tr>
<tr>
<td>Health hazards</td>
<td>2</td>
</tr>
<tr>
<td>Long work hours</td>
<td>7</td>
</tr>
<tr>
<td>Poor working conditions</td>
<td>7</td>
</tr>
<tr>
<td>Low compensation</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 3 presents a picture of the most undesirable conditions of work as stated by the workers interviewed. The largest number of workers listed long work hours and poor working conditions as their greatest problems.

Worker F. explained long work hours in this manner. "Working with the .......... presents a difficult situation. All are employed women and are free usually after six o'clock. This calls for evening club work. Meetings are scheduled for one hour and frequently extend two and three hours over time.

Worker G. said, "I have ten active groups in my department with an enrollment of nearly three hundred individuals. Frequently there is more than one group each night. One meets at ... while the other might meet on the other side of town."

Another worker said, "My hours are long but I usually work over time voluntarily."

Worker H. explained poor working conditions by saying: "There is little or no privacy for working with groups or working on records. I share the same office with two or more persons using the same desk. There is one telephone for three staff people."

Worker J. gave this explanation for poor working conditions. "Lack of facilities contribute greatly to poor working conditions."

Worker K. has as her problem: "Lack of space."
Another worker said, "the budget of the Association does not have adequate funds for "good salaries," therefore, salaries are very low and workers are under paid."

Educational Status

Group work experience, a knowledge of groups and skills in working with groups founded on a social work education, are valuable assets in doing group work. This includes an understanding of the methods and program of social work generally, the philosophy of social group work, and the objectives of the organization.

Special knowledge should also include "principles of personnel administration; understanding of the community, its social, civic, educational, cultural and recreational resources; and community organization."\(^1\)

**TABLE 4**

<p>| Table 4: Educational Status of Thirty Negro Group Workers in Atlanta, Georgia in February and March, 1947 |
|-------------------------------------------------|-------------------------------------------------|</p>
<table>
<thead>
<tr>
<th>Highest Grade Completed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30</td>
</tr>
<tr>
<td>High school</td>
<td>2</td>
</tr>
<tr>
<td>College (3 years)</td>
<td>2</td>
</tr>
<tr>
<td>College (4 years)</td>
<td>12</td>
</tr>
<tr>
<td>Attending university</td>
<td>1</td>
</tr>
<tr>
<td>Master's degree in social work</td>
<td>9</td>
</tr>
<tr>
<td>Credit on Master's degree in social work</td>
<td>2</td>
</tr>
<tr>
<td>Seminary</td>
<td>1</td>
</tr>
<tr>
<td>*Specialization C. P. A.</td>
<td>1</td>
</tr>
</tbody>
</table>

*Specialization - Certified Public Accountant

\(^1\)Ibid., p. 234.
Table 4 reveals that all workers completed high school. Some have received their Master's degree in social work. Twenty eight of the total number are interested in further study in group work. The largest number of workers completed college. Nine workers received the Master's degree in social work, two received credit on the Master's degree in social work, one worker received credit as a Certified Public Accountant.

Worker L was questioned regarding his plans for further training in group work. He replied, "Yes, I am going to take advantage of the G. I. Bill. The agency will supplement my funds."

Interviews indicated that the largest number of workers majored in social sciences in college. The next highest number majored in education. Other majors listed were history, physical education, biology, English, music, business administration, religion and foreign languages.

Reasons for Entering the Group Work Profession

Many individuals choose, prepare for and enter into occupations. However, many do not succeed in them. Inquiries regarding which factors influenced the workers here interviewed to enter into the group work field revealed many reasons. Most prominent among these were: Interest in working with groups of people, enjoyment derived from being with people, exchanging ideas with them and trying new ideas, athletic experience, and interest as a volunteer worker.
The largest number of workers felt they would not be more successful in another occupation. Others felt they would be successful in any occupation. The occupation preferred was business. The next favorite was physical education coach. One worker interviewed listed law as his choice.

Extent of Experience

Some of the reasons given for turnover in organizations are: The exacting nature of the work, due to long hours, irregular hours and evening work, which leaves too little margin of time for social contacts and personal interests outside of the profession; inadequate salary standards and lack of opportunity for advancement; better offers elsewhere; marriage; a desire to continue study; lack of a feeling of professional status, and the problem of working with such a variety of leadership, especially volunteers.¹

<table>
<thead>
<tr>
<th>Length of Employment in Group Work</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30</td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>3</td>
</tr>
<tr>
<td>1 - 2 years</td>
<td>7</td>
</tr>
<tr>
<td>2 - 4 years</td>
<td>11</td>
</tr>
<tr>
<td>5 - 9 years</td>
<td>5</td>
</tr>
<tr>
<td>10 and over</td>
<td>4</td>
</tr>
</tbody>
</table>

¹Ibid., p. 241.
Table 5 reveals the greatest number of workers were employed from two to four years. Three workers were employed less than one year. Four workers were employed for ten years and over.

**TABLE 6**

**LENGTH OF EMPLOYMENT IN THE PRESENT AGENCY OF THIRTY WORKERS IN AGENCIES IN ATLANTA, GEORGIA, 1947**

<table>
<thead>
<tr>
<th>Length of Employment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30</td>
</tr>
<tr>
<td>Less than one year</td>
<td>5</td>
</tr>
<tr>
<td>1 - 2 years</td>
<td>10</td>
</tr>
<tr>
<td>2 - 4 years</td>
<td>9</td>
</tr>
<tr>
<td>5 - 9 years</td>
<td>3</td>
</tr>
<tr>
<td>10 years and over</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 6 reveals the greatest number of workers were employed in their present agency from one to two years. Nine workers were employed from two to four years. Three workers were employed from five to nine years. Three workers were also employed from ten to over that number of years.

The greatest number of workers were skilled in typing, athletics, and dramatics. Other skills were arts, crafts, singing, mechanical drawing, sewing, wood work, camping, music and commercial subjects.
Salaries

Salaries of workers vary in different agencies. They are determined by facts such as: the type of position and length of service in the agency, responsibilities, training for the work, experience and satisfactory record.

TABLE 7

YEARLY SALARIES OF THIRTY NEGRO GROUP WORKERS IN ATLANTA, GEORGIA IN 1947

<table>
<thead>
<tr>
<th>Salaries</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $1000</td>
<td>4</td>
</tr>
<tr>
<td>$1000 - $1999</td>
<td>12</td>
</tr>
<tr>
<td>$2000 - $2999</td>
<td>3</td>
</tr>
<tr>
<td>$3000 - $3999</td>
<td>5</td>
</tr>
<tr>
<td>$4000 - $4999</td>
<td>2</td>
</tr>
<tr>
<td>Not stated</td>
<td>4</td>
</tr>
</tbody>
</table>

Yearly salaries of workers ranged between $1000 and $4999. The highest salaries were received by men. Four of the workers received salaries of less than $1000. These workers were employed part time. Most workers received yearly salaries between $1000 and $1999.

Departmental Organization

In many instances the group worker's field is limited to activities for boys or girls or young men or young women of a comparatively homogenous age group. Group workers who concentrate on children of the junior group are found in settlements, community centers, church centers, Boys' Clubs and playgrounds. Workers whose field of action is primarily the intermediate or "teen"age group are in the Boy Scout, Girl Scout, Camp Fire and Boys' Club organizations; in the Young
Women's Christian Association (Girl Reserve secretary), the Young Men's Christian Association (Boys' Work secretary), and in such settlements, church centers and community centers as have a sufficiently large staff to permit this differentiation.¹

**TABLE 8**

**TITLES OF GROUP WORKER'S POSITIONS**

<table>
<thead>
<tr>
<th>Titles of Positions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30</td>
</tr>
<tr>
<td>Recreation worker</td>
<td>7</td>
</tr>
<tr>
<td>Athletic director</td>
<td>3</td>
</tr>
<tr>
<td>Director of y-teens</td>
<td>2</td>
</tr>
<tr>
<td>Executive director</td>
<td>2</td>
</tr>
<tr>
<td>Field scout executive</td>
<td>2</td>
</tr>
<tr>
<td>Management aide worker</td>
<td>2</td>
</tr>
<tr>
<td>Physical director</td>
<td>2</td>
</tr>
<tr>
<td>Boys' work director</td>
<td>1</td>
</tr>
<tr>
<td>Business and industrial director</td>
<td>1</td>
</tr>
<tr>
<td>Community center leader</td>
<td>1</td>
</tr>
<tr>
<td>Director of extension division</td>
<td>1</td>
</tr>
<tr>
<td>Field director</td>
<td>1</td>
</tr>
<tr>
<td>Health and recreation director</td>
<td>1</td>
</tr>
<tr>
<td>Playground leader</td>
<td>1</td>
</tr>
<tr>
<td>Program secretary</td>
<td>1</td>
</tr>
<tr>
<td>Shop instructor</td>
<td>1</td>
</tr>
<tr>
<td>Supervisor of teen age canteen</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 9 reveals the greatest number of workers studied were recreation workers. The next greatest number were athletic workers. The following chapter will give a description of each worker.

¹Ibid., p. 30.
CHAPTER V

JOB CONTENT

In most agencies group work positions are listed under various names such as: Field Director, Program Director, Executive Secretary, Executive Director, Group Leader, Physical Director, Field Scout Executive, Boys' Work Director, Play Ground Leader, Director of Extension Division, and Management Aide Worker. These are the positions to be discussed.

Some agencies have different titles for their workers, whose duties correspond to duties under the above named titles. The information given below, is in some cases, a combination of job descriptions of one or more workers performing similar duties, but bearing different titles.

The work that a staff person is expected to perform varies with every agency. The amount of work accomplished depends on the needs of the members of agencies, the ability of workers to perform their duties and the stage of development of the agency.

The Executive.- The executive in any agency, large or small, coordinates programs, supervises activities in different departments, inspects equipment and facilities, assigns projects and groups to workers, promotes new activities, develops community interest and cooperation and gives personal advice to staff members.
The executive is in a sense the agency itself; his functions are the counterpart of those of the agency; he pursues the objective upon which the agency has agreed, and follows a procedure in regard to program personnel and clientele, in accordance with the general policies and traditions of the agency.¹

The executive is the chief integrator, planner, and "spark plug" of the agency. He must act as the court of final appeal, and is responsible for making decisions affecting the agency as a whole. He must give motivation and direction to the entire organization, be a "trouble shooter", and act as a buffer in many and varied relations. He must be a negotiator and an interpreter both within the agency and in the community and must raise or assist in the raising of funds for social and health work in the community.²

The Executive Director has total responsibility for the agency. This includes evaluating the needs of the community, planning a program to meet these needs, constantly and carefully examining conditions of the community to determine if the prescribed program is meeting the needs. This director must also direct the budget, attend to or select some one to supervise accounts and receipts, membership fees, contributions and other sources of income. He must select and supervise the staff which includes professional workers, volunteers, full time and part time workers. These workers must be stimulated and guided. In addition to the above duties the director is confronted with interpreting the work of the agency to the community. The building and grounds must be cared for and workers must be aided in discovering community resources.


Records concerning statistical and financial reports must be maintained.

**Business and Industrial Department Director.**—The Business and Industrial Department Director works with the inter-club councils in each department in the agency, and with city-wide inter-club councils. This worker must also keep a close relationship with club presidents and other members of the group. She must keep narrative and statistical reports. This worker must also attend agency staff meetings, committee meetings, and departmental meetings. Supervising field work students from the school of social work is a yearly responsibility in addition to supervising volunteer workers.

**The Field Director.**—This position includes the responsibility of supervising leaders in the Central Area of Atlanta, South Atlanta, Pittsburgh, Summer Hill and the Housing Projects in connection with the agency's extension program. This program is also carried out in line with the policies of the agency and the needs of the community. This worker must implement the organization of troops, develop and maintain relationships with each group as well as individual members in the group.

**The Program Director.**—This director's activities includes supervising graduate students from the Atlanta School of Social Work. During a conference with this worker she said, "I am anxious for the field work students from the school to get something out of their field work experience. I encourage them to
take on responsibility".

Supervision includes orienting the leader to the agency. The supervisor must first help the leader in his orientation to the agency, as well as in interpretation of its philosophy. Illustrating process in this first step in supervision will, of necessity, show the supervisor in a much more active and administrative role than in later supervisory techniques. He must explain differences that are not based on objectives nor techniques, but on organizational setup and philosophy. He must acquaint the field work student or new worker with the agency’s administrative and physical structure, with the staff, with agency policies.¹

This worker stated she tries to expose the student to community and other agency resources. Record keeping is an important part of the program director’s responsibility. Therefore, the student is instructed in keeping records and reports.

This worker must also give volunteers adequate counseling.

Social work itself owes its beginnings to volunteers who recognized the need for ameliorating human suffering and whose efforts resulted, in the latter half of the nineteenth century, in the establishment of organized health and welfare agencies. From the period when the major part of the work was carried by the volunteer himself through the advent of the paid and professionally trained social worker to the present day, there have been numerous changes in volunteer function.²

Program directors must interpret the volunteer’s duties and make the volunteer’s work valuable to the agency.

The program director works under the leadership of the executive. She must maintain a good working relationship with


the headworker in order to perform her many duties of guiding personalities and supervising them. In addition to the above stated duties this worker must effect the organization of clubs and groups, and arrange schedules for the use of facilities. This worker, like other group workers, must exhibit skill in working with people.

The Age Division or Department Director.-This worker deals with a specific age group such as: adults, teen-agers, midgets, or seniors. Duties include supervision and direction of activities, (junior, senior or other age groups), promoting mass activity programs, developing community interest and cooperation, supervising mixed groups, working with other organizations, attending conferences and training courses, providing facilities, supplies, and materials for program needs and promoting agency spirit by relating group interest with agency programs.

The department director supervises music, physical education, shop work, arts and crafts. Guidance is given to individual members of the group. This worker also takes an active part in conferences of professional workers and recruits and trains leaders.

The Group Leader.-Planning programs with the president and other officers in the group, visiting homes of members of the group, contacting churches, schools and other agencies, arranging for speakers, meeting places and hours for meetings are among the jobs of the group leader. Keeping records, attending meetings, training courses, and induction ceremonies, interview-
ing members of the group, giving advice and assistance with individual problems, soliciting cooperation from parents, teaching members of the group to take responsibility for different activities, and stimulating intelligent self-guidance among participants are also his responsibility.

We can see that this group leader is an arranger, a planner and a builder. His day is never dull and he is seldom inactive in his challenging job of group leader.

In many instances he transforms the ready-made group into a club, capitalizing loyalties already present because of certain common associates such as school, Sunday school, language, occupation, and locality (i.e., the group from the same tenement, the same street, the same neighborhood). In such cases he attempts to build around the natural "group" or "gang" which has already a considerable degree of cohesion, in the belief that if the group’s common interests are of sufficient variety and intensity, the members will find pleasure in the association will hold together and be able to carry on a program.¹

Play Ground Leader.-In some agencies this worker is known as the athletic director. He plans and stimulates health education through games such as basket ball, tennis, volley ball, badminton, soft ball and football. He coaches these games and in some instances books league games. His job is one of teaching fair play through clean sportsmanship.

This worker must analyze the needs of the group and plan activities to meet the needs. New activities must be initiated into the program. In the process of his leadership he is helping

to develop skills among members of the group. He conducts classes in swimming, gym activities, life saving and first aid. He cooperates with public and private agencies by helping to develop sound community health.

Recreation Worker.-The recreation worker in Housing Projects conducts recreation for all age groups. She plans special activities such as mass programs. Teen-age programming activities as well as younger age groups are supervised by this worker. Indoor and outdoor games must be planned. Parties and dances, movies and dramatics, cooking and sewing clubs, boxing and shop work groups must have adequate supervision. This program is comprehensive of all recreational activities. In order to maintain group interest and have successful programs the recreation worker must keep in touch with recent program materials, try new ideas and experiments relative to group work.

Management Aide Worker.-This worker fosters better home relationships with families living in the project. She carries administrative, leadership and supervisory responsibility. She must meet every day problems of families, carry out policies of the project, determine group needs, interpret, plan and execute service projects, keep records and reports, and cooperate with other agencies and refer problems to them when they cannot be handled in her agency without duplicating services of other agencies.
Community Center Leader.-Directing games, music, arts, and crafts and leading group singing demands this worker's best planning and untiring work.

All group workers' jobs require: ability to interpret the work to the public, personal adjustment, a special knowledge of group work, its theory and practice, ability to make and carry through plans, an adequate education and training, a high level of energy, and a desire to improve conditions.
CHAPTER VI

SUMMARY

The job analysis is a method to provide information about the content of occupations, what qualifications a worker should have for a position, and what is involved in the work.

It is interesting to know the nature and content of jobs, duties and responsibilities of workers, and the worker's attitude about his profession.

In an attempt to determine the above stated factors thirty Negro group workers were studied in order to ascertain the content of their profession and their attitudes toward their jobs. These workers were employed in ten social agencies in Atlanta, Georgia, during February and March of 1947.

The age range of the thirty group workers studied was twenty to fifty. The largest number of workers were between thirty and forty. The largest number of men were between twenty and thirty while the largest number of women were between thirty and forty.

The greatest number of workers among men and women were married. Six were single, one widowed, and one divorced.

Each worker was in good health and was physically able to perform his or her job. Long work hours and poor working conditions were the most undesirable conditions of work. The bulk of group work is usually after six o'clock when people are free from work, school, or other activities.
Lack of equipment and space prevented workers from working to their fullest capacity.

All workers completed high school. Two attended college three years, twelve finished college, nine received the Master's degree in social work, two had received credit on the Master's degree, and one completed requirements at Gammon Theological Seminary. One woman specialized as a certified public accountant.

The largest number of workers majored in social science, education, and business in college.

The length of employment in the group work field ranged from one month to twenty years. Length of employment in the present agencies was one month to thirteen years. The greatest number of workers were employed one year to four years.

Seventeen workers listed athletics as a skill, fifteen listed typing, eleven crafts, eight music and seven arts.

Yearly salaries of workers ranged between $1000 and $4999. Five workers received salaries between $3000 and $3999. Four part time workers received less than $1000 per year.

Twenty eight workers recorded progress of groups. All workers attended agency meetings. All agencies did not require reading assignments.

Titles of positions were: Field Executive, Executive Director, Director of Y-Teens, Health and Recreation Director, Recreation Worker, Director of Extension Division, Field Scout Executive, Physical Director, Play Ground Leader, Boys' Work
Director, Athletic Director, Shop Instructor, Program Secretary, Supervisor of Teen Age Canteen, Business and Industrial Department Director, Community Center Leader, and Management Aide Worker.

The qualifications of an executive are the qualities which any leader or other group worker should possess. Tact, self confidence, ability to inspire, objectivity, a pleasing manner, a liking for people, good emotional adjustment and a capacity for mental growth do not include all qualities of a good worker but a few of the many.

The responsibility of all workers is to evaluate the needs of the community and of individuals, and plan a program to develop personality to its greatest capacity.

Social agencies must always be alert and make every effort to develop constructive approaches to the problems of people in every community. We must demonstrate our interest in individuals by giving service when it is needed. In order to render service efficiently and effectively an adequate and constructive community program must be developed for young and old.
APPENDIX

Schedule

Name of worker ________________________________
Name of agency ________________________________
Address of agency ______________________________

Age: 20-30 _____ 30-40 _____ 40-50 _____ Over 50 ______

Sex: Male __________ Female __________

Marital status: Married _____ Single _____ Divorced __
Separated _____ Other ________

Highest grade completed: Grammar _____ High School _____
College _____ University ________ Other ________

College major ________________________________

What is the title of your position? ________________________________

What are your responsibilities? (a) Administrative __________
1. __________________________ (b) Supervisory __________
2. __________________________ (c) Leadership __________

How long have you been employed as a group worker? __________

How long have you been employed in your present agency? ______

What factors influenced you to become a group worker? ______

Do you enjoy your work? Yes ______ No ______

Do you feel you would be more successful in another type of job? Yes _____ No _____ If so, which occupation would you prefer? ________________________________
Are you able to work to your fullest capacity in your present employment? Yes _____ No _____ If not, why not? ______

Are you confronted with any of the following in your work? If so, please explain on back of page.
Health hazards _____ Long work hours _____ Low compensation _________ Poor working conditions _____ Unsatisfactory working companions _______ Unsatisfactory supervision ______
Are you interested in further study in group work? Yes _____ No _____ Does your agency plan to make provision for this? Yes _____ No _____ Time off _____ Leave of absence _____
Other ________________________________

What is your salary range: Less than $1000 __________
$1000 - $1999 ____ $2000 - $2999 ____ $3000 - $3999 ______
$4000 - $4999 ___ $5000 or over ______

Do you record progress of groups? Yes _____ No _______
Do you attend any of the following: Agency staff meetings __
Board meetings ______ Community conferences ___ Others ___

Is your work stimulating, interesting, and is it vital to the main program of which it is a part? Yes _____ No _____
Are reading assignments required as part of your agency practice?  Yes____  No_____  Do you participate in agency projects or community chest drives?  Yes____  No_____
Do you have skill in the following?  Music______________
Arts______________  Dramatics____________________
Crafts___________  Dancing_____________________
Typing___________  Athletics___________________
Others__________________________
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Miscellaneous


Positions in Youth Serving Organizations. Published by The Jewish Welfare Board, 1945.